

CHAPTER II

REVIEW OF LITERATURE

There are seven parts discussed in this chapter, those are definition of simple present tense, formulation of simple present tense, the function of simple present tense, substitution drills, teaching technique, teaching simple present tense using substitution drills, and previous study.

A. Simple Present Tense

Simple present tense is a verb used to show an action that takes place in the present, or an action that repeated regularly, or a condition that is true at any time. In addition, Murphy (1989: 4) stated that simple present tense is used to talk about things is general and something happens all the time or repeatedly, or that something is true in general. According to Azar (1989:11) “Simple present tense is a tense that use to express habitual or everyday activity”. The simple present says that something was true in past, is true in present, and will be true in the future. It is used for general statements or fact. It becomes basic rule of the students to make good sentences. Usually simple present tense expresses event or action that have nothing to do with time. The simple present tense is used to describe everyday activities and habits, to make general statement of fact, and to express opinion”.

According to Parrot (2000:154) most of teachers and learners use the present tense:

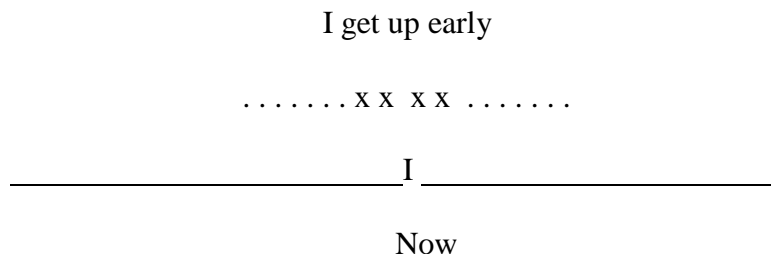
1. Main use for general actions, events and states

Most of teachers and learners use simple present tense to describe general actions, events and states when most of teachers and learners have no reason to think of them as being in any way temporary or limited in time. For teaching purposes, teachers sometimes break this use down into ‘repeated events’ and ‘general facts’:

Repeated events

Example: I get up early.

Most of teachers can show this use diagrammatically:



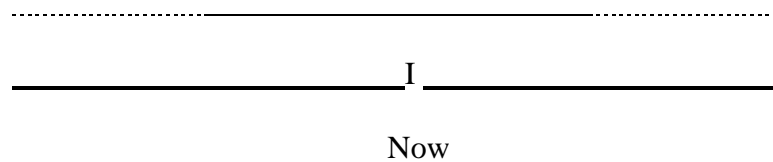
Most of teachers and learners often use adverbs of frequency (e.g. *always, usually, etc.*) and expression of repeated time (e.g. *on Tuesday, in the summer, twice a year, etc.*) with use of the present simple. Most of teachers also often focus on ‘habitual behavior’ in presenting this use to learners.

General Facts

Example: Ice melts at 0°.

People can show this use diagrammatically:

Ice melts at 0°



Most of teachers often focus on ‘timeless facts’ in presenting this use to learners. In special circumstance, most of teachers can also use the present simple in describe temporary states and actions.

2. For habits

Example:

I get up early every day.

My mother cooks rice every day in the kitchen.

The simple present tense expresses general statement of fact. In sum, the simple present tense is used for events or situations that exist always, usually, or habitually in the past, present, and future.

3. For things that are always / general truth

Example:

It rains a lot in the winter.

Most of teachers and students use simple present tense for repeat action/events, action that always do it repeatedly. Simple present tense is a tense that one of its functions is to state general statements of fact or the truth, example, *a dog has four legs*. Simple present is a tense that one of its function is to state habits, example, *I always get up at seven o'clock every day*. The researcher wanted the students know about the function of simple present tense in order to the students can make a perfect sentence of simple present tense.

B. Formulation of Simple Present Tense

1. In general, in the third person, add 'S'

The simple present tense is formed by using a simple verb. The form the present tense of the verb, use the infinitive form or adds –s/-es to the infinitive. When the third person singular is present, an –s/-es could be added in the end of the verb. Whenever the present tense verb has a subject other than the third person singular, no suffix is added.

