

**THE EFFECT OF SUBSTITUTION DRILL TECHNIQUE
ON STUDENTS' VOCABULARY MASTERY
AT THE ELEVENTH GRADE OF SMA N 1
PADANG BOLAK JULU**



A THESIS

*Submitted to the English Educational Department of State UIN
SYAHADA Padangsidiempuan as a Partial Fulfillment of the
Requirement for the Graduate Degree of Educational Scholar (S.Pd)
in English*

WRITTEN BY

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UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2025**

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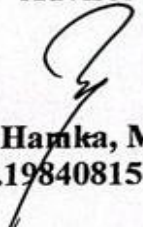


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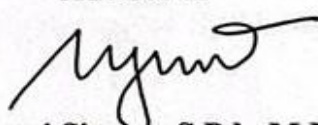
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LETTER OF AGREEMENT

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To:
**Dean Tarbiyah and Teacher
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Assalamu'alaikum warahmatullah wabarakatuh


After reading, studying, and giving advice for necessary revision on the thesis belongs to **Kiki Septiana**, entitled "**The Effect of Substitution Drill Technique on Students' Vocabulary Mastery at Eleventh Grade of SMA N 1 Padang Bolak Julu**". We approved that the thesis has been acceptable to complete the requirement to fulfill for the graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Thank you.

Wassalamu'alaikum warahmatullah wabarakatuh

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ABSTRACT

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This research investigates the effect of the Substitution Drill Technique on students' vocabulary mastery at the eleventh grade of SMA N 1 Padang Bolak Julu. Vocabulary plays an essential role in supporting students' skills in listening, speaking, reading, and writing. However, preliminary observations indicated that students at the school faced several difficulties in learning vocabulary, such as limited vocabulary retention, lack of motivation, and low confidence in using English. To address these issues, the researcher implemented the Substitution Drill Technique, a language practice activity where students repeat and substitute specific words in sentence patterns to reinforce vocabulary and sentence structure. This research employed a quantitative experimental method using a pre-test and post-test design. The population consisted of 80 eleventh-grade students, from which 40 students were assigned to the experimental group and 40 to the control group. The experimental class was taught using the Substitution Drill Technique, while the control class received conventional instruction. The data were analyzed using SPSS version 26 and the independent t-test formula. The findings of the research indicated a significant improvement in the vocabulary mastery of students in the experimental class. The mean pre-test score of the experimental group was 39.20, which increased to 75.10 in the post-test. Meanwhile, the control group increased only from 34.50 to 47.10. The t-test result showed that t_{count} (11.601) was higher than t_{table} (2.015) at the significance level of 0.05, indicating that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. Based on these results, it can be concluded that the Substitution Drill Technique has a significant and positive effect on students' vocabulary mastery. The technique helps students memorize vocabulary, understand word usage, and apply vocabulary in sentence construction more effectively. Therefore, this technique is recommended for English teachers as an alternative instructional strategy in teaching vocabulary.

Keywords: *Substitution Drill Technique, Vocabulary Mastery, Language Learning, Experimental Study.*

ABSTRAK

Nama : Kiki Septiana
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Judul Skripsi : Pengaruh Penggunaan Teknik Substitution Drill terhadap Penguasaan Kosakata siswa kelas XI SMA N 1 Padang Bolak Julu.

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan Teknik Substitution Drill terhadap penguasaan kosakata siswa kelas XI SMA N 1 Padang Bolak Julu. Kosakata merupakan komponen penting yang mendukung keterampilan siswa dalam mendengarkan, berbicara, membaca, dan menulis. Namun, berdasarkan observasi awal, ditemukan bahwa siswa masih mengalami kesulitan dalam mempelajari kosakata, seperti kemampuan mengingat kosakata yang rendah, kurangnya motivasi belajar, serta kurang percaya diri dalam menggunakan bahasa Inggris. Untuk mengatasi permasalahan tersebut, peneliti menerapkan Teknik Substitution Drill, yaitu aktivitas latihan bahasa dimana siswa mengulang dan mengganti kata tertentu dalam pola kalimat untuk memperkuat pemahaman kosakata dan struktur kalimat. Penelitian ini menggunakan metode kuantitatif dengan desain eksperimen pre-test dan post-test. Populasi penelitian berjumlah 80 siswa kelas XI, yang dibagi menjadi dua kelompok: 40 siswa sebagai kelas eksperimen dan 40 siswa sebagai kelas kontrol. Kelas eksperimen diajar menggunakan Teknik Substitution Drill, sementara kelas kontrol diajar dengan metode konvensional. Data dianalisis menggunakan SPSS versi 26 dengan uji-t independen. Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada penguasaan kosakata siswa di kelas eksperimen. Nilai rata-rata pre-test kelas eksperimen sebesar 39,20 meningkat menjadi 75,10 pada post-test. Sementara itu, pada kelas kontrol hanya meningkat dari 34,50 menjadi 47,10. Hasil uji-t menunjukkan bahwa thitung (11,601) lebih besar dari ttabel (2,015) pada taraf signifikansi 0,05, sehingga hipotesis alternatif (H_a) diterima dan hipotesis nol (H_0) ditolak. Dengan demikian dapat disimpulkan bahwa Teknik Substitution Drill memberikan pengaruh positif dan signifikan terhadap penguasaan kosakata siswa. Teknik ini membantu siswa dalam menghafal kosakata, memahami penggunaannya, serta menerapkannya dalam kalimat secara lebih tepat. Oleh karena itu, teknik ini direkomendasikan bagi guru bahasa Inggris sebagai alternatif strategi pembelajaran kosakata.

Kata Kunci: Teknik Substitution Drill, Penguasaan Kosakata, Pembelajaran Bahasa, Penelitian Eksperimen.

خالصة

الاسم : كيكى سبيانا
الرقم الجامعي : ٢١٢٠٣٠٠٠١٤
عنوان البحث : تأثير استخدام تقنية التمرين الاستبدالي على إتقان المفردات لدى طلاب الصف
المدرسة الثانوية الحكومية الأولى بادنغ بولاك جولو

يهدف هذا البحث إلى معرفة تأثير استخدام تقنية التمرين الاستبدالي على إتقان المفردات لدى طلاب الصف الحادي عشر في المدرسة الثانوية الحكومية الأولى بادنغ بولاك جولو. تُعدّ المفردات مكوناً مهماً يدعم مهارات الطلاب في الاستماع والتحدث والقراءة والكتابة. ومع ذلك، استناداً إلى الملاحظات الأولية، وُجد أن الطلاب ما زالوا يواجهون صعوبات في تعلم المفردات مثل ضعف القدرة على تذكرها، ونقص الدافع للتعلم، وعدم الثقة في استخدام اللغة الإنجليزية. وللتغلب على هذه المشكلات، استخدم الباحث تقنية التمرين الاستبدالي وهي نشاط لغوي يتضمن قيام الطلاب بتكرار واستبدال كلمات معينة ضمن نمط الجملة لتعزيز فهمهم للمفردات وبناء الجملة. استخدم هذا البحث المنهج الكمي بتصميم تجريبي يعتمد على اختبار قبلي واختبار بعدي. بلغ عدد مجتمع البحث ٨٠ طالباً من الصف الحادي عشر، وقُسموا إلى مجموعتين: ٤٠ طالباً في الصف التجريبي و٤٠ طالباً في الصف الضابط. دُرّس الصف التجريبي باستخدام تقنية التمرين الاستبدالي بينما دُرّس الصف الضابط بالطريقة التقليدية. جرى تحليل البيانات باستخدام برنامج إس.بي.إس.إس الإصدار ٢٦ بواسطة اختبار (ت) المستقل. أظهرت نتائج البحث وجود تحسن ملحوظ في إتقان المفردات لدى طلاب الصف التجريبي، إذ ارتفع متوسط نتيجة الاختبار القبلي من ٢٠,٣٩ إلى ١٠,٧٥ في الاختبار البعدي، بينما ارتفع في الصف الضابط من ٥٠,٣٤ إلى ١٠,٤٧ فقط. كما أظهرت نتائج اختبار (ت) أن قيمة (ت المحسوبة) ٦٠١,١١ أكبر من قيمة (ت الجدولية) ٠١٥,٢ عند مستوى دلالة ٠,٠٥, مما يعني قبول الفرضية البديلة (ها) ورفض الفرضية الصفرية (هو). وبناءً على ذلك، يمكن الاستنتاج أن تقنية التمرين الاستبدالي تُحدث تأثيراً إيجابياً مهماً في إتقان المفردات لدى الطلاب، حيث تساعدهم على حفظ المفردات وفهم استخدامها وتطبيقها في الحقل بشكل أكثر دقة. لذلك، يُوصى باستخدام هذه التقنية من قبل معلمي اللغة الإنجليزية كاستراتيجية بديلة في تعليم المفردات.

الكلمات المفتاحية: تقنية التمرين الاستبدالي، إتقان المفردات، تعلم اللغة، البحث التجريبي

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The words are not enough to say appreciation for your help and contributions to this thesis. May Allah guide you always and give you happiness in your life.

This thesis is still so far from being perfect based on the weakness of the research. Therefore I respect the constructive, critics, and suggestions from the readers in order to improve this research.

I realizes that there are still many shortcomings in this thesis. Therefore, the researcher would be grateful for correction to level up this thesis.

Padangsidempuan, October 2025

Kiki Septiana
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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Vocabulary is all the words in language. Vocabulary has role as the foundation of language competence, because if there is no vocabulary, there is no language. Learning a new language is basically matter of learning the vocabulary of that language. Moreover, the first lesson of human language is words. It can be proven from the children in their first language acquisition. When a baby speak firstly, the first thing that he say is one word utterance, followed by two and three word utterances, then his ability to construct sentences as the end of this process. It is also occur for second or foreign language acquisition such as English.

The first step to master English is by learning and memorizing vocabulary as much as possible. So, without vocabulary, language production and language competence of human will not be good. Vocabulary is central of language. Vocabulary is an activity to transfer the knowledge from the text to mind. It is impossible to gain information from many sources without proportional amount of vocabulary anyone will get trouble in listening, speaking, reading and writing a foreign text without knowing the vocabulary inside the text. Vocabulary has a lot of significances to four skills; first, vocabulary is important in listening, it is important for the students to know the vocabulary that they listen. It will be impossible to comprehend what they listen if they do not know the vocabulary. It will also make them difficult in communicating to the other

people. Second, in speaking, it will be necessary for the students to have enough knowledge about vocabulary because they will need it for speaking. If they do not have vocabulary, they will not be able to build sentences and it will make them lazy to start speaking. Third, Vocabulary is very important in reading comprehension because vocabulary helps learners in comprehending the text. Vocabulary not only aids us in understanding other people but also essential in comprehending the books and articles we read. Fourth, vocabulary is important in writing comprehension because it helps them to expand their ideas based on the topic sentence that they want.

Writing is the process of giving information by texts that involved in generating the letters, words and sentences. Based on the illustration above, vocabulary is the most important for everyone. However, vocabulary is still a problem in school, especially in SMAN 1 Padang Bolak Julu. It can be seen by the illustration below.

First, based on evidence from a list of students' grades and interview with the teachers. Students' vocabulary achievement is unsatisfactory in the class. Second, many students are lack motivation and attention about the important of vocabulary. It makes them bad in understanding or comprehending English spoken and difficult to speak in good English. They are also bad in understanding English passage and difficult to write their thought in written form. The students' also have some problems in vocabulary mastery, such as bad pronunciation, difficult to understand new words, The problems caused by several reasons such as students'

educational background, their less practice, interesting and motivation, their bad mindset about English, their less strategies to learn vocabulary, and the teacher's less strategies in teaching. Finally, most of them are lazy in learning English. They do not have a trick or technique to make it easier, as well as teachers, they teach vocabulary by simply opening the dictionary in seeking out new vocabulary. The researcher thinks that it is a big problem.

