

## TEACHING PRESENT PROGRESSIVE TENSE TO THE SECOND YEAR STUDENTS' OF JUNIOR HIGH SCHOOL THROUGH SUBSTITUTION DRILL AT SMP 6 TOLITOLI

Hidayati <sup>1\*</sup>, Ismail Yunus H<sup>2</sup>, Nurhaera<sup>3</sup>

<sup>1,2,3</sup>Teacher Training and Education Faculty of Madako University,  
Korespondensi Penulis. Email : [kindinglampe@gmail.com](mailto:kindinglampe@gmail.com)

### ABSTRACT

This research was carried out to improve the students' present progressive tense through Substitution Drill in the second year of SMPN 6 Tolitoli. The design of this research is classroom action research (CAR). This research uses a total sampling. The sample was 27 grade VIII students of SMPN 6 Tolitoli. The research was conducted in two cycles. Each cycle consisted of three meetings. The data in this research was collected through tests and field notes. The results of the research show that there is an improvement in students' present progressive tense through substitution drills. Gradually, students got good scores at the end of each cycle. Score kriteria ketuntasan minimal (KKM) for English subjects is 75. The mean score of students in the pre-test was 29.61. The result of cycle 1 is that seven students, 26.92%, have achieved KKM; for students who have not reached KKM, consisting of 19 students, 73.08% of the learning outcomes have not improved. The mean score of post-test one cycle 1 was 64.42. The result of cycle 2 is that 25 students, 92.59%, have achieved KKM. The mean score of post-test two cycle 2 was 81.48. The data above shows that the use of substitution drills in present progressive tense learning is effective. The conclusion is that substitution drills can improve students' present progressive tense. Finally, it can be said that the Classroom Action Research (CAR) is a success.

**Keywords:** *Present Progressive Tense, Substitution Drill.*

### INTRODUCTION

Grammar is a language element that students must be taught if they are to communicate in English successfully. Supporting their language skills is helpful. Sometimes, people think it does not matter because they do not know that. Aspect grammar is an important of language. It is divided into many parts, but one of the most essential grammatical parts is learning the present progressive tense.

The present progressive tense is the -ing verb form, which indicates an action or event that is happening at the moment. According to Harmer, (2007) continuous verbs (also called progressive) are formed by adding '-ing' to the base and using it with the verb 'to be', for example. "I'm writing now". Present Progressive Tense is usually used when someone intends to talk about an activity that is currently happening. The present progressive tense is often followed by a time statement to clarify it. The Adverb of time is an adverb that is used to express an event.

According to Harmer, (2008), substitution drills are an excellent technique for students' comprehension as well as their knowledge of individual grammar (such as personal pronouns, prepositions, and the verb to be, etc.). Substitution drills can be used to practice different structures or vocabulary items (one or more words change during the drill). Based on the statement above, by giving the substitution drill, the students learn structure (present progressive tense) more efficiently and valuable to practice quickly (Rusdin, 2022).

There are several reasons why the researchers are interested in conducting this research. First, the students are still learning language components, and one of the language components they learn is grammar or structure. Second, this tense is mainly used in everyday interactions, and students learned the teaching of the present progressive tense. Many students feel confused and need help understanding how to use this tense properly (Firmansyah, 2022). Based on the description above, the researcher is interested in conducting research entitled "Teaching Present Progressive Tense to the Second-Year Students' of Junior High School Through Substitution Drill at SMP 6 Tolitoli."

Based on the previous background, the researcher formulates her research questions: Can the use of Substitution Drill improve the present progressive tense of eighth grade? The objective of this research was to determine the effectiveness of substitution drills in present progressive tense learning. To know whether the use of substitution drill improves the present progressive tense of eighth grade.

### **METHOD OF THE RESEARCH**

Based on the purpose of the research, the researcher used classroom action research (CAR) method as the methodology. CAR is a research activity that occurs in classroom. The method is used to know teaching present progressive tense through substitution drill.