The rules of subject-verb agreement can be seen as follows:

| Person | 1st form | 2nd form | 3rd form |
|---------------|------------------|--------------------|---------------------|
| Singular | I write a letter | You write a letter | She writes a letter |
| Plural | We write letters | You write letters | They write letters |

From the table above, the rules of subject-verb agreement are singular subjects requires a singular verb and plural subject requires a

plural verb. An ending –s/–es is usually used to sign the third person singular. Based on the statement above, there is an agreement in a singular and plural sentence in a form of subject-verb.

| Subject | Verb | Object |
|---------------------|-----------------|-----------------|
| I / you / we / they | Speak / learn | English at home |
| He / she / it | Speaks / learns | English at home |

Azar & Hagen (1996:44) stated that if the subject in the form of a singular noun *she, he, and it* must add s/-es. Adding final –s/-es to words that end in –y (Azar & Hagen (1996:51)).

| | |
|---------------------------------|---|
| a) Cry = cries Try = tries | End of verb : consonant + -y Spelling: change y to i , add -es |
| b) Pay = pays Enjoy = enjoys | End of verb: vowel + -y Spelling: add -s |

If the verb ends of *consonant + y* like *cry* and *try*, so change the *-y* become *i* and then add *-es* addition. Different with verb end of *vowel + -y* like *pay* and *enjoy*, so teachers and learners do not need to change *-y* become *i* but add *-s* addition directly.

According to Azar (1941:8), spelling final *-s* vs *-es*:

| | |
|----------------------------------|---|
| visit = visits, answer = answers | Final -s , not -es , is added to the most verbs. (Incorrect: visites, answeres) |
| hope = hopes, write = writes | Many verbs end in -e . final - |

| | |
|---|---|
| | <i>s</i> is simply added |
| catch = catches wash = washes pass = passes fix = fixes buzz = buzzes | Final <i>-es</i> is added if the verb ends in <i>-ch, -sh, -s, -x, or -z</i> |
| study = studies, try = tries | If a verb ends in a consonant + <i>-y</i> , change the <i>-y</i> to <i>-i</i> and add <i>-es</i> . (incorrect : <i>studys</i>) |
| pay = pays, buy = buys | If a verb ends in a vowel + <i>-y</i> , simply add <i>-s</i> . (Incorrect: <i>paies</i> or <i>payes</i>) |

Most of verbs only add *-s* not *-es* like *visit* and *answer*. If teachers and learners add *-es*, so it is incorrect. If the verb end with vowel *-e* like *hope* and *write* only add *-s* directly. The verb end with *-ch, -sh, -s, -x, or -z* final *-es* is added. If the verb ends with a consonant + *-y* like *study* and *try*, change the *-y* to *-i* and add *-es*. If a verb ends in a vowel + *-y* like *pay* and *buy*, simply add *-s*.

2. Word order of negative sentence

According to Azar and Hagen (2006:69) for third person singular (he, she, it) uses auxiliary “does not”, while for subject in the form of plural nouns (the first person, second person, and third person plural) uses auxiliary “do not”. The following is the word order to construct a basic negative sentence in English in the present tense using Don’t and Doesn’t.

| Subject | Do/Does | Verb +object | Explanation |
|---|--|--|---|
| I You We They | <i>Do not</i> <i>Do not</i> <i>Do not</i> <i>Do not</i> | Drink coffee Drink coffee Drink coffee Drink coffee | I you We They } + <i>do not</i> + verb |
| She He | <i>Does not</i> <i>Does not</i> | Drink coffee Drink coffee | She He It } + <i>does not</i> + verb |
| It | <i>Does not</i> | Drink coffee | <i>Do</i> and <i>does</i> are called “helping verbs” |
| I <i>don't</i> drink tea They <i>don't</i> have car | | | Notice in 3 rd person singular, there is no -s on the main verb, the final -s is part of <i>does</i> Incorrect: she does not drinks coffee |
| He <i>doesn't</i> drink tea Mary <i>doesn't</i> have car | | | Contractions: <i>Do not = don't</i> <i>Does not = doesn't</i> People usually use contractions when they speak. People often use contractions when they write. |

From table above, the use of ***Does not*** if the subject is third person those are she, he, it example, *she does not eat banana*. While for subject in the form of plural nouns the first person (I, we), the second person (you), and third person plural (they) uses auxiliary ***Do not*** example, *we don't read books*.

3. Using *Have* and *Has*

According to Azar & Hagen (2006:30) for sentence using *Have* and *Has*. The following is the word order in English using *Have* and *Has*:

| Singular | Plural | |
|---|--|--|
| I <i>have</i> a pen You <i>have</i> a pen She <i>has</i> a pen He <i>has</i> a pen It <i>has</i> blue ink | We <i>have</i> pens You <i>have</i> pens They <i>have</i> pens | I } You } } + have We } They } She } } + has He } It } |

Have is used when the subject is the first person, second person and the third person plural (I, you, we, they) example, *I have a book*. While *Has* is used when the subject is the third person singular (she, he, it) example, *she has a book*.