To resolve the problem in the vocabulary, there are many techniques that can be applied in teaching vocabulary. Some of them are TPR (Total Physical Response), interactive word wall technique, Semantic Mapping technique, and Substitution Drill Technique and other. TPR (Total Physical Response) is involves the giving of commands to which the students react. Interactive word wall technique is a technique that is used to make the students be more active in finding, writing, chanting, and discussing the features of words posted on the word wall. Semantic mapping technique is the technique use to make students' can find the relationship of words that they know the one with the others. Substitution Drill is a practice activity in language learning where students repeat a sentence and change one part of it to learn vocabulary. Those various techniques are suitable and good for enjoyable teaching and learning process in vocabulary classes.

From the four alternative techniques above, the researcher choose to employ Students Vocabulary Mastery. Based on the background above, to solve the problems the researcher interested to conduct an experimental

research through the title “The Effect of Substitution Drill Technique on Students’ Vocabulary Mastery at Eleventh grade of SMA N 1 Padang Bolak Julu”.

B. The Identifications of the Problem

Based on the background above, there are some problems in vocabulary mastery at Eleventh grade of SMA N 1 Padang Bolak Julu followed

1. The students low achievements in vocabulary mastery.
2. The students have lack motivation in learning vocabulary.
3. The students seldom practice the new vocabulary.
4. The students were easy to feel bored in learning vocabulary.

C. The Limitations of the Problem

Based on the identifications above, there are some factors that influence students’ vocabulary mastery, such as application of technique and the using of media. The identification of the problem limited in the technique that is used to teach vocabulary. There are many techniques that can be applied in teaching vocabulary. Some of them are TPR (Total Physical Response), Interactive Word Wall Technique, Semantic Mapping Technique, Substitution Drill Technique, and other. The researcher used Substitution Drill Technique to solve students’ problem vocabulary mastery at eleventh grade of SMA N 1 Padang Bolak Julu. The researcher limited the vocabularies only teaching vocabularies to identify the home, forest, school, sport, and transportation.

Substitution drills are effective for teaching vocabulary mastery because they provide repeated practice of new words within clear sentence patterns, helping students remember vocabulary more easily while understanding its meaning in context. By keeping the sentence structure the same and only changing specific words, students can focus on the target vocabulary without cognitive overload. This practice also promotes fluency, builds confidence in speaking, and supports the formation of language habits through meaningful repetition.

D. The Definitions of Operational Variable

To avoid misunderstanding, the variables of this research, the key terms of this research were defined as follows:

1. Substitution Drill Technique

Substitution Drill is a technique where the teacher gives an example sentence and then asks the students to repeat the sentence correctly once or more and replace one or more words in the sentence.

2. Vocabulary Mastery

Vocabulary mastery is knowing and using many words correctly to understand when speaking, reading, writing, and listening.

E. The Formulations of the Problem

Based on the identifications of the problem above, finally the problem was formulated as follows:

1. How is the students' vocabulary mastery before learning by using substitution drill technique at eleventh grade of SMA N 1 Padang Bolak Julu?

2. How is the students' vocabulary mastery after learning by using substitution drill technique at eleventh grade of SMA N 1 Padang Bolak Julu?
3. Is there any significances effect of using substitution drill technique on students' vocabulary mastery at eleventh grade of SMA N 1 Padang Bolak Julu?

F. The Objectives of the Research

From the formulations above the objectives of this research were:

1. To know the students' vocabulary mastery before using substitution drill technique at eleventh grade of SMA N 1 Padang Bolak Julu.
2. To know the students' vocabulary mastery after using substitution drill technique at eleventh grade of SMA N 1 Padang Bolak Julu.
3. To examine the significances effect of using substitution drill technique on students' vocabulary mastery at eleventh grade of SMA N 1 Padang Bolak Julu.

G. The Significances of the Research

The result of this research expected useful for the following section they were:

1. For teacher, this research can be as references and input to the teachers for vocabulary mastery improvement by using substitution drill technique.
2. For students, this research as the information which could enlarge their knowledge and their ability in vocabulary mastery by using

substitution drill technique.

3. Next researcher, this research could be used as addition references for some problems especially research in vocabulary mastery.

H. The Outlines of the Research

The purpose outline of this research could be divided into five chapters. Moreover, every chapter consists of sub chapter with detail as follow:

Chapter I introduction that consists of the background of the problem, the identification of the problem, the limitation of the problem, the definition of the operational variable, the formulation of the problem, the objectives of the research, and the last the significances of the research. Chapter II consists of theoretical descriptions which explain about vocabulary mastery, substitution drill technique, review the related finding, conceptual framework, and hypothesis.

Chapter III research methodology, and is consist of time and location of the research, research design, population and sample, research instrument of data collection is test, validity and reliability of the instrument, researcher procedure, and the last of techniques of analyzing data.

Chapter IV result of the research, it will consist of data description, hypothesis, testing, and the treats of the research. Chapter V consisted of conclusion about the result of the research and implication that are given by the researcher.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Descriptions

1. Vocabulary Mastery

a. The Definition of Vocabulary

Vocabulary is one aspect should be owned by every student to make them understand and master English language. It is a part of language that so important to all aspect in life. Vocabulary is a representative collection of the words that exist in English language¹. Then, vocabulary is all the words that a person knows or use, the words that people use when they are telling about particular subject². Also, vocabulary as the words we teach in foreign language³. Next, vocabulary is the collection of words that an individual known⁴. It can be concluded, vocabulary forms the essential foundation of English language mastery, representing a comprehensive collection of words that individuals know, use, and teach across various contexts in life and education.

According to Hiebert and Kamil, “Vocabulary is the knowledge of meaning of words”⁵. Furthermore, Siregar and

¹Howard Jackson, *Words, Meaning and Vocabulary* (London, Casell, 2000) p. 118.

²A.S. Hornby, *Oxford Advanced Learners' Dictionary of Current English* (Oxford University Press 2022). p.1506.

³Penny Ur, *A Course in Language Teaching* (United Kingdom, University Press, 2000)p. 60.

⁴T.Linse Caroline, *Practical English Language Teaching: Young Learners* (New York, McGraw-Hill, 2005). p.121.

⁵Elfrieda H. Hiebert and Michael L. Kamil. *Teaching and Learning Vocabulary: Bringing Research to Practice* (Jew Jersey, Lawrence Erlbaum Associates, 2005). p.389.

Harida stated that vocabulary is a central of language and of critical importance of typical language. Without sufficient vocabulary, people cannot communicate effectively or express his ideas in both oral and written form.⁶ According to the definitions above it can be concluded that vocabulary is a stock of word in a language, written or spoken, with meaning that considered as cultural meaning used by group or individual community.

According to Jack and Willy said “Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write”⁷. Hairani et.al said “Vocabulary has several important uses, namely as effective communication that helps to communicate better”⁸. It means words can be noun, verbs, adjectives, adverbs, preposition, and conjunction to use language. Then language has some words or vocabulary for speaking, writing, reading and listening.

Vocabulary is the set of words that a person knows and uses to communicate in a particular language, including both the words they understand to receptive vocabulary and the words they can produce in speaking or writing to productive vocabulary. It plays a key role in language proficiency because the ability to understand

⁶Fitri Rayani Siregar and Eka Sustris Harida, *Building A Better Vocabulary By Word Formation Process*, 1st ed. (Kencana, 2021), [https://repo.uinsyahada.ac.id/980/2/Building a Better Vocab_wm_sample.pdf](https://repo.uinsyahada.ac.id/980/2/Building%20a%20Better%20Vocab_wm_sample.pdf).

⁷Jack C. Richards dan Willy A. Renandya, *Methodology in Language Teaching and Anthology of Current Practice*, (USA, Cambridge University Press, 2000), p. 255.

⁸Elisa Hairani, Fitriadi Lubis, Sri Rahmadhani Siregar, “*Correlational between Listening Habit to English Songs and Vocabulary Mastery*”, *English Journal for Teaching and Learning* Vol. 13 No. 01 June 2025 p 114

and express ideas clearly depends largely on having an adequate stock of words⁹. Vocabulary knowledge is central to language learning, as learners need to know the meaning, form, and usage of words in context to use them effectively.

So, it could be concluded that vocabulary as all words that people know or use and also as the core component of words that is list in the alphabetical order. Vocabulary is a core component of language proficiency because it allows learners to understand and express ideas in speaking, listening, reading, and writing. It includes the words people recognize and use, making it the essential foundation that supports effective communication in a language.

b. The Purposes of Vocabulary

Understanding the vocabulary in general regarded as an important part of the process of learning a language or the development of person ability in a language that has been occupied.¹⁰ Often taught school students new vocabulary as part of this particular subject and many are adults who regards the formation of the vocabulary as an activity that interesting educative. Mastery of the vocabulary is the most fundamental that must be taken over by someone in learning English which is a

⁹Laily and Febrianingrum, *“the effect of drilling routine tasks on students ’ vocabulary mastery of beginner english class (bec) at islamic boarding From Pre-Observation Results to the Course Regarding the Average Score on Vocabulary Mastery , the Biggest Problem for BEC Students.”*p.27-29

¹⁰Nurnberg and Rosenblam *How to Build a Better Vocabulary*, (Grand Central, 1989).

foreign language for all students and Indonesians. How can one expressing a language when he did not understand the vocabulary of that language.

Especially if that is learned it was a foreign language, so that a mastery of the vocabulary that language is something which is owned by language learners. Absolute when a student has vocabulary adequate English then automatically been more support to the four competence.

Furthermore, students that possess a large vocabulary are able to express themselves more clearly. With a lot of words, students are able to comprehend what they read, hear what others are say, talk, and respond. Write with ease and cover a variety of subjects. On the other hand, pupils will be unable to contribute to the conversation, voice their opinions, or make informational inquiries if they do not comprehend the words used in the greeting.

Based on the statements above, the researcher conclude that learning vocabulary is very important part of learning a language because the more words that know will make the ability to hear, read, write and tell better.

c. The Kinds of Vocabulary

There are two kinds of vocabulary, as followed: Receptive vocabulary or Passive Vocabulary and Productive Vocabulary or Productive Vocabulary¹¹. The further explanation was:

- 1) Receptive Vocabulary or Passive Vocabulary can be understood only through listening and reading. Someone doesn't need to know much about the receptive vocabulary because someone rarely uses the receptive vocabulary and it is impossible for someone to memorize all the vocabularies of a certain language but someone can understand the ideas of the utterance contextually not word by word.
- 2) Productive Vocabulary or Active Vocabulary Productive vocabulary involves of knowing how to pronounce the word, how to write and spell it, how to used it in correct grammatical patterns along with the words that usually collocate with.

Based on the quotation above, the researcher take a conclusion about receptive or passive vocabulary will be easy understand by using listening and reading to remember words or vocabularies. Productive or active vocabulary will be easy understood by using concentration patterns and grammatical word to get vocabulary.

According to Haycraft, vocabulary can be classified into two kinds. They were:

¹¹Jeremy Harmer, *The Practical of English Language Teaching* (New York, Longman, 2000), p. 158-159.

- 1) Active vocabulary Active vocabulary is the words which the students understand, can pronounce correctly and use constructively in speaking and writing.
- 2) Passive vocabulary Passive vocabulary is the words which the student recognizes and understands when they occur in a context, but which he cannot produce correctly himself.¹²

Based on the quotation above, the researcher takes a conclusion about kinds of vocabulary. Active vocabulary refers to the words the students should use in speaking and writing, while passive vocabulary means words they needs only to comprehend especially in reading and listening. Vocabulary is very useful for anyone who is studying a foreign language.

So, vocabulary can be divided into active and passive types. Active vocabulary consists of words that learners can understand, pronounce, and use correctly in speaking and writing. Passive vocabulary refers to words that learners recognize and understand when reading or listening, but cannot use accurately in communication. Therefore, vocabulary is very important in foreign language learning because it supports both comprehension and language production.