### **RESULT AND DISCUSSION**

#### **The Result of Pre Test**

**Tabel 1.** Students' Score of Pre Test

Initials name	Students' Score	Grade	Category
FI	20	Poor	Failed
IR	20	Poor	Failed
MA	30	Poor	Failed
MF	20	Poor	Failed
MR	25	Poor	Failed
WW	30	Poor	Failed
AA	55	Poor	Failed
AP	40	Poor	Failed
DFA	30	Poor	Failed
FD	40	Poor	Failed
FA	15	Poor	Failed
AAP	20	Poor	Failed
IPE	30	Poor	Failed
IN	20	Poor	Failed
LI	35	Poor	Failed
LK	50	Poor	Failed
MAR	35	Poor	Failed
NA	35	Poor	Failed
KA	0	Poor	Failed
RA	10	Poor	Failed
FF	65	Poor	Failed
RR	20	Poor	Failed
SF	20	Poor	Failed
TA	35	Poor	Failed
VA	20	Poor	Failed
SM	45	Poor	Failed
<b>TOTAL</b>	<b>770</b>		
<b>MEAN</b>	$\bar{X} = \frac{770}{26}$ $\bar{X} = 29,61$		

The students' scores from pre-test showed that students' ability in using present progressive tense were still low. It was proven that from 26 students, There were no students who passed the *kriteria ketuntasan minimal* (KKM). 26 students still scored below the *kriteria ketuntasan minimal* (KKM),

**The Result of Post Test**  
**The Result of Post Test in the First Cycle**

**Tabel 2.** Students' Scores of post-test 1

Students initials	Students' Score	Category	Grade
IR	55	Poor	Failed
MA	60	Poor	Failed
MF	35	Poor	Failed
MR	50	Poor	Failed
WW	65	Poor	Failed
AA	70	Poor	Failed
AP	55	Poor	Failed
DFA	95*	Excellent	Successful
FD	70	Poor	Failed
FA	30	Poor	Failed
AAP	70	Poor	Failed
IPE	70	Poor	Failed
IN	75*	Fair	Successful
LI	75*	Fair	Successful
LK	60	Poor	Failed
MAR	65	Poor	Failed
NA	80*	Good	Successful
KA	45	Poor	Failed
RA	65	Poor	Failed
FF	60	Poor	Failed
RR	65	Poor	Failed
SF	75*	Fair	Successful
TA	70	Poor	Failed
VR	85*	Very good	Successful
SM	85*	Very good	Successful
AFN	45	Poor	Failed
<b>TOTAL</b>	<b>1,675</b>		
<b>MEAN</b>	$\bar{X} = \frac{1.675}{26}$ $\bar{X} = 64,42$		

\*student who passed the KKM (75) the scores are processed from students' answer sheets

### The Result of Post Test in the Second Cycle

**Tabel 3.** Students' Scores of Post-test 2

Students initials	Students' Score	Category	Grade
FI	76*	Fair	Successful
IR	80*	Good	Successful
MA	76*	Fair	Successful
MF	60	Poor	Failed
MR	72	Poor	Failed
WW	76*	Fair	Successful
AA	96*	Excellent	Successful
AP	80*	Good	Successful
DFA	100*	Excellent	Successful
FD	76*	Fair	Successful
FA	80*	Good	Successful
AAP	80*	Good	Successful
IPE	84*	Good	Successful
IN	96*	Excellent	Successful
LI	76*	Fair	Successful
LK	88*	Very good	Successful
MAR	80*	Good	Successful
NA	84*	Good	Successful
KA	76*	Fair	Successful
RA	80*	Good	Successful
FF	80*	Good	Successful
RR	84*	Good	Successful
SF	92*	Excellent	Successful
TA	76*	Fair	Successful
VR	88*	Very good	Successful
SM	84*	Good	Successful
AFN	80*	Good	Successful
<b>TOTAL</b>	<b>2.200</b>		
<b>MEAN</b>	$\bar{X} = \frac{2.200}{27}$ $\bar{X} = 81,48$		

\*student who passed the KKM (75) the scores are processed from students' answer sheets