4. Word order of questions with **Do** and **Does** or **Yes/No Question**

According to Azar and Hagen (2006:74) for the interrogative sentence (Yes-No questions) also uses the auxiliary “Does or Do” fit the subject of the sentence. The following is the word order to construct basic questions in English using Do and Does:

| Do/ Does | Subject | Main Verb | Object | Question Forms, simple present tense |
|---|---------|--------------------------------|---------|---|
| Do | I | Like | Coffee? | Do I } Do you } + main verb Do we } Do they } Does she } Does he } Does it } |
| Do | You | Like | Coffee? | |
| Do | We | Like | Coffee? | |
| Do | They | Like | Coffee? | |
| Does | She | Like | Coffee? | |
| Does | He | Like | Coffee? | |
| Does | It | Taste | Good? | |
| | | | | Notice in the last example in the questions does not have a final <i>-s</i> . The final- <i>s</i> is part of does . Incorrect: Does she likes coffee? |
| Are you a student? Incorrect: Do you be a student? | | | | When the main verb is a form of be, do is not used. |
| Question | | Short Answer | | Do, don't and doesn't are used in the short answer to yes/no questions in the simple present |
| Do you like a tea? | | Yes, I do No, I don't | | |
| Does Bob like a tea? | | Yes, he does No, he doesn't | | |

Do is used when the subject is the first person or the third person plural (I, you, we, they) example, *Do you like me?* **Does** is used when the subject is the third person singular (she, he, it) example, *Does she like a tea?* If the question uses does, the verb do not need to add *-s/-es*. Do is do not use when the main verb is be, for example *do you a student?* It is incorrect, the correct one is *are you a student?* **Do, don't and doesn't** are used in the short answer to yes/no questions in the simple present example, *Do you drink coffee?* If learners want to

answer **yes**, the answer is *Yes, I do*, if learners want to answer **no**, the answer is *No, I don't*.

5. Simple present tense in verbal sentence

Most of teachers and learners use do/does in present simple questions and negative sentences. *Do* use if the subject are *I, you, we*, and *they*. Meanwhile *does* use if the subjects are *she, he*, and *it*.

| Positive | | Question | | |
|------------------------|--|-------------|------------------------|--|
| I You We They | Work Like Do Have | Do | I You We They | Work? Like? Do? Have? |
| She He It | Works Likes Does Has | Does | She He It | |

| Sentence | Formulation of simple present tense | Example |
|----------------------|-------------------------------------|-------------------------|
| Positive | S + V1 + (s/-es) + O | She eats banana |
| Negative | S + (do/does) + not + V1 + O | She does not eat banana |
| Interrogative | Do/does + S + V1 + O +? | Does she eat banana? |

Verbal sentence in simple present tense is the sentence that used verb in the sentence. For simple present tense, the verb that used

is verb 1. The formula of positive sentence is $S + VI + (s/-es) + O$, for subject *she, he, it* the verb must be added with $-s/-es$ example, *She eats banana*. The formula of negative sentence is $S + (do/does) + not + VI + O$ example, *She does not eat banana*. The formula of interrogative sentence $Do/does + S + VI + O + ?$ example, is *Does she eat banana?*.

6. Using frequency adverb: Always, Usually, Often, Sometimes, Seldom, Rarely, and Never

Azar and Hagen (2006: 56) stated that simple present use adverb always, usually, often, sometimes, seldom, rarely and never.

The following examples are showing the frequency of adverbs:

| | | | |
|--------|-----------|------------------------------|---|
| 100% | Always | Bob always eats breakfast | $S + \left[\begin{array}{c} \text{Always} \\ \text{Usually} \\ \text{Often} \\ \text{Sometimes} \\ \text{Seldom} \\ \text{Rarely} \\ \text{Never} \end{array} \right] + V$ |
| 90-99% | Usually | Mary usually eats breakfast | |
| 75-90% | Often | They often watch TV at night | |
| 25-75% | Sometimes | Tom sometimes watches TV | |
| 5-10% | Seldom | I seldom watch TV | |
| 1-10% | Rarely | I rarely drink milk | |
| 0% | Never | I never eat paper | |
| | | | |

In simple present tense teachers can use frequencies of adverb like always, usually, often, sometimes, seldom, rarely and never. The

formula is *S + frequencies of adverb + verb*. *Always* have levels 100% used. *Usually* have levels 90-99% used. *Often* have levels 75-90% used. *Sometimes* have levels 25-75% used. *Seldom* have levels 5-10% used. *Rarely* have levels 1-10%. *Never* have levels 0% used example, *I never eat paper*.