¹²Jhon Haycraft, *An Introduction to English Language Teaching* (London, 1986) p.44.

d. The Advantages of Vocabulary

In language, vocabulary is very important to convey the idea, express desire and feelings, and to communicate with others. Vocabulary is one of the components which support the speakers in communication, whenever we want to communicate with other people using a language. Tarigan point out the important of vocabulary in language is essential for successful language use, because without an extensive someone will be unable to use structure and function that has learned for comprehensive communication. Someone uses vocabulary to listen, speak, read, and write effectively¹³. Vocabulary is essential in communication because it allows individuals to express ideas, feelings, and desires effectively and supports the proper use of language in speaking, listening, reading, and writing.

Furthermore, according to Thornbury in Asyiah that function of vocabulary is that students have comprehensive knowledge about the vocabularies which include the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word - spoken and written, the connotation or associations of the word, and word frequency. So, function of vocabulary is the students are able to use the vocabulary by using oral and written and can use vocabulary in context.

¹³Tarigan, *Pengajaran Kosakata* (Bandung, Aksara, 1985), p. 2.

So, vocabulary plays a crucial role in helping people convey their thoughts and emotions to others. It is a fundamental element that supports clear and meaningful communication in everyday interactions. When someone has a limited vocabulary, they may struggle to use language structures accurately or express themselves fully. Therefore, having a wide range of vocabulary is important for effective speaking, listening, reading, and writing.

e. The Material of Vocabulary

In this research, to know the students' vocabulary mastery, the researcher uses noun as the topics of vocabulary. The researcher used multiple choices to know the students' vocabulary mastery.

The topics of evaluation were:

- 1) Identify the Home
- 2) Identify the Forest.
- 3) Identify the school.
- 4) Identify the Sport.
- 5) Identify the Transportation.¹⁴

Example of the materials for teaching vocabularies from the English Text Book. Includes identify vocabularies at home, forest, school, sport, and transportation. These pages are from an English Text Book for grade XII.

¹⁴Kemendikbud, *Bahasa Inggris Life Today* (Jakarta Selatan, Cipete). p.4

Activity 1

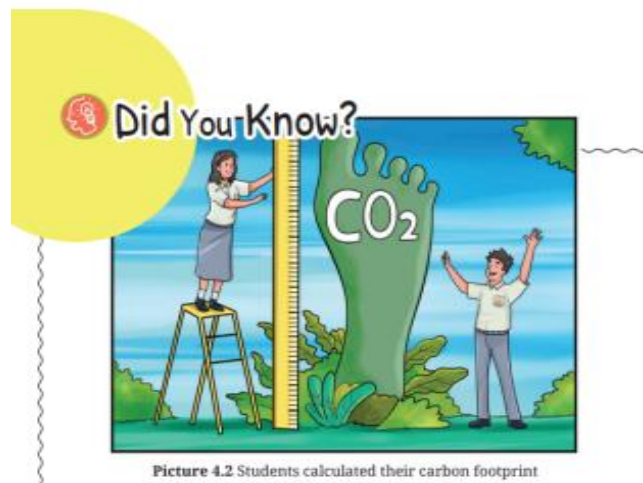
Observe the picture carefully.



Picture 1.3 A family at home



Picture 4.3 A female student booked an online means of transportation



Picture 4.2 Students calculated their carbon footprint

Figure II.1: Material of Vocabulary

f. Vocabulary Assessment

Assessment is the process of applying different techniques and utilizing a range of assessment instruments to gather data regarding the degree of student learning outcomes or the attainment of the skills set of participants' educational abilities.

According to Coombe, There are various tests that used for vocabulary testing, include following:

- 1) Multiple-Choice Question Format
MCQs are one of the most common formats in professionally-developed language tests. MCQs take many forms but their basic structure is stem and response options, which include the key or correct answer and the distractors or incorrect responses.
- 2) Matching Formats
Matching questions usually present the student with two columns of information. The student's task is to find the matches between the two columns. Items in the left-hand column are called premises and the items in the right-hand column are called options.
- 3) Sentence Completion or Gap Fill Items
Sentence completion or gap fill items assess a student's production of vocabulary. These items require students to read the sentence and then write in the correct or best response. Sentence completion items can be written in sentence or paragraph formats.
- 4) Translation
Translation is another way to assess students' productive knowledge of vocabulary items. Of course, to monitor how effectively this is done, the teacher must have an adequate working knowledge of the students' L1.¹⁵

These tests are easy to answer and grade, and make efficient use of test time. Vocabulary assessment helps teachers determine

¹⁵Christine Coombe. *Assessing vocabulary in the language classroom*. Malaysian English Language Teaching Journal, 2015 https://www.researchgate.net/profile/ChristineCoombe/publication/265002660_Assessing_Vocabulary_in_the_Language_Classroom/links/54ec2be10cf2a03051957042/Assessing-Vocabulary-in-the-Language-Classroom.pdf

how much vocabulary learning has taken place in the classroom and whether teaching has been effective. In this study, researchers used multiple-choice questions to test vocabulary.

2. Substitution Drill

a. 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. Furthermore, this technique is valuable technique to help students to enhance their fluency and confidence in communication.

According to Maharida, 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 substitutes one or more key words, or changes the prompt¹⁶. This 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 vocabulary.

According to Lutfiyah and Sadikin, Substitution Drill counts as a techniques when students adding vocabularies or phrases into a

¹⁶Maharida, *Using Substution Drill Technique To Improve Students' Pronunciation Ability*.(UNIKU, Jawa Barat 2014). p.178

sentence and conjugating a verb.¹⁷ This technique uses sentences, pictures, numbers, 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 confident 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. *I* would be replaced with the words below to make new sentence.

I	We
You	She
They	He

In conclusion, substitution drill is an essential technique that helps students improve accuracy, confidence, and adaptability in using different sentence patterns. Students Vocabulary Mastery

¹⁷Lutfiyah and Irma Savitri Sadikin, *The Implementation of Substitution Drill in Teaching Simple Present Tense*. (Pedagonal, 2022) p.221-227.

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 Students Vocabulary Mastery to further understand its purpose in language learning.

b. The Objectives of Substitution Drill

Substitution drills can make students more active to learn sentence patterns. According to Lado 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 language¹⁸. 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 new vocabulary. This technique works by replacing specific words or phrases in a

¹⁸Robert Lado, *Language Teaching A Scientific Approach*. (McGraw-Hill Book Company, New York, 1964). p.207

sentence with alternatives, allowing learners to practice and reinforce new vocabulary.

Substitution Drill 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. Substitution drill can greatly expand communication power and understanding of the structure of the language. According to Mulyadi Substitution drill is made by simply substituting words or phrases for those in a talk line. This drill is useful for learning verb form¹⁹. 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 well²⁰.

In conclusion, substitution drill is an essential technique that helps students improve new vocabulary. Students Vocabulary Mastery 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 Students Vocabulary Mastery. The next section will explore the different

¹⁹M.Mulyadi, *The Effect of Substitution Drill on Students' Vocabulary Mastery: An Experimental Study at Yayasan Kubah Rahmatan Indonesia*, (Journal of English Studies, 2025),p.12.

²⁰Maharida, *Using Substution Drill Technique To Improve Students' Pronunciation Ability*.(UNIKU, Jawa Barat 2014). p.121

types of substitution drill, providing insights into how each type works and its specific role in improving language learning.

c. The Types of Substitution Drill

1) Single-Slot Substitution Drill

Single-slot substitution drill contains clue 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 clue word. The class puts this clue 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 clue word, the students giving the full response changing whatever is given as the clue.

This drill can be done chorally and individually²¹. In single substitution, the students should repeat a part of dialogue from the teacher by substituting the certain words with clue given. They should place the clue given into the correct place²². 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 only one word or phrase is replaced but more than that.

²¹Cecile L. Motus, *Hiligaynon Lessons*, p.7.

²²Murtiningsih and Inggri, "Teaching Speaking through Substitution Drill Technique." *Tefla Journal*, 2018), p.18-23.

So, single-slot substitution drill is a technique where students replace a specific word in a sentence with a clue word while keeping the structure the same. The teacher first models the sentence and students repeat it before substituting the given clue word in the correct position. This drill can be practiced both in groups and individually to strengthen accuracy and fluency. In contrast, multiple substitutions involve replacing more than one word or phrase in the sentence pattern.

2) Multiple-Slot Substitution Drill

Multiple-Slot 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 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 comes²³. The multiple-slot 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 before him.

This drill is similar to the single-slot substitution drill. The difference is that the teacher gives clue phrases, one at a time that fit into different slots in the dialog line. The students must

²³*English Teaching Forum*, p.16.

recognize what part of speech each clue 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 clue phrase into the line where it belongs²⁴. This type of drill trains students to manipulate sentence structure more flexibly, and they must find new vocabulary.

In multiple-slot substitutions drill, there are some multiple clues to be substituting in the dialog.²⁵ Multiple-slot substitution drill is not only one word or phrase is replaced but more than that. In this activity, students must identify several parts of the sentence that need to be changed and adjust the structure accordingly. This drill helps learners become more flexible and accurate in constructing sentences with different variety of vocabularies.

d. The Procedures of Substitution Drill

Substitution drills in language teaching typically begin with a structured teacher preparation phase, followed by repetition and transition stages to build student proficiency

1) Teacher Preparation

When preparing substitution drills, teachers may feel that students first need to undergo simple repetition drills. In this

²⁴Larsen-Freeman, *Techniques and Principles in Language Teaching*, p.48.

²⁵Murtiningsih and Inggris, "Teaching Speaking through Substitution Drill Technique." (TEFLA Journal, 2018),p.18.

case, teachers will compose new sentences themselves and ask students to repeat them after the teacher.

2) Implementation of Repetition Drills

Teachers will continue this process throughout the entire exercise. This approach ensures that students become familiar with language patterns before moving on to more complex stages.

3) Transition to Substitution Drills

Once teachers are confident that students are adequately prepared, the substitution drills illustrated above can begin. This procedure is in line with Freeman's explanation of substitution exercises in language teaching.²⁶

So, based on the steps described educators can effectively build students' familiarity with language patterns, in line with established methods as described by Freeman.

e. Teaching Vocabulary by using Substitution Drill

The teacher, when preparing for a substitution drill, may first determine that the students need to practice it as a simple repetition drill to build familiarity and confidence. In this scenario, the teacher would create the new sentences himself, model them clearly by pronouncing each one, and then instruct the students to repeat after

²⁶Larsen-Freeman. *Techniques and principles in language teaching*. p. 42

him accurately. Only when the teacher believes the students are sufficiently prepared and comfortable with the material is he ready to transition to the full substitution drill, as previously illustrated.

Table II.1: Procedures of Substitution Drill

Observation	Principles
The teacher introduces a new dialogue.	Language forms do not occur by themselves; they occur most naturally within a context
The language teacher uses only the target language in the classroom.	Actions and pictures are used to give meaning otherwise. The native language and the target language have separate linguistic systems. They should be kept apart so that the students' native language interferes as little as possible with the students' attempts to acquire the target language.
The language teacher introduces the dialogue by modeling it two times; she introduces the drills by modeling the correct answers; at other times, she corrects mispronunciation by modeling the proper sounds in the target language.	One of the language teacher's major roles is that of a model of the target language. Teachers should provide students with an accurate model. By listening to how it is supposed to sound, students should be able to mimic the model
The students repeat each line of the new dialogue several times.	Language learning is a process of habit formation. The more often something is repeated, the stronger the habit and the greater the learning.
The students stumble over one of the lines of the dialogue.	The teacher uses a backward build-up drill with this line. It is important to prevent learners from making errors. Errors lead to the formation of bad habits. When errors do occur, they should immediately be corrected by the teacher.

Observation

The teacher initiates a chain drill in which each student greets another

The teacher uses single-slot and multiple-slot substitution drills.

The teacher says, 'Very good,' when the students answer correctly.

The teacher uses spoken cues and picture cues.

The teacher conducts transformation and question-and-answer drills.

When the students can handle it, the teacher poses the questions to them rapidly.

The teacher provides the students with cues; she calls on individuals; she smiles encouragement; she holds up pictures one after another.

New vocabulary is introduced through lines of the dialogue; vocabulary is limited.