### The Result of Field Notes

In the first cycle, some students looked enthusiastic about the researcher's arrival. However, some students looked unenthusiastic. When explaining the procedure to students, some students seemed to enjoy the learning time, but some students seemed to pay less attention. There are still many who make noise, talking to each other among their friends. When the researcher used the

substitution drill, the students looked confused, but they were able to adapt to the situation from the first cycle to the last cycle. Most students are interested in following the learning process using substitution drills. They can understand the rules and usage. However, it cannot be denied that sometimes, some students need to pay more attention. From this point of view, the researcher concludes that students pay much attention to the teacher's explanation, and students can become more attractive in learning English.

## **Discussion**

Based on research findings. Researchers have analyzed data collection. It described how teaching the present progressive tense by using substitution drills can improve students' ability to use the present progressive tense.

First, the researcher conducted the pre-test. Results of the pre-test showed that before the implementation of the treatment. The students are still poor in the present Progressive tense. The pre-test showed that of 26 Students', there were no Students who successfully passed the KKM.

Second, the researcher applied the cycle 1. It was done in the third meeting. The action was that the researcher taught the students to present progressive tense by using substitution drills. The researcher explained the definition of present Progressive tense sentences. The researcher also gives the example of the present Progressive tense. Moreover, in the last meeting in cycle one, the researcher gives the students a post-test. The result of cycle 1 is that seven students, 26.92%, have achieved KKM; for students who have yet to reach KKM, consisting of 19 students, 73.08% of the learning outcomes have not improved; it will be continued in cycle 2.

Third, the researcher continued cycle 2; in cycle 1, there were several weaknesses, so cycle two was carried out. In cycle 2, the number of students was 25 students who achieved the KKM, and only two students still needed to complete it. When compared between cycles 1 and 2, students whose learning outcomes were completed experienced an increase of 25 students, or 92.59%. In cycle 2, improving students' scores, the implementation of substitution drills in teaching present Progressive tense got positive responses from the students in their teaching-learning process.

The last is the result of the mean score in the post-test II in cycle 2 is 81,48. It means that the students' improvement score is 17,06 (81,48-64,42) from the post-test 1 (64,42) or 26,92% students' improvement in the score percentage from the pre-test. The percentage of students who pass the Minimum Mastery Criterion-Kriteria Ketuntasan Minimal (KKM) in the post-test II shows that there is 92,59%. It means that 25 students passed the Minimum Mastery Criterion-Kriteria Ketuntasan Minimal (KKM), and only two students are still below the Minimum Mastery Criterion-Kriteria Ketuntasan Minimal (KKM). The post-test II of cycle two fulfilled the target of classroom action research (CAR) because more than 75% of students passed the Minimum Mastery Criterion-Kriteria Ketuntasan Minimal (KKM). The interpretation of the data above shows that using Substitution Drills can improve students' understanding of the present progressive tense. Finally, classroom action research (CAR) is a success, and the researcher ends the cycle.

## **CONCLUSION**

Based on the result of the data analysis and the interpretation of data in the previous chapter, the researcher concludes that. The student's achievement in learning present progressive tense by using substitution drills has a significant improvement. It can be seen in the following facts: The students' improvement of present progressive tense can be seen in the improvement of their achievement in pre-test one, post-test one, and post-test 2. The result of the mean score of the class in

1. Pre-test who passed the minimum mastery criterion- Kriteria Ketuntasan Minimal (KKM) (75) is there no students' who passed the Kriteria Ketuntasan Minimal (KKM) or 29.61. Next, in the cycle 1, the result of mean score of the class in post-test 1 who passed the minimum mastery criterion- Kriteria Ketuntasan Minimal (KKM) (75) is 7 students or

29.92%, and in the cycle 2, the result of mean score of the class in post-test 2 who passed the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) (75) is 25 students' or 92,59, it showed that learning present progressive tense through substitution drills was successful.

2. The result of field notes showed that the class conditions during the teaching and learning process create a positive atmosphere in the classroom and also make students active in the teaching and learning process.

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