7. Other Frequency Expressions

In simple present tense also explains other frequency expressions like *one a day, twice a day, three times a day, four times a day, three times a week, once a month, twice a year, every morning, every month, every year* (Azar & Hagen, 2006:58).

| | |
|--|--|
| <p>I drink tea { <i>Once a day</i> <i>Twice a day</i> <i>Three times a day</i> <i>Four times a day</i> <i>etc.</i></p> <p>I see my grandparents <i>three times a week</i> I see my aunt <i>once a month</i> I see my cousin Sam <i>twice a year</i></p> | <p>People can express frequency by saying how many times something happens</p> <p>A day A week A month A year</p> |
| <p>I see my roommate <i>every morning</i> I pay my bills <i>every month</i> I see my doctor <i>every year</i></p> | <p>Every is singular. The noun that follows (e.g., morning) must be singular.</p> <p>Incorrect: <i>every mornings</i></p> |

In simple present tense also uses other frequencies expressions. Teachers and learners can express frequency by saying how many

times something happens: a day, a week, a month, a year, one a day, twice a day, every month, etc. *Every* is singular. The noun that follows (e.g. morning) must be singular example, *I see my aunt once a month.*

8. Using frequency adverb with *Be*

In simple present also can use frequency adverb with *Be* (Azar & Hagen, 2006:59).

| | |
|---|---|
| <p>Subject + Be + Frequency adverb</p> <p>Tom + is + $\left[\begin{array}{c} \text{Always} \\ \text{Usually} \\ \text{Often} \\ \text{Sometimes} \\ \text{Seldom} \\ \text{Rarely} \\ \text{Never} \end{array} \right]$ + late for class</p> | <p>Frequency adverbs follow am, is are (the simple forms of be)</p> |
| <p>Subject + Frequency adverb + Other simple present verbs</p> <p>Tom + $\left[\begin{array}{c} \text{Always} \\ \text{Usually} \\ \text{Often} \\ \text{Sometimes} \\ \text{Seldom} \\ \text{Rarely} \\ \text{Never} \end{array} \right]$ + comes late</p> | <p>Frequency adverbs come before all simple present verbs except be</p> |

Using *frequency adverb* and *be* also use in simple present tense. The first formula is *Subject + Be + Frequency adverb* example, *she is usually late for class.* Frequency adverbs follow *am, is are* (the simple forms of *be*). The second formula is *Subject + Frequency adverb + Other simple present verbs* example, *Tom sometimes comes*

late. Frequency adverbs come before all simple present verbs except *be*.

9. Asking information questions with *Where*

Azar and Hagen (2006:78) stated teachers and learners can use word “where” to asking information questions.

| Where + Do/Does + Main Verb | Short Answer | Explanation |
|------------------------------------|----------------------------------|---|
| <i>Do</i> they live in Miami? | Yes, they do No, they don't | Where asks for information about a place. The form of yes/no questions and information questions is the same: Do/Does + subject + main verb |
| <i>Where do</i> they live? | In Miami | |
| <i>Does</i> Gina live in Rome? | Yes, she does No, she doesn't | |
| <i>Where does</i> Gina live? | In Rome | |

Teachers and learners can use “where” to asking information with the formula *Where + Do/Does + Main Verb* example, *Do they live in Miami? Where do they live?. Where* asks for information about a place. The form of yes/no questions and information questions is the same: *Do/Does* + subject + main verb.

10. Asking information questions with *When* and *What Time*

In simple present tense, teachers and learners can also use “when” and “what time” to asking information questions (Azar & Hagen, 2006:80).

| q-word + do/does+ subject + main verb | Short answer | Explanation |
|---|---|---|
| When do you go to class? What time do you go to class? | At nine o'clock At nine o'clock | When and what time ask for information about time |
| When does Anna eat dinner? What time does Anna eat dinner? | At six P.M At six P.M | |
| What time do you usually go to class? | The frequency adverb usually comes immediately after the subject in a questions: Q-word + do/does + subject + usually + main verb | |

Teachers and learners also can use “when” and “what time” to asking information. It is used to ask for information. The formula is *questions-word + do/does+ subject + main verb* example, *When do you go to class? What time do you go to class?* The frequency adverb usually comes immediately after the subject in a questions: *Q-word + do/does + subject + usually + main verb.*

11. Information Questions with *Be* and *Does*

Azar and Hagen (2006:82) stated that if the subject is the third person singular (she, he, it) using *Does* and in the long answer the verb must add –s.

| Q-Word | Be | Subject | Long Answer |
|---------------|-------------|----------------------------|--|
| Where | <i>Is</i> | Thailand? | Thailand <i>is</i> in Southeast Asia |
| Where | <i>Are</i> | Your books? | My books are on my desk |
| When | <i>Is</i> | The concert? | The concert <i>is</i> on April 3 rd |
| What | <i>Is</i> | Your name? | My name <i>is</i> Yoko |
| What time | <i>Is</i> | It? | It <i>is</i> ten-thirty |
| Q-Word | Do | Subject + main verb | Long Answer |
| Where | <i>Do</i> | You <i>live</i> ? | I <i>live</i> in Los Angeles |
| What time | <i>Does</i> | The plane <i>arrive</i> ? | The plane <i>arrives</i> at six-fifteen |
| What | <i>Do</i> | Monkeys <i>eat</i> ? | Monkeys <i>eat</i> fruit, plants, and insects |
| When | <i>Does</i> | Bob <i>study</i> ? | Bob <i>studies</i> in the evening |