Source : Freeman, *Techniques and Principles in Language Teaching*.²⁷

Principles

The purpose of language learning is to learn how to use the language to communicate.

Particular parts of speech occupy particular 'slots' in sentences. In order to create new sentences, students must learn which part of speech occupies which slot.

Positive reinforcement helps the students to develop correct habits.

Students should learn to respond to both verbal and nonverbal stimuli

Each language has a finite number of patterns. Pattern practice helps students to form habits which enable the students to use the patterns.

Students should 'overlearn,' i.e. learn to answer automatically without stopping to think.

The teacher should be like an orchestra leader—conducting, guiding, and controlling the students' behavior in the target language.

The major objective of language teaching should be for students to acquire the structural patterns; students will learn vocabulary afterward.

B. The Related Findings

Previous related finding is used to support argument in this research.

Besides, it is also used as references and comparison the research with the

²⁷Larsen-Freeman, *Techniques and Principles in Language Teaching*.p.48

other research. There have been some findings related to this research, some of them were:

First, this study using a quasi-experimental pretest-posttest design with 30 students, data were collected through tests and observations. The results showed a significant improvement in vocabulary mastery, with scores increasing from 60.2 to 78.4, and students became more active and enthusiastic in using new words. Therefore, the Substitution Drill technique proved effective and beneficial for enhancing vocabulary learning in English classes²⁸.

Second, the study addressed students' low vocabulary achievement, lack of motivation, and ineffective learning techniques. Using an experimental method, the researcher selected two classes experimental class and control class—after normality and homogeneity tests. Data were collected through vocabulary tests and analyzed using a t-test. The results showed that the post-test score of the experimental class was significantly higher than the control class ($t\text{-count } 8.42 > t\text{-table } 2.000$), indicating that semantic mapping positively affected students' vocabulary mastery²⁹.

Third, the research used a quantitative method with a quasi-experimental design involving an experimental and a control class selected through purposive sampling. Data were collected through pre-tests and post-tests. The results showed that the t-value (3.47) was higher than the t-

²⁸Dery Syaefuddin, *The Effect of Substitution Drill on Students' Vocabulary Mastery An Experimental Study at Yayasan Kubah Rahmatan Indonesia* (Journal English Study, 2025)p.4.

²⁹Zulpadli Ardiansyah, *The Effect of Semantic Mapping Technique on Vocabulary Mastery at Grade VII Students of SMPN 3 Padangsidempuan*.
<https://etd.uinsyahada.ac.id/275/1/12%20340%200082.pdf>

table (1.684) with a degree of freedom of 58, meaning the alternative hypothesis was accepted. Therefore, it was concluded that the Substitution Drill technique is effective in improving students' mastery of the simple past tense compared to the presentation technique³⁰.

Fourth, this study using a quantitative experimental design with pre-tests and post-tests, the research compared an experimental group and a control group. The findings revealed a significant improvement in the experimental group's scores, increasing from 74 to 89, while the control group's scores declined. Thus, the drilling method proved effective in enhancing students' vocabulary mastery at Kompas Indah³¹.

In summary, from the description above the researcher includes that techniques can increase the students vocabulary mastery. So, the researcher hopes that Substitution Drill Technique can increase Students vocabulary mastery and this research will complete and contribute previous findings. Moreover, the researcher wants to research about The Effect of Students Vocabulary Mastery on Students' Vocabulary Mastery at Eleventh Grade of SMAN 1 Padang Bolak Julu.

C. The Conceptual Framework

A substitution drill is a language teaching technique where the students replace one word or phrase in a sentence with another. This technique is used to practice and add more students' vocabularies. The

³⁰Nurhilaliyah, "The Effectiveness of Using Substitution Drill Technique in Teaching Vocabulary." <https://share.google/kdMoTSWjjFuf3wt11>

³¹Zumrah, and Manurung. "A Study On The Use Of Substitution Drill Technique In Teaching Grammar." *e-Journal of ELTS (English Language Teaching Society)* 9.3 (2021): 297-305.

teacher models the sentence and the students repeat it, substitute word as directed.

So, the researcher plans to do the research based on the frame work below:

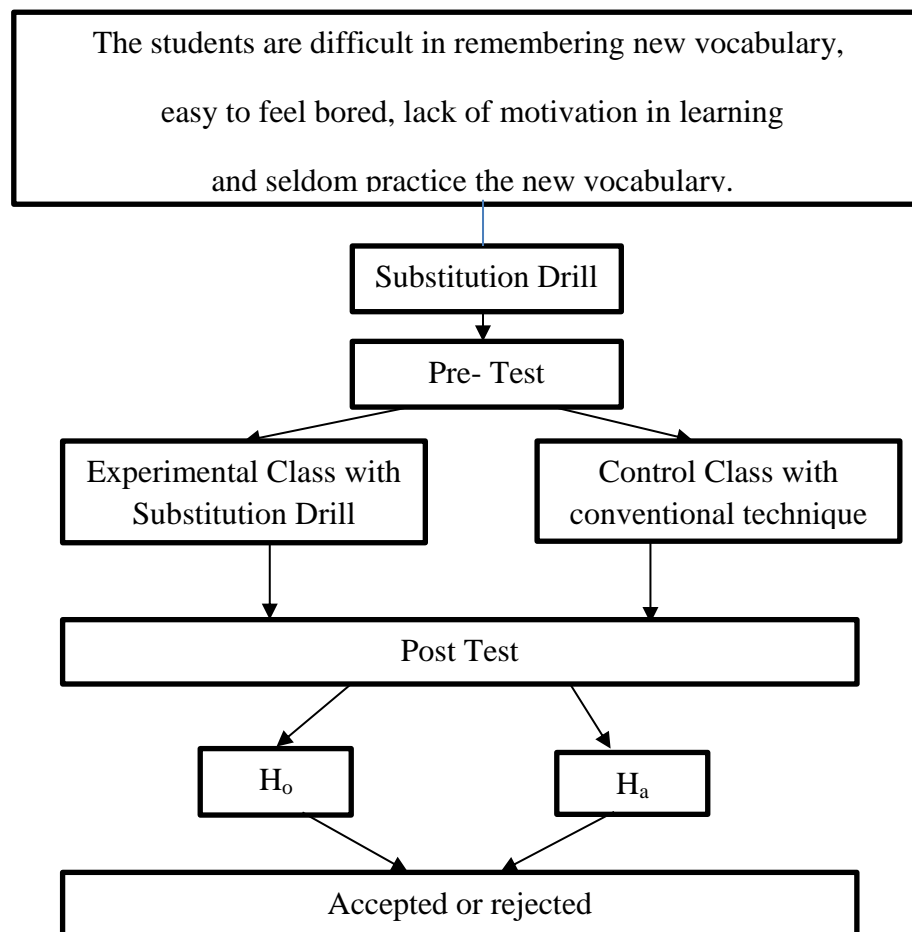


Figure II.1 : Conceptual Framework

D. The Hypothesis

In research, the hypothesis of this research is stated as follow:

1. Null Hypothesis (H_o) = there is no significant effect of using Substitution Drill Technique on Students' Vocabulary Mastery at Eleventh Grade of SMA N 1 Padang Bolak Julu.

2. Alternative hypothesis (H_a) = there is a significant effect of using Substitution Drill Technique on Students' Vocabulary Mastery at Eleventh Grade of SMA N 1 Padang Bolak Julu.

CHAPTER III

RESEARCH METHODOLOGY

A. The Time and the Location of the Research

The researcher conducted this research at SMAN 1 Padang Bolak Julu, the school located at Sipupus Lombang, Kec. Padang Bolak Julu Kab. Padang Lawas Utara, Sumatera Utara 22753. This research is started in December 2024 until November 2025.

B. The Methodology of the Research

1. The Research Design

The kind of this research is quantitative research with experimental method. This research use two classes, which were experimental class and a control class. The experimental class is taught with Substitution Drill Technique, as a treatment and control class with a teachers' method. The result of the test compared to knew the different effect of treatment to experimental class.

Table III.1: Research Design

Class	Pre-Test	Treatment	Post-Test
Experimental Class	O ₁	X	O ₁
Control Class	O ₂		O ₂

O₁: Pre-test value of experiment and control class

O₂: Post-test value of experiment and control class

X : Treatment¹.

¹Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 2003).Retrieved from <https://jurnal.undhirabali.ac.id/index.php/litera/article/view/329/297>

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 students at grade eleventh of SMA N 1 Padang Bolak Julu. They consisted of 80 students in 2 classes. It can be see table as follow.

Table III.2: The Populations of the Research

No	Grade	Total
1	XI-A	40
2	XI-B	40
	Total	80

2. Sample

A sample is a small part of a population that is selected to be the object of a research². In this research, the researcher chose the total sampling as the way to get the sample. Total sampling often referred to as total population sampling is a technique in which the researcher includes all members of the population who meet certain criteria in the study. Creswell explains that this approach is used when the population size is relatively small and every individual is considered important to obtain comprehensive information. Therefore, instead of selecting a subset, the researcher studies the entire population to ensure complete data representation.

²Creswell, J. W. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (Boston: Pearson Education, 2012.) Pg. 355.

Based on the design above the researcher took all of the population as the sample. In this research the researcher choose IX-B as the experimental class and IX-A as a control class. It can be seen from the table follow:

Table III.3 : The Sample of the Research

No	Grade	Number
1	IX-B (Experimental class)	40
2	IX-A (Control class)	40
Total		80

D. The Instruments of Data Collection

Good instruments certify the validity of the data. The researcher used instrument of validity and reliability for the taking the valid data. The research used test as instrumentation. Test is some of question or view or other tool used for measure skill, knowledge, intelligence and ability. The researcher collected by giving multiple choice questions. In this research, the test consist of 50 questions, where 25 for pre-test, and 25 for posttest. This test gives to both group, experiment and control class. To found out the scores of the students' answer, the researcher gives 4 score for each item. So, the maximum score of test is 100.

$$\text{Score} = \frac{\text{Maximum Score}}{\text{Total Score}} \times \text{Total of Correct Answer}^3$$

Total Score

Score : The final score a student or participant receives.

³Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta, 2011).P. 76.

Maximum Score : The highest possible score.

Correct Answers : The number of questions answered correctly.

Total Score : The total number of questions in the test

The indicator of this research is, the students are able to identify vocabularies which vocabulary in the house, forest, school, sport, and transportation, as a table below:

Table III.4 : The Indicators of the Research

Indicator	Sub indicator	No Item	Total items	Scores	Total Scores
The students are able to identify noun	The students are able to identify noun/things at the house.	8,14,17,18,20	5	4	20
	The students are able to identify noun/ things in the forest.	1,2,3,11, 24	5	4	20
	The student are able to identify noun/things in the school	7,10,19, 21, 25	5	4	20
	The students are able to identify noun/things the sport	4,5,12, 15, 22,23	6	4	24
	The students are able to identify noun/thing transportation	6,9,13,16	4	4	16
Total			25		100

The scoring is obtained using the following formula:

$$N = \frac{B}{N} \times 100 = N \frac{25}{25} \times 100$$

N = The Total Number of Questions

B = Number of Correctly Answered Questions

E. The Validity and Reliability of Instrument

1. Validity

Every test had validity, the researcher used content validity in this research. In this research test is validated by teacher and expert considering it according to the indicators that applied in students' vocabulary mastery at grade eleventh SMA N 1 Padang Bolak Julu.

Researcher validated the test to the teacher and expert. In this research the validation of Vocabulary Mastery is approve by Amiruddin, S.Pd. as English Teacher in SMA N 1 Padang Bolak Julu and Zainuddin, S.S., M.Hum as English lecturer in UIN Syahada Padangsidempuan. The validation same as the indicator of the test.

In the 25 question multiple-choice test, all questions were valid, they are question numbers 1 ,2, 3, 4, 5, 6,7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17 18, 19, 20, 21, 22, 23, 24, 25. Based on the explanation above, the researcher decided to select 25 questions from the pre-test and post-test to be used as the tests in this research.