Simple present tense also used the information questions with *be* and *does*. If the subject is the third person singular (she, he, it) used *Does* and in the long answer and the verb must add -s. The formula is *Q-word + Do/Does + Subject + main verb* example, *when does Bobby study? Bobby studies in the evening*. Information questions using *Be* have formula *Q-word + Be + Subject* example, *what is your name? My name is Tono*.

12. Simple present tense in nominal sentence

To be may be used in a simple present tense. The verb *be* that is used are: is, am, and are. The function of *be* is to announce the subject of a sentence and introduce and join it to an adjective or noun or equivalent of one or two some of these, to describe which are in the existence right now. As in the sentences, *The boy sits on the bench* and *He is a student*. The first sentence describes a state in which the subject is in existence right now, the second one is to join *He* with an adjective. According to Seaton & Mew (2007:83) the words *am*, *is*, *are* also verbs but they are not action words. Use *am* with the pronoun *I*, and *is* with pronoun *he*, *she*, *it*, use *are* with the pronoun *you*, *we*, *they*. The following are the examples of simple present tense in nominal sentence.

| Sentence | Formulation of simple present tense | Example |
|----------------------|--|----------------------|
| Positive | S + To be (am, is, are) + 3C (adjective, noun, adverb) | She is beautiful |
| Negative | S + To be (am, is, are) + not + 3C (adjective, noun, adverb) | She is not beautiful |
| Interrogative | To be (am, is, are) + S + 3C (adjective, noun, adverb) +? | Is she beautiful? |

Nominal sentence is sentence that do not used verb in the sentence but using auxiliary verb. Auxiliary verb that used in simple present tense is called *To be*. *To be* that is used are: is, am, and are.

Use *am* with the pronoun *I*, and *is* with pronoun *he, she, it*. Use *are* with the pronoun *you, we, they*. Same with verbal sentence, in nominal sentence also have three kinds of sentence that are positive sentence, negative sentence, and interrogative sentence. The formula of positive sentence is *S + To be (am, is, are) + 3C (adjective, noun, adverb)* example, *she is beautiful*. The formula of negative sentence is *S + To be (am, is, are) + not + 3C (adjective, noun, adverb)* example, *she is not beautiful*. The formula of interrogative sentence is *To be (am, is, are) + S + 3C (adjective, noun, adverb) + ?* example, *is she beautiful?*

C. The Function of Simple Present Tense

Azar (1989:110) stated “The simple present is often to describe something that was true in the past, is true in the present, and will be true in the future”. Lester (2010:6) stated “The most confusing feature of the present tense for English learners is that the simple present tense does not actually signify present time. Its three main uses are the following: (1) making factual statements and generalizations, (2) describing habitual actions, and (3) describing predictable future events or actions.

(1) The simple present tense is used to state objective facts that are not restricted by time.

A mile **is** 5,280 feet.

The sun **rises** in the east and **sets** in the west. S

Similarly, the simple present tense is used to state facts that are true for the foreseeable future.

She **teaches** algebra.

This sentence means that “She hasn’t always taught algebra, and at some point in the future, she may teach another subject. Nevertheless, it is likely that she will continue teaching algebra indefinitely.” Contrast to this sentence with the following one, which uses the present progressive tense.

She **is teaching** algebra.

This sentence means that “She is only teaching algebra temporarily, and she expects to teach another subject eventually.” The simple present tense is also used to make generalizations that are considered valid for the foreseeable future.

I **know** Latin and Greek.

Sneezing **spreads** germs.

(2) The simple present tense is used to describe habitual actions.

Bob **reads** his e-mail first thing in the morning.

This sentence describes what Bob normally does first thing in the morning. It does not mean that Bob is reading his e-mail now, at this very moment. The sentence would still be valid if Bob were on vacation and hadn’t read his e-mail in a week.

(3) The simple present tense is often used for near-future events or actions that one expects to happen.

Our flight **leaves** at nine.

I **go** home on Sunday.

Note that the simple present tense is not used for uncertain future events. For example, it is not used to describe future weather.

It **freezes** tonight.

Hornby (1975:82-85) stated that the usage of simple present tense divided into five kinds:

1. To describe an activity that is actually in progress at the moment of speaking, e.g. in demonstration, explanation, step by step the way to cook something.

Example: I sift the flour, salt, and baking powder into a bowl. I mix them.

2. To use in commentaries, e.g. as broadcast during a sporting event such as a football match.

Example: green passes the ball to Brown. Brown passes it to Black who heads it past the goalkeeper and scores!.

3. To use in exclamatory sentences beginning with here and there.

Example: Here he comes!.

4. In the general statement of what was true in past time, is true now, is likely to be true in the future time.

Example: The sun shines during the day.

5. To use for references to what was communicated in the past.

Example: The newspapers say it's going to be cold.

Based on the use of simple present tense, the researcher used number 1, 2, and 4. According to number 1 most of teachers and students use simple present tense to describe an activity at the moment of speaking like in demonstration, explanation, step by step the way to make/cook something example, like in explanation, when teacher explains the material to the students, teacher always use simple present because it occurs in present time so teacher must use simple present tense. For step by step the way to make something (Procedure Text) also uses simple present tense because it occurs in present time too.

D. Teaching Technique

In teaching, the teacher should use the technique to achieving the teaching goal, and the strategy must be different from one another. The teacher does not be able to do his task if he does not master any methods of teaching which has been formulated by the psychologist and education scientist. There are many kinds of teaching strategy, which can make the students more interactive and active in the class which can be easy to understand the material that the teacher explained. The teacher can use the technique of learning to the students that can be easier to receive and practice what the teacher wants, and it can be applied based on their level or ability.

According to Brown (2003:14) technique is a specific activity manifested in classroom that is consistent with a method and therefore in harmony with an approach as well. From the technique the teacher hopes that the students understand about the material that the teacher explains and can be active and more interactive than before.

Paulston and Bruder (1976:15) stated that the implication for the classroom are simple: a grammar lesson should consist of grammatical rules, which explain the particularities of the structural pattern to be learned plus a series of drills from a mechanical level to a communicative in order to give the students optimum practice in language production.

E. Substitution Drills

1. Definition of Drill

Drills are important to present the structural patterns, because with the practice drills, the students can understand about the rules of grammar and they make new structures, so that it can be speech habit for the students. Manser (1995:129) stated that in teaching drill is exercise and repetition. Nowadays people know that language learning is not like this it is a far more complex and creative process and language is a lot more than just a list of structures to be memorized. However, drilling remains a useful technique in the classroom if it is used appropriately. At its simplest, drilling means listening to a model, provided by the teacher, or a tape or another

student, and repeating what is heard. This is a repetition drill, a technique that is still used by many teachers when introducing new language items to their students. The teacher says (models) the word or phrase and the students repeat it. Other types of drill include substitution drills, or question and answer drills. Substitution drills can be used to practice different structures or vocabulary items (i.e. one or more words change during the drill). In all drills, learners have no or very little choice over what is said so drills are a form of very controlled practice. There is one correct answer and the main focus is on “getting it right” on accuracy. Drills are usually conducted chorally (i.e. the whole class repeats) then individually. There is also the possibility of groups or pairs of the students doing language drills together.

When the teachers should drill? For drills to be meaningful, the students need to understand what they are being asked to say. Monotonous chanting of decontextualized language is not useful to anyone. This means that work on the meaning of the language must come before drilling. Drilling can be comfortably and effectively incorporated into many types of lessons - whether teachers use a PPP model or a task-based approach, for example drilling may follow a language focus stage particularly if you are dealing with spoken language. It may be too much however, to expect students to get it

right immediately so the teachers may want to introduce drilling later for remedial purposes.

2. Definition of Substitution Drills

In the teaching and learning processes, the teacher needs a suitable technique use to learn English so after learning the students can understand and master it. Drill technique is useful part in language course in helping learners to be formally accurate in their speech and in helping them to quickly learn a useful collection of words, phrases, and sentences that allow them to start using the language appropriately.

Substitution drills is a teaching technique in which the students practice sentences, changing one element at a time, example, *I read a book a newspaper, I read a story*. Generally, these activities are designed so that the students practice the language while at sometimes being involve in an enjoyable activity. Substitution drills is the way the students response sometimes is so tightly structured that the possibility of error is eliminated (Geoffrey and Christopher, 2003:80). It means that everything is arranged well. The students must effort to make the listeners understand to what they say. So, both of the teachers and the students can be cooperative in teaching learning process.

For example:

Teacher : Say this after me: Have you got any coffee?

Class : Have you got any coffee?

Teacher : Instead of 'coffee', say 'tea', like this: Have you got any tea?

Class : Have you got any tea?

Teacher : Milk

Class : Have you got any milk?