2. Reliability

An instrument of the research must be reliable. A reliable test is consistent and dependable.⁴ The reliability test means that the test result shows similarity. It makes the result in the measurement consistent. In this study, the researcher used inter rater reliability to measure the reliability of multiple choices test. To do this the researcher asked the teacher to correct, so that the researcher concluded that the instruments that applied in this research was reliable and can used to test the students at SMA N 1 Padang Bolak Julu.

In this research, the result of reliability that found 0.828. That means $\alpha_{cornbarch} > r_{table}$ ($0.828 > 0.227$). So, it means that the instrument is reliable.

F. The Procedures of the Research

In this research, the researcher gave pre-test, treatment, and post-test to collect the data.

1. Pre-test

Pre-test is conducted to found out the homogeneity of the sample. The function of the pre-test is to find the mean scores of the Substitution Drill group and conventional group before the researcher give treatment to the experimental group. In this case, the researcher used some steps. They were:

⁴H. Douglas Brown. Language Assessment Practical and language Practice, (San Francisco: Longman, 2003), p. 21

- a. The researcher distributes the paper of the test to students of experimental class and control class.
- b. The researcher explains what students to do.
- c. The researcher gave the students time to answer the questions.
- d. The students answer the question.
- e. The students collected the exam papers and returned them to the researcher.
- f. The researcher checks the answer of students and fined the mean score of control and experimental class.

2. Treatment

The researcher used Substitution Drill Technique to teach material about vocabulary. In this case, the researcher used some steps, they were:

- a. The teacher began the lesson by introducing new vocabulary items through pictures or short sentences. Each word was pronounced clearly, and students repeated after the teacher to ensure correct pronunciation and understanding of meaning.
- b. The teacher provided a model sentence containing the target vocabulary. The sentence was repeated several times by the class to familiarize students with the structure and pronunciation.
- c. The teacher gave cue words to replace parts of the model sentence. Students substituted the cue words while maintaining the new vocabulary. This stage could be conducted orally and individually to ensure participation and fluency.

- d. Finally, students were encouraged to make their own sentences using the vocabulary they had learned. The teacher provided feedback on pronunciation, grammar, and vocabulary use.

3. Post-test

After gave treatment, the researcher conducts a post-test which the different test with the pre-test, and has not been conducted in the previous of the research. This post-test is the final test in the research, especially measuring the treatment, whether is an effect or not. After conducting the post-test, the researcher analyzes the data, and then, the researcher finds out the effect of using Substitution Drill in the experimental class. The researcher has some procedure. There were:

- a. The researcher distributed the paper of the test to students of experimental class and control class.
- b. The researcher explains what students do.
- c. The researcher gave the students time to answer the questions.
- d. The students answer the question.
- e. The students collected the exam papers and returned them to the researcher.
- f. The researcher checks the answer of students and finds the mean score of control and experimental class.

G. The Technique of Data Analysis

1. Requirement Test

a. Normality Test

The data that analysis in this normality test Post-test value data in the experimental class and control class. The normality test was calculated using SPSS v.26 using Kolmogrov-Simornov test. The aims of normality test was determine when the data of each class is normality distribute or not. In this research, the researcher use Chi Kuadrat, where H_0 = Normal distribution and H_i = not normal distribution.

- i. If x^2 table $< x^2$ count , therefore H_0 is accept and H_i is reject, so, the data is normal distribution
- ii. If x^2 count $\leq x^2$ table therefore H_i accept and H_0 is reject, so the data is not normal distribution.

The results of the normality test for the experimental in pre-test was 0.71, it means $0.71 < 0.05$. So, the data is normal.

b. Homogeneity Test

Homogeneity test is used to see if two or more classes of sample data that have been taken come from population that had the same variances it is calculated by using SPSS v.26 with Levene Statistic test.

- i. Hypothesis was rejected if $F \leq F_{1-\alpha} (n_1-1) (1=n_2-1)$
- ii. Hypothesis was accepted if $F_{count} > F_{table}$.

It determined with significant level 5% (0.05) and dk numerator was (n1-1), while dk deminator is (n2-1).

It showed that variance between groups based on mean have significances 0.119. It means $\text{sig} > \alpha = 0.05$, $0.119 > 0.05$. the data of the groups were homogenous

2. Hypothesis Test

The researcher used T-test to investigate the hypothesis. The researcher used Independent Sample T-test with using SPSS v.26. The result can be seen from the mean of score. The mean score showed whether there is the difference between mean score of control class and mean score of experimental class that means the technique useful or not. To identify the mean score by the interpretation of mean score as follows:

Table III. 5 : The Interpretation of the mean score⁵

No	Interval	Predicate
1.	80-100	Very Good
2.	60-79	Good
3	50-59	Enough
4.	40-49	Less
5.	0-39	Fail

The researcher made the hypothesis from the data that analyzed by looking at the t_{count} and compare it to t_{table} . If $t_{\text{co}} > t_{\text{table}}$ means the alternative hypothesis is accepted, null hypothesis is rejected (there is significant effect), meanwhile if $t_{\text{count}} < t_{\text{table}}$ means alternative

⁵Anas Sudijono, Pengantar Statistik Pendidikan (Jakarta: Raja Grafindo Persada, 2018), p.117.

hypothesis is rejected, null hypothesis is accepted (there is no significant effect).

If $t_{\text{count}} > t_{\text{table}}$ so this accept and H_0 is reject which means there is influence of learning by using Substitution Drill Technique learning English. If $t_{\text{count}} \leq t_{\text{table}}$ so H_0 is accept and H_a is reject which means there is no influence of learning by using Substitution Drill Technique learning English.

Based on the Hypothesis to answer the result of the research, so the data analyzed by using T-test. If both samples were normally distributed and have homogeneous variance, the statistic used is the t-test, the formula is:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{N_1} + \frac{1}{N_2}}}$$

\bar{X}_1 = Mean of experimental class sample

\bar{X}_2 = Mean of control class sample

N_1 = Total of experimental class sample

N_2 = Total of experimental class sample⁶

The degree of freedom (dk) in the t distribution list is $(N_1 + N_2 - 2)$ and its probability $(1 - \alpha)$ with alpha = 0.05 or 5% the criteria to test the t-test were:

If $t_{\text{count}} > t_{\text{table}}$, H_a is accepted and H_0 is rejected which means there is influence of learning by using Substitution Drill Technique learning

⁶Sugiyono, *Statistika untuk penelitian*, (Penerbit Alfabeta, Bandung, 2023) P.58

English. If $t_{\text{count}} \leq t_{\text{table}}$, H_a is rejected and H_0 is accepted which means there is no influence of learning by using Substitution Drill Technique learning English.

CHAPTER IV

RESEARCH RESULT

In this chapter, the researcher discussed the outcome of the effect of substitution drill technique on students' vocabulary mastery at eleventh grade of SMA N 1 Padang Bolak Julu. The researcher calculated the data through pre-test and post-test. The researcher conducted the research with a pre-test to know the students' vocabulary mastery before given the treatment and a post-test to know the students' vocabulary mastery after given the treatment that was performed through the use of the Substitution Drill Technique. Using quantitative research, the researcher used the independent t-test formulation using SPSS version v.26 application to test the hypothesis. Here the researcher would like to describe the result based on the examined data as follows:

A. Data Description

1. Data Description before using Substitution Drill Technique

a. Score of Pre-test in Experimental Class

In Pre Test of experimental class, the researcher calculated which had been gotten by the students in answering the question. The answering in Pre Test in Experimental class could be seen in the following table:

Table IV.1 Statistics

Pre Test Experimental class

No.	Descriptive	Statistic
1.	Valid	40
2.	Mean	39.20
3.	Median	40.00
4.	Mode	32
5.	Std. Deviation	13.070
6.	Variance	170.831
7.	Range	48
8.	Minimum	12
9.	Maximum	60
10.	Sum	1568

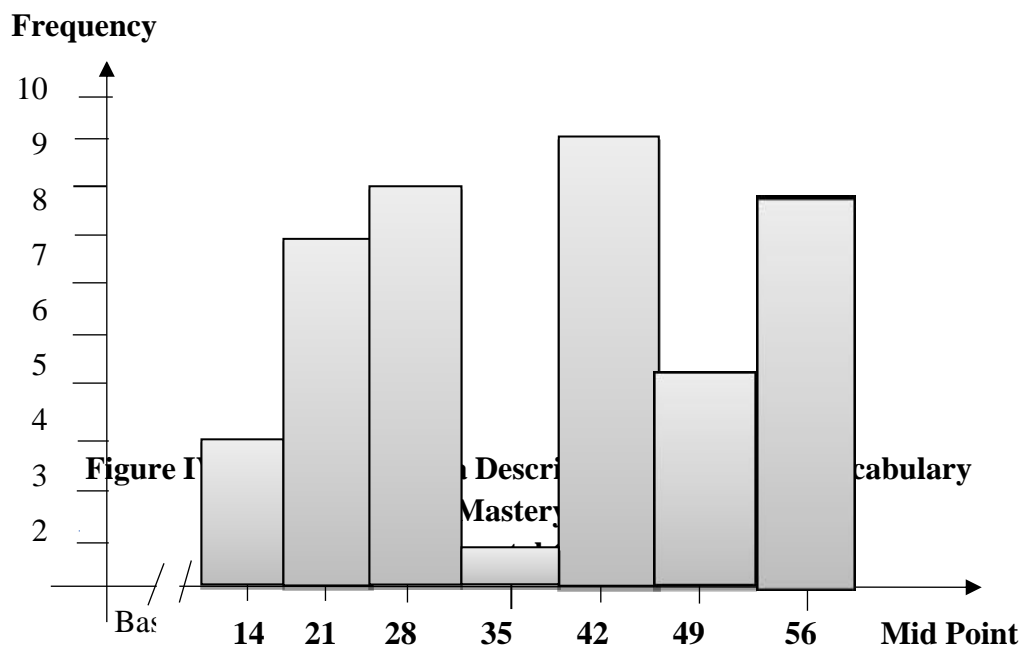
The sum (total score) of the experimental class in the previous test was 1.568, the mean was 39.20, the median was 40.00, the mode was 32, the range was 48, the minimum score was 12 and the maximum score was 60. Then, the computed of the frequency distribution of the students' score of experiment class could be applied into table frequency distribution as followed:

Table IV.2
Frequency Distribution of Students' Score

NO	Interval	Mid Point	Frequency	Percentage
1	12-18	15	3	7.5 %
2	19-25	22	7	17.5 %
3	26-32	29	8	20%
4	33-39	36	1	2.5 %
5	40-46	43	9	22.5 %
6	47-53	50	4	10%
7	54-60	57	8	20%
<i>I = 7</i>			40	100%

From the above table, the students' score in class interval between 12-18 was 3 student (7.5%), class interval between 19-25 was 7 students (17.5%), class interval between 26-32 was 8 students (20%), class interval between 33-39 was 1 students (2.5%), class interval between 40-46 was 9 students (22.5%), class interval between 47.53 was 4 students (10%) and

class interval between 54-60 was 8 students (20%) In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



different. From mean score of pre-test in experimental class it is 39.20. It means the students' Vocabulary Mastery in pre-test experimental class is fail.

b. Score of Pre-test in Control Class

In Pre Test of control class, the researcher calculated which had been gotten by the students in answering the question. The answering in Pre Test in control class could be seen in the following table:

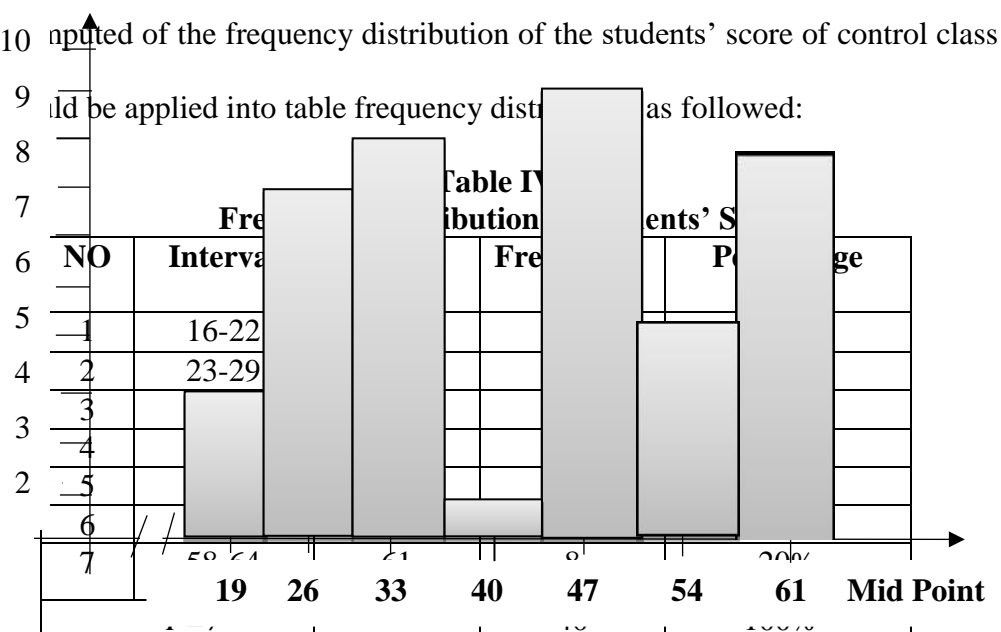
Table IV.3 Statistics

Pre Test Control Class

No.	Descriptive	Statistic
1.	Valid	40
2.	Mean	35.50
3.	Median	36.00
4.	Mode	24
5.	Std. Deviation	10.858
6.	Variance	117.897
7.	Range	44
8.	Minimum	16
9.	Maximum	60
10.	Sum	1380

The sum (total score) of the control class in the previous test was 1380, the mean was 34.50, the median was 36.00, the mode was 24, the range was 44, the minimum score was 16 and the maximum score was 60. Then, the

frequency distribution of the students' score of control class



From the above table, the students' score in class interval between 16-22 was 3 student (7.5%), class interval between 23-29 was 7 students (17.5%), class interval between 30-36 was 8 students (20%), class interval between 37-43 was 1 students (2.5%), class interval between 44-50 was 9 students (22.5%), class interval between 51-57 was 4 students (10%) and class interval between 58-64 was 8 students (20%) In order to get

description of the data clearly and completely, the researcher presents them in histogram on the following figure:

Figure IV.2: Data Description of Students' Vocabulary Mastery in control class (Pre-test)

Based on the histogram above, it is known that students' score was different. The mean score of pre-test on control class is 35.50 it means the students' Vocabulary Mastery in pre-test control class is fail.

2. Data Description after using Substitution Drill Technique

a. Score of Post-test in Experimental Class

In Post Test in experimental class, the researcher calculated which had been gotten by the students in answering the question. The answering in Post-Test in experimental class could be seen in the following table:

**Table IV.5 Statistics
Post Test Eksperimental class**

No.	Descriptive	Statistic
1.	Valid	40
2.	Mean	75.10
3.	Median	76.00
4.	Mode	80
5.	Std. Deviation	11.758
6.	Variance	138.246
7.	Range	44
8.	Minimum	52
9.	Maximum	96
10.	Sum	3004

The sum (total score) of the experimental class in the previous test was 3004, the mean was 34.50, the median was 36.00, the mode was 24, the range was 44, the minimum score was 52 and the maximum score was 96. Then, the computed of the frequency distribution of the students' score of experimental class could be applied into table frequency distribution as followed:

**Table IV.6
Frequency Distribution of Students' Score**

NO	Interval	Mid Point	Frequency	Percentage
1	52-58	55	4	10 %
2	59-65	62	8	20 %
3	66-72	69	6	15 %
4	73-79	76	3	7.5 %
5	80-86	83	12	30 %
6	87-93	90	5	12.5 %
7	94-100	97	2	5 %
<i>I = 7</i>			40	100 %

From the above table, the score in class interval between 52-58 was 4 student (10%), class interval between 59-65 was 8 students(20%), class interval between 66-72 was 6 students (15%), class interval between 73-79 was 3 students (7.5%), class interval between 80-86 was 12 students (30%), class

interval between 87-93 was 5 students (12.5%) and class interval between 94-100 was 2 students (5%). The data presented in the histogram below:

Figure IV.3: Data Description of Students' Vocabulary Mastery in Experimental Class (Post-test)

Based on the histogram above, it is known that students' score was different. The mean score of post-test in experimental class is 75 it means the students' Vocabulary Mastery in post-test experimental class is good. The X-axis showed the score obtained by students, while Y-axis showed the number of students who got those scores.

b. Score of Post-test in Control Class

In Post Test of Control class, the researcher calculated which had been gotten by the students in answering the question. The answering in Pre Test in Control class could be seen in the following table:

**Table IV.7 Statistic
Post Test Control class**

No.	Descriptive	Statistic
1.	Valid	40

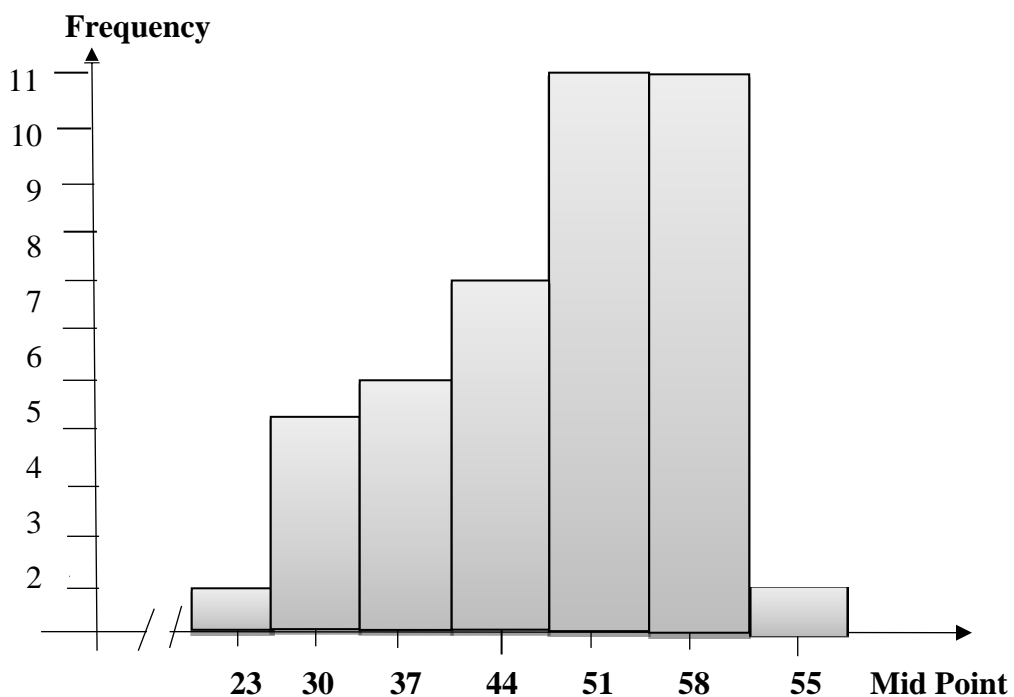
2.	Mean	47.10
3.	Median	48.00
4.	Mode	56
5.	Std. Deviation	9.734
6.	Variance	94.759
7.	Range	44
8.	Minimum	20
9.	Maximum	64
10.	Sum	1884

The sum (total score) of the control class in the previous test was 1884, the mean was 47.10 the median was 48.00, the mode was 56, the range was 44, the minimum score was 20 and the maximum score was 64. Then, the computed of the frequency distribution of the students' score of control class could be applied into table frequency distribution as followed:

Table IV.8
Frequency Distribution of Students' Score

NO	Interval	Mid Point	Frequency	Percentage
1	20-26	23	1	2.5 %
2	27-33	30	4	10 %
3	34-40	37	5	12.5 %
4	41-47	44	7	17.5 %
5	48-54	51	11	27.5 %
6	55-61	58	11	27.5 %
7	62-68	55	1	2.5 %
<i>I = 7</i>			40	100 %

From the above table, the students' score in class interval between 20-26



was 1 student (2.5%), class interval between 27.33 was 4 students (10%), class interval between 34-40 was 5 students (12.5%), class interval between 41-47 was 7 students (17.5%), class interval between 48-54 was 11 students (27.5%), class interval between 55-61 was 11 students (27.5%) and class interval between 62-68 was 1 students (2.5%) The data presented in the histogram below:

Figure IV.4: Data Description of Students' Vocabulary Mastery in Control Class (Post-test)

Based on the histogram above, it is known that students' score was different. The mean score of post-test on control class is 47.10 it means the students' Degree of Comparison Mastery in pre-test experimental class is fail.

3. The Comparison in Post-test Experimental Class and Control Class

Score in experimental group before using substitution drill technique and after using substitution drill technique have significant contrast. The researcher presented the score in the table below:

**Table IV.9
Data Description of comparing Post Test score**

NO	Descriptive	Experiment Group		Control Group	
		Pre test	Post test	Pre test	Post test
1	Mean	39.20	75.10	35.50	47.10
2	Maximum	60	96	60	64
3	Minimum	12	52	16	20

From the table above it knew that the mean score from experimental class in pre test is 39.20, in post test is 75.10 and from control class in pre test is 35.50, in post test is 47.10. The maximum score from experimental class in pre test is 60, in post test is 96 and from control class in pre test is 60, in post test is 64.

The minimum score from experimental class in pre test is 12, in post test is 52 and from control class in pre test is 16, in post test is 20.

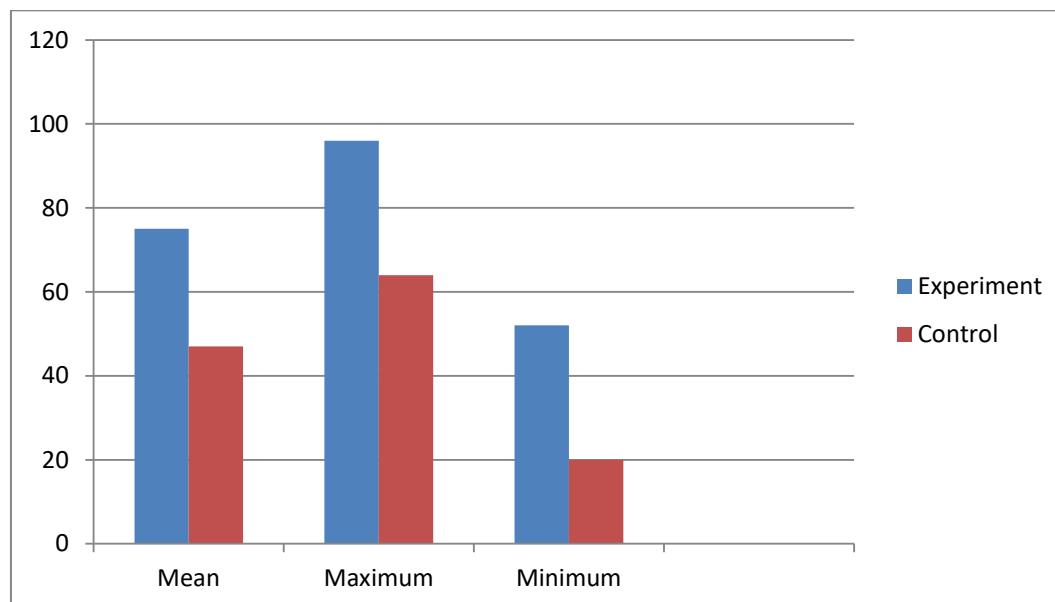


Figure IV.5: Data Description of comparing student's score

From the histogram above it can know that the post test in experimental class and post- test in control class are very different. The blue means for experimental then the red means for control. In the experimental the mean score is 75.10, and in control is 47.10. The minimum score is (lowest score) in experiment is 52 and control is 20. Next the maximum score (highest score) in experiment is 96 meanwhile in control the highest score is 64. The differences can be seen in the histogram clearly.

B. Data Analysis

1. Hypothesis Test

After calculating the data of post-test, researcher has found that the post-test result of experimental and control class is normal and homogenous. The data is analyzed to prove the hypothesis. It used formula of t-test. Hypothesis of the research was “there is a significant effect of using Substitution Drill

Technique to Students Vocabulary Mastery at Eleventh grade of SMA N 1 Padang Bolak Julu”

From the results of the data analysis requirements test, it can be seen that the two classes after treatment are normal and have homogeneous variance, so to test the hypothesis using Independent Sample t-test using SPSS v.26, obtained a value significance (sig) based on mean > 0.05 , the hypothesis that is as the follow

If $H_0 : \mu_1 = \mu_2$ means there is no significant effect of using Substitution Drill Technique on Students Vocabulary Mastery at eleventh grade of SMA N 1 Padangbolak Julu”.

If $H_a : \mu_1 \neq \mu_2$ means there is a significant effect of using Substitution Drill technique on Students Vocabulary Mastery at eleventh grade of SMA N 1 Padangbolak Julu”

**Table IV. 10 Compare score
Experimental and Control**

Class	Pre-Test	Post-Test	Enhancement	Gain Score
Experimental	39.20	75.10	35.9	23.3
Control	34.50	47.10	12.6	

Table above shows that both samples had 80 participants. The last test in experimental group is higher than the score in control class. The score can be seen from the mean. The score in experimental class is 75.10 and the score in control class is 47.10. It means there is a different point on Students Vocabulary Mastery after using Substitution Drill Technique. For significant (2-tailed) can be seen in the table below:

Table IV. 11 Result

Result

t_{count}	t_{table}
11.601	2.015

From the table above, this research found that t_{count} is 11.601, it can be seen on t column. It means that t_{count} is higher than t_{table} $11.601 > 2.021$. Based on the test criteria, H_0 is rejected and H_a is accepted. So, there was significant effect of using Substitution Drill Technique on Students Vocabulary Mastery at eleventh grade of SMA N 1 Padangbolak Julu.

C. Discussion

Based on the result of this research, the researcher found that substitution drill technique has significant effect to vocabulary mastery, it means that the technique is regarded as a good technique to be used in teaching vocabulary. These results support Richard and Renandya's theory that "Substitution drills help learners practice new vocabulary within structural patterns, leading to better retention".³⁸ There were several results from previous studies related to the effect of substitution drill technique on students' vocabulary mastery at eleventh grade of SMA N1 Padang Bolak Julu.

The researcher discussed the result of this research and compared with related findings. The first, research has been done by Syaefuddin, there was a significant effect of using substitution drills on vocabulary mastery. with scores increasing from 60.2 to 78.4, and students became more active and enthusiastic in using new words.

³⁸Jack C. Richards dan Willy A. Renandya, *Methodology in Language Teaching and Anthology of Current Practice*. p. 255

³⁹ Second, Ardiyansyah showed that semantic mapping positively affected students' vocabulary mastery the result showed that the post-test score of the experimental class was significantly higher than the control class ($t\text{-count } 8.42 > t\text{-table } 2.000$).⁴⁰ The third, Ardiyansyah Data were collected through pre-tests and post-tests. The results showed that the t -value (3.47) was higher than the t -table (1.68) with a degree of freedom of 58, meaning the alternative hypothesis was accepted.

Based on result above, the similarity between this research and previous study lies in the significant effect of substitution drill technique on students' vocabulary mastery. However, the difference was the population. This study's accumulated the result calculated t_{count} was 11.601 which is higher than t_{table} 2.015. and the population focused on eleventh grade of SMA N 1 Padang Bolak Julu.

Based on the explanation it was proven that this research about substitution drill technique and vocabulary mastery rather similar to other research, it was found that significant effect of substitution drill technique on students' vocabulary mastery at eleventh grade of SMA N 1 Padang Bolak Julu in good category.

D. Threats of the Research

While conducting this research, several potential threats that could affect the validity and reliability of the result were identified. These threats were describe below:

1. The research did not do normality test and used construct validity because there were two of classes.
2. Learning application was not effective because of the limit time.

³⁹Dery Syaefuddin, *The Effect of Substitution Drill on Students' Vocabulary Mastery An Experimental Study at Yayasan Kubah Rahmatan Indonesia* (Journal English Study, 2025)p.4.

⁴⁰Zulpadli Ardiansyah, *The Effect of Semantic Mapping Technique on Vocabulary Mastery at Grade VII Students of SMPN 3 Padangsidempuan*.

3. The researcher couldn't explain the material by using English fully because some of the students did not understand English well. Some of them were difficult to understand the material if the teacher use English fully.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the researcher can be concluded:

1. The students' vocabulary mastery before using substitution drill at eleventh grade of SMA N 1 Padang Bolak Julu is 39.20 it can be classified to fail category.
2. The students' vocabulary mastery after using substitution drill at eleventh grade of SMA N 1 Padang Bolak Julu is 75.10 it can be classified to good category.
3. The result is t_{count} is 11.601. It means that t_{count} is higher than t_{table} $11.601 > 2.015$. Based on the test criteria H_0 is rejected and H_a is accepted. So, there is significant effect of using Substitution Drill Technique to students' vocabulary mastery at the eleventh grade of SMA N 1 Padang Bolak Julu.

B. Suggestion

After finishing the research, the researcher got many information in English teaching learning. Therefore, from the experience, the researcher shows some things need to prove. It makes the researcher give some suggestion as follow:

1. It is an information for the headmaster to motivate the English teacher to teach as well as possible by maximizing the using Substitution Drill

technique in teaching, because this technique can achieve the students' skill especially in vocabulary mastery.

2. It is also as the information to the English teacher to use Substitution Drill as reference in teaching vocabulary to make learning process more active so that students can express their thought or idea confidently.
3. The researcher suggests for who wants to do research the same problem as information about the topic or as reference for the next researcher.

C. Research Implication

Based on research conduct on "Substitution Drill Technique to students' Vocabulary Mastery at Eleventh grade of SMA N 1 Padang Bolak Julu." Then some of the implication obtains from the results of the study include:

1. Substitution Drill Technique can be used as an alternative in creating active learning technique for students because this technique uses memorize. So, the students don't get bored in participant in learning.
2. Based on analysis of the experimental class and the control class, it can be seen that the scores obtained in the experimental class during post-test were higher, this indicates that students are interest and easier to understand Vocabulary Mastery using Substitution Drill Technique.
3. This research can be used as input for English teacher in Senior High School. Using Substitution Drill Technique, which can increase learning activity, and easy to understand, and there needs to be an appropriate team setting in using this technique.

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CURRICULUM VITAE



A. Identify

Name : KIKI SEPTIANA
Nim : 2120300014
Place and Birthday : Purbalingga, 29 September 2002
Gender : Female
Religion : Islam
Address : Pasar Gunungtua

B. Parent

1. Father's name : Kusen Choerudin
2. Mother's name : Sulimah

C. Educational Background

1. Elementary School : SD Negeri 4 Pasar Gunungtua
2. Junior High School : SMP N 1 Padang Bolak
3. Senior High School : MAS Darussalam Kampung Banjir
4. Collage : UIN SYAHADA Padangsidimpuan

APPENDIX 1

LESSON PLAN

Subject :English

Grade Level :XI SMA N 1 Padang Bolak Julu

Topic Vocabulary : Home, Forest, School, Sport, and Transportation

Technique :Substitution Drill Technique

Duration :1 × 45 minutes

Competency Standards

By the end of the lesson, students are able to mention vocabularies at Home, Forest, School, Sport, and Transportation

Basic Competence

Getting know the vocabularies at Home, Forest, School, Sport, and Transportation.

Indicators

1. Knowing name of vocabularies at Home, Forest, School, Sport, and Transportation.
2. Mention name of vocabularies at Home, Forest, School, Sport, and Transportation.

A. Learning Objectives

By the end of the lesson, students are able to:

1. Identify vocabulary related to at Home, Forest, School, Sport, and Transportation.

2. Pronounce the vocabulary at Home, Forest, School, Sport, and Transportation accurately.
3. Use vocabulary in simple sentences.
4. Respond correctly to substitution drills.

B. Learning Materials

Vocabulary List:

Home : Table, living room, clothes, kitchen, spoon

Forest : Forest, bird, cat, dog,

School : Canteen, pencil, pen, book

Sport : Volley ball, basketball, football, chess, swimming

Transportation : bus, car, bicycle, train, airplane

C. Method & Technique

Technique: Substitution Drill

D. Learning activities

No	Learning Activities	Time (Minute)	Aspect of life Skill Developed
1	Opening a. Greeting, motivation, introduction to vocabulary categories.	5	Discipline
2	Practice a. Teacher introduces vocabularies b. Teacher read the sentence c. Students repeat the sentence after teacher d. Teacher ask students to change the prompt e. Students do what teacher ask	25	Cooperation Sincerely
3	Production a. Students create 5 sentences using vocabularies from all	10	Understandable

4	category	5	Responsibility
	Closing		
	a. Feedback		
	b. Reflection		
	c. homework assignment.		

E. Assessment

Knowledge : New accepted vocabularies

Skills : Substitution response and pronunciation.

Attitude : Participation and cooperation.

F. Tools and Media

Book, whiteboard, marker

G. Learning Resources

English textbook grade 11

APPENDIX 2

VALIDITY INSTRUMENTS

FOR PRE-TEST

Name :

Class :

Say basmallah before doing the test!

Choose the most appropriate answer!

1.is the king of the Forest.

- a. Ant b. Elephant c. Crocodile d. Tiger

2. is Herbivore animal

- a. Rabbit b. Cat c. Dog d. Bear

3. is a Reptile animal

- a. Eagle b. Rooster c. Bird d. Snake

4. Andi can't play because his legs hurt.

- a. Football b. Internet c. Chess d. Congklak

5. need a people and ball to do it.

- a. Marathon b. football c. Swimming d. Long jump

6. I go to school by (sepeda) . Sepeda means.....

- a. Motorcycle b. Bicycle c. Minibus d. Rocket

7. I'm I study in the school except Sunday and holiday.

- a. Regent b. Student c. Police d. River

8. There are three On the table.

- a. Soil b. Pencils c. Powder d. Sand

9. He goes to Singapore By (Air Plane). Air plane means.....
- a. Bus b. Becak c. Ambulan d. Pesawat
10. I'm in the school, if I'm hungry I'll go to the
- a. Home b. library c. Canteen d. Classroom
11. Below is the herbivorous animals, except.....
- a. Panda b. Cow c. Goat d. Lion
12. Ronaldo is the player of?
- a. Volleyball b. Singer c. Film d. Football
13. Water Transportation is.....
- a. Transportasi udara b. Transportasi darat c. Transportasi Air
d. Transportasi Umum
14. Grandfather read the newspaper in the living room by using
- a. Bag b. Hijab c. Plate d. Glasses
15. Basketball need ball and to do it.
- a. Ball b. Net c. Hat d. Basket
16. Public Transportation is.....
- a. Transportasi udara b. Transportasi Air c. Transportasi Darat
d. Transportasi Umum
17. Mother buys 1 kg for washing clothes
- a. Detergent b. Sugar c. Rice d. Ketchup
18. There is two glass of on the kitchen table .
- a. Book b. Handphone c. Juice d. Mirror
19. In Mathematics book we will learn about?
- a. Sport b. Organism c. Singing d. Count

20. Uncle makes tea with two spoon of

- a. Banana b. Coffee c. Sugar d. Blood

21. What students do usually in the library.....?

- a. Play football b. Eat Lunch c. Read books d. Sing a song

22. Which sport is usually played in the water....?

- a. Basketball b. Volleyball c. Swimming d. Baseball

23. How many player are in the basketball team....?

- a. 6 b. 5 c. 11 d. 3

24. Which animal lives in the sea and has eight legs....?

- a. Crab b. Octopus c. Shark d. Dolphin

25. Which subject teaches you about numbers....?

- a. History b. Science c. Mathematics d. Art

APPENDIX 3

VALIDITY INSTRUMENTS

FOR POST-TEST

Name :

Class :

Say basmallah before doing the test!