Teacher : Sugar

Substitution drills of this nature are widely used. They are not as effective in this form as they might be, however, since they could with very little extra effort be made into instances of communicative contextualized language use. In this particular case, the teacher could situate the dialogue in a grocer's shop and pretend to be a customer with a large shopping list (which the whole class can see) with coffee, tea, milk, sugar, etc., written on it. A student faces him (playing the role of the shopkeeper) across a desk which has on it a tin of coffee, a packet of tea, etc. The teacher/customer asks, "Have you got any coffee?" while pointing to coffee on his shopping list. At the simplest, the shopkeeper simply says "yes" and points at the coffee. The teacher/customer then points again at the coffee on his list and has the whole class repeat "Have you got any coffee?" he points at tea on his

list and may first say, “Have you got any tea?” himself or get the class to do it directly. After the shopkeeper has pointed to the tea, he can point to, and say, the next item on the list.

Here essentially the same thing is happening as in the original substitution drill, but this revised version demonstrates much more clearly to the class that this is not simply mechanical drill but language practice with a visually demonstrated communicative function in a real life situation in which the student could easily find himself. This principle of contextualizing the oral language practice applies not only to substitution drills but also to any other mechanical, purely manipulative exercise. They become infinitely more valuable when directed to the actual or potential language needs of the students.

Crystal (2003:463) stated that there are many kind of drills in teaching grammar, one of them is substitution drills. Substitution in linguistics to refer to the process or result of replacing one item by another at a particular place in structure. In language teaching, exercise to improve the ability of learners to carry out a process of item replacement are known as substitution drills. In this drills, the students use another word of the same class in the place of a word in the sentence. Substitution drills must be carefully checked to guard against a cue fitting in more than one slot. If the cue is “Boys like sports, girls”. The response is more likely to be “boys like girls” than

the expected “girls like sports” (Paulston & Bruder, 1976:30). Substitution drills is a classroom technique used to practice new language. It involved the teachers as the first modeling a word or a sentence and the students repeat it. The students then substitute one or more key words, or change the prompt.

Larsen and Freeman (2000:49) stated that substitution drill is followed by a transformation drill, a question and answer drill, repetition drill and a chain drill. The pace is brisk, the teacher slows down only when an error has been committed. Transformative drill is the teacher gives the students a certain kind of sentence pattern, an affirmative sentence for example. The students are asked to transform this sentence into a negative sentence. Other examples of transformation to ask of the students are changing a statement into a questions, an active sentence into a passive one, or direct speech into reported speech. A question and answer drill is to give the students practice with answering questions. The students should answer the teacher’s questions very quickly. Although the teacher did not see it in the lesson here, it is also possible for the teacher to cue the students to ask questions as well. It gives the students practice with questions pattern. Repetition drill is the students asked to repeat the teacher’s model as accurately and as quickly as possible. This drill is often used to teach the lines of the dialog. Chain drill gets its name of

conversation that form around the room as the students, one by one, ask and answer questions of each other. The teacher begins the chain by greeting a particular student, or asking the students a question. That the students responds, then turn to the students sitting next to students. The first student greets or asks a questions of the second student and the chain continuous. A chain drill allows some controlled communication, even though it is limited. A chain drill also gives the teacher an opportunity to check each students' speech.

Through substitution drills, the students also learn to recognize the borders between the phrases that make up the sentence. They are also exposed to a variety of different sentence that have similar structures through repetition drills as well. Drilling means listening a model, provided by the teachers, or another student and repeating what is heard.

Based on the definition, substitution drills is the exercise for the students to replace one word or one phrase with another word or phrase, and put it into the right place in the sentence.

3. Kinds of Substitution Drills

According to Paulston and Bruder (1976:30) substitution is same with Morpho-Lexical Drills, because the teaching points of these drills focus on morphological structure or lexical items like frequency adverbs, preposition, etc. Some drills combine practice of more than

one grammatical feature, and such drills are more difficult. All of these drills involve manipulation of a single sentence utterance where the constituent (i.e., slot and filler in the tagmemic sense) remain in the same order and of the same numbers as in the model utterance.

Substitution drills have many varieties and types, there are:

a. Simple substitution drill/single slot substitution

Freeman (2000:48) stated that in other name simple substitution drills is the teacher says a line, usually from the dialog. Next, the teacher says a word or a phrase-called the cue. The students repeat a line the teacher has given them, substituting the cue into the line in its proper place. The major purpose of this drill is to give the students practice in finding and filling in the slots of a sentence. Single-slot substitution drills in which the students repeat a sentence from the dialogue and replace a word or phrase in sentence with the word or phrase that the teachers were given to them.

Paulston and Bruder (1976:30) determined that single slot substitution only one constituent is changed throughout the drill. The drills are useful for practicing the word order of difficult patterns or for function words like the frequency adverbs. They also lend themselves to teaching vocabulary. At the beginning stages of language learning, the substituted constituent is likely to

be a single word, but the drills should steadily be made more difficult by increasing the length of the constituent.