Choose the most appropriate answer!

1. Snakes are included in

- a. Mammalia b. Reptile c. Carnivore d. Bird

2. Ronaldo is a player of

- a. Kungfu b. Football c. Dance d. Singer

3. We always do the school exams in the

- a. Highway b. sky c. Classroom d. River

4. is the food of tiger.

- a. Fruits b. Vegetable c. Rice d. Meat

5. Father drink coffee in every morning.

- a. A seed b. A dozen c. One meter d. A Cup

6. This is example of bird, except...?

- a. Frog b. Parrot c. Pigeon d. Eagle

7. Putra makes sweet tea with two spoons of

- a. Powder b. Dust c. Stone d. Sugar

8. I want to borrow the book, I will go to the School

- a. Canteen b. Library c. Home d. Toilet

9. I always playing Badminton in the afternoon, that is my favourite
- a. Singer b. Actor c. Sport d. Film
10. We travel around the world by (kapal pesiar). Kapal pesiar means....
- a. Helicopter b. Cruise ship c. Ambulance d. Bicycle
11. The Sport that uses ball is.....
- a. Running b. Swimming c. Javelin d. Basket
12. Tiger live in the ?
- a. Forest b. Water c. Sky d. Grass
13. The of English is very funny when teaching in our class.
- a. Teacher b. Headmaster c. Friend d. Security
14. Rino : What Transportation is it ?
- Dino : it is Kapal selam
- The underline word means.....
- a. Plane b. Pedicab c. Submarine d. Taxi
15. is one of sport not difficult to do and doesn't spent much money.
- a. Running b. Javelin c. Swimming d. Long jump
16. Sawal is watching Upin & Ipin on ?
- a. Water b. Book c. Television d. Fabric
17. I will go to Jakarta by.....
- a. Flying Carpet b. Bag c. Bus d. Internet
18. Rangga : Have you ever gone to Malaysia?
- Rahmat: Yes , I have
- Rangga : Is there any Pedicab in Malaysia?
- Rahmat : Yes , There is.

The underline word mean.....

- a. Becak b. Delman c. Kuda d. Balon udara

19. Teacher is writing on a white board with

- a. Pen b. Chalk c. Paint d. Marker

20. There are five on the table.

- a. Bananas b. Soil c. Oil d. Water

21. Which subject teaches you about story about past legendary....?

- a. History b. Science c. Mathematics d. Art

22. Which animal lives in the sea, EXCEPT....?

- a. Crab b. Octopus c. Shark d. Bird

23. How many player are in the football team....?

- a. 6 b. 5 c. 11 d. 3

24. Which sport is usually played in the field, EXCEPT....?

- a. Basketball b. Volleyball c. Chess d. Baseball

25. What students do usually in the canteen.....?

- a. Play football b. Eat Lunch c. Read books d. Sing a song

APPENDIX 4

Keyword Pre-test

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

Keyword post-test

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

APPENDIX 5

SURAT PERNYATAAN VALIDASI INSTRUMEN PENELITIAN TUGAS

AKHIR SKRIPSI

Saya yang bertanda tangan dibawah ini:

Nama :
Nip :
Jurusan :

Menyatakan bahwa instrument penelitian atas nama mahasiswa:

Nama : Kiki Septiana
Nim : 2120300014
Program Studi : Tadris Bahasa Inggris
Judul Penelitian : The Effect of Substitution Drill Technique on Students' vocabulary
Mastery at Eleventh grade of SMA N 1 Padang Bolak Julu

Setelah dilakukan kajian atau Instrumental Penelitian dengan mempertimbangkan beberapa aspek diantaranya topic,soal,jumlah item dan model soal yang bervariasi sesuai dengan indikatornya. Instrumen ini layak digunakan untuk penelitian dan dapat diujikan diantaranya :

Jumlah	Soal yang layak diujikan	Soal yang tidak layak diujikan	Catatan
Soal			
	25		
Total			

Demikian agar dapat digunakan sebagaimana mestinya

Padang Bolak Julu
Validator,

APPENDIX 6

Score of Experimental Class and Control Class in Pre-test

Pre Test Control

Statistics

Pre Test		
N	Valid	40
	Missing	0
Mean		34,50
Std. Error of Mean		1,717
Median		36,00
Mode		24 ^a
Std. Deviation		10,858
Variance		117,897
Skewness		,127
Std. Error of Skewness		,374
Kurtosis		-,628
Std. Error of Kurtosis		,733
Range		44
Minimum		16
Maximum		60
Sum		1380

a. Multiple modes exist. The smallest value is shown

Pre Test Experiment

Statistics

Pre Test Eks

N	Valid	40
	Missing	0
Mean		39,20
Std. Error of Mean		2,067
Median		40,00
Mode		32 ^a
Std. Deviation		13,070
Variance		170,831
Skewness		-,147
Std. Error of Skewness		,374
Kurtosis		-,721
Std. Error of Kurtosis		,733
Range		48
Minimum		12
Maximum		60
Sum		1568

a. Multiple modes exist. The smallest value is shown

Score of Experimental Class and Control Class in Post- test

Post Test Experiment

Statistics

Post Test Eks

N	Valid	40
	Missing	0
Mean		75,10
Std. Error of Mean		1,859
Median		76,00
Mode		80
Std. Deviation		11,758
Variance		138,246
Skewness		-,099
Std. Error of Skewness		,374
Kurtosis		-,809
Std. Error of Kurtosis		,733
Range		44
Minimum		52
Maximum		96
Sum		3004

Post Test Control class

Statistics

Post Test Kon

N	Valid	40
	Missing	0
Mean		47,10
Std. Error of Mean		1,539
Median		48,00
Mode		56
Std. Deviation		9,734
Variance		94,759
Skewness		-,668
Std. Error of Skewness		,374
Kurtosis		,324
Std. Error of Kurtosis		,733
Range		44
Minimum		20
Maximum		64
Sum		1884

APPENDIX 7

Result of Normality Test in Pre-test

Normality of Pre Test Experiment

One-Sample Kolmogorov-Smirnov Test

		Pre Eks
N		40
Normal Parameters ^{a,b}	Mean	39,20
	Std. Deviation	13,070
Most Extreme Differences	Absolute	,109
	Positive	,109
	Negative	-,099
Test Statistic		,109
Asymp. Sig. (2-tailed)		,200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Normality of Pre Test Control Class

One-Sample Kolmogorov-Smirnov Test

		Pre Kon
N		40
Normal Parameters ^{a,b}	Mean	34,50
	Std. Deviation	10,858
Most Extreme Differences	Absolute	,133
	Positive	,133
	Negative	-,094
Test Statistic		,133
Asymp. Sig. (2-tailed)		,071 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

APPENDIX 8

Result of Normality Test in Post-test

Normality of Post Test Eksperimental Class

One-Sample Kolmogorov-Smirnov Test

		Post Eks
N		40
Normal Parameters ^{a,b}	Mean	75,1000
	Std. Deviation	11,75781
Most Extreme Differences	Absolute	,137
	Positive	,127
	Negative	-,137
Test Statistic		,137
Asymp. Sig. (2-tailed)		,058 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Normality of Post Test Control Class

One-Sample Kolmogorov-Smirnov Test

		Post Eks
N		40
Normal Parameters ^{a,b}	Mean	75,1000
	Std. Deviation	11,75781
Most Extreme Differences	Absolute	,137
	Positive	,127
	Negative	-,137
Test Statistic		,137
Asymp. Sig. (2-tailed)		,058 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

APPENDIX 9

Result of Homogeneity

Homogeneity of Pre Test

Test of Homogeneity of Variances

		Levene			
		Statistic	df1	df2	Sig.
hasil belajar	Based on Mean	1,380	1	78	,244
	Based on Median	1,214	1	78	,274
	Based on Median and with adjusted df	1,214	1	75,512	,274
	Based on trimmed mean	1,299	1	78	,258

Homogeneity of Post Test

Test of Homogeneity of Variances

		Levene			
		Statistic	df1	df2	Sig.
hasil belajar	Based on Mean	2,480	1	78	,119
	Based on Median	2,406	1	78	,125
	Based on Median and with adjusted df	2,406	1	77,737	,125
	Based on trimmed mean	2,592	1	78	,111

APPENDIX 10

Hypothesis

Class	Pre-Test	Post-Test	Enhancement	Gain Score
Experimental	39.20	75.10	35.9	23,3
Control	34.50	47.10	12,6	

Independent Sample Test

	Levene's Test for Equality of Variances	t-test for Equality of Means							
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
	Lower								Upper
Equal Variances assumed	2,480	,119	11,601	78	.000	28,000	2,414	23,195	32,805
Equal Variances not assumed			11,601	75,374	.000	28,000	2,414	23,195	32,808

APPENDIX 11

Research Dokumentation Pre Test Experimental Class

Picture 1 : Memberikan Pre Test kepada siswa di Experimental Class



Picture 2 : Siswa mengerjakan pre test yang di berikan



Pre Test Control Class

Picture 3 : Memberikan Pre Test kepada siswa dan siswa mengerjakan test di Conrol Class



Treatment 1

Picture 4: Guru menjelaskan materi kepada siswa



Treatment 2

Picture 4: Guru menjelaskan materi kepada siswa



Picture 5 : Siswa mengulangi kalimat sesuai instruksi



Post Test Experiment

Picture 7 : Memberikan Post Test kepada siswa di Experimental Class



Post Test Control

Picture 8 : Memberikan Post Test kepada siswa di Control Class





KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
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Nomor : B1664/Un.28/E.1/PP.00.9/05/2025

08 Mei 2025

Lamp : -

Perihal : Pengesahan Judul dan Penunjukan
Pembimbing Skripsi

Yth.

1. Dr.Hamka, M.Hum. (Pembimbing I)
2. Yusni Sinaga, S.Pd., M.Hum (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama	: Kiki Septiana
NIM	: 2120300014
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: The Effect of Substitution Drill Technique on Students' Vocabulary Mastery at Eleventh Grade of SMA N 1 Padang Bolak Julu

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan Nomor 112 Tahun 2025 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui

an. Dekan

Wakil Dekan Bidang Akademik
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24 September 2025

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Hal : **Izin Riset
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Alamat : Pasar Gunungtua

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect of Substitution Drill Technique on Students' Vocabulary Mastery at Eleven Grade SMA Negeri 1 Padang bolak Julu"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin Riset penelitian dengan judul di atas.mulai dari tanggal 29 September s.d 13 Oktober 2025
Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

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No. : 421.3/103/SMAN.1/PBJ/2025
Hal : Pelaksanaan Penelitian Skripsi

Menindaklanjuti Surat dari Universitas Islam Negeri Syekh ALI HASAN AHMAD ADDARY Padang Sidimpunan, Nomor : 4787/Un.28/E.1/TL.00.9/09/2025 Tanggal 24 September 2025, tentang Pelaksanaan Riset Penyelesaian Skripsi

Pelaksana Tugas Kepala SMA Negeri 1 Padang Bolak Julu

Nama : **AMALIAH RITONGA, M.Pd**
NIP : 198207102010012034
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Unit Kerja : SMA Negeri 1 Padang Bolak Julu

Menerangkan bahwa

Nama : **KIKI SEPTIANA**
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Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Gunung Tua

Diterangkan bahwa nama tersebut diatas Benar telah melaksanakan Riset Penyelesaian Skripsi dengan judul “ **THE EFFECT OF SUBSTITUTION DRILL TECHNIQUE ON STUDENTS’ VOCABULARY MASTERY AT ELEVEN GRADE SMA NEGERI 1 PADANG BOLAK JULU**” di SMA Negeri 1 Padang Bolak Julu pada Tanggal 29 September s.d 13 Oktober 2025

Demikian Surat Keterangan ini kami buat dengan sebenarnya, untuk dapat dipergunakan seperlunya.

Sipupus, 14 Oktober 2025

Pelaksana Tugaas
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