The teacher presents the basic structure that need to be practiced by the students. A cue word to substitute in a slot is given and the students are expected to give the new sentence retaining the same pattern. This is a simple substitution in the sense that neither the cue word or nor the structure undergoes any change. The meaning of the words is already known. Some examples are given by the teacher to illustrate and then the students is asked to proceed on similar lines.

Example

Teacher : I write letter today

Students : I write letter today

Cue : read newspaper

Students : I read newspaper today

b. Double Slot Substitution Drills

In these drills the students change two constituents from the model. The drills are useful for practicing comparison, and for highlighting many structural contrasts (Paulston & Bruder, 1976:31).

This type of drills is used for practicing comparison. The teacher gives example first to the students then the students repeat

it. After it the teacher gives the cue to student about comparison, the students change the sentence to new sentence using new vocabulary.

Example

Teacher : My *coat* is the same *size* as yours

Students : My *coat* is the same *size* as yours

Cue : Hat/shape

Students : My *hat* is the same *shape* as yours

c. Correlative Substitution Drills

The cue triggers a morphological or syntactic correlative change in the pattern. The drills are excellent for testing the students' ability to encode grammatical relationships such as subject-verb agreement, indefinite article choice, count-mass nouns, pronoun forms in short, any structure which contrasts minimally in its various patterns. All correlative drills are by nature testing drills (Paulston & Bruder, 1976:32).

a. simple, these drills are single slot substitution drill which require the students to make some adjustment in another part of the pattern in order to respond correctly.

Example:

Teacher : The girl is a students

Students : The girl is a students

Teacher : Teacher

Students : The girl is a teacher

Teacher : Artist

Students : the girl is an artist

b. complex, If the students must replace two or more constituents, correlative changes add greatly to the complexity of producing the expected response. In the following example, note that a lexical change is also required:

Example (Relative clauses)

Teacher : The boy who is coming is my brother

Students : The boy who is coming is my brother

Teacher : Girl

Students ; The girl who is coming is my sister

In the following example the students must know the semantic relationship between the items in order to do the drill successfully.

Example (comparison)

Teacher : Pepsi/Coke

Students : Pepsi is like Coke

Teacher : Autumn/fall

Students : Autumn is the same as fall

In the next example, the student must infer from the double cue the expected response in order to postulate the correct question form.

Example (Modal Verb-present/past)

Teacher : I could have looked up the words yesterday

Students : I could looked up the words yesterday

Teacher : Today

Students : I could look up the words *today*

Teacher : My friends

Students : I could look up *my friends* today

Teacher : Yesterday

Students : I could have looked up my friends *yesterday*

d. Moving Slot Substitution Drills

With each student response, one constituent is changed but it is a different constituent in each response. The drills are very useful for extended practice on verb tenses or virtually any pattern on which the students need extra practice since the drills are usually regarded as games (Paulston and Bruder, 1976:32).

Example:

Teacher : He is going to buy a new car

Students : He is going to buy a new car

Teacher : Radio

Students : He is going to buy a new radio

Teacher : get

Students : He is going to get a new radio

Teacher : I

Students : I'm going to get a new radio

e. Multiple - Slot Substitution Drills

Freeman (2000:48) stated that multiple slot substitution drill is similar to single slot substitution drill. The difference is that the teacher gives a cue phrases, one at a time that fit into different slots in the dialog line. The students must recognize what part of speech each cue is, or at least, where it fits into the sentence, and make any other change, such as subject-verb agreement. Then they say the line, fitting the cue phrase into the line where it belongs. Three or more constituents are replaced in the model with each student response. These drills are excellent for practice comparisons and can be used as problem-solving activities even for quite advanced students, especially if the order of the cues is different from that expected in the response (Paulston and Bruder, (1976:31).

Example comparison (the same NP):

Teacher : My *hat* is the same *size* as her coat

Students : My *hat* is the same *size* as her coat

Teacher : Novel/short story (length)

Students : My novel is the same length as her short story

The researcher conducts this research using kinds of Substitution Drills. The researcher assumes that if use kinds of substitution drills the student get many experience with interesting technique. Using kinds of substitution drills the student can understand about simple present tense easily because using many kinds of substitution drills and student not bored to study about simple present tense. It can help the students learn how to make sentences by using correct grammar.

F. Teaching Simple Present Tense Using Substitution Drills

The teachers must arrange the drills from the simple to the complex one, so the students more easy to understand about the meaning and the new structure in English, especially in tenses. The simple present tense can teach by using substitution drills. In substitution drills, the students can understand about the pattern and formation in simple present tense.

The teachers begin to practice with one of the structural items included in presentation. If the presentation was clear and the students understood about the structure, they can repeat or produce in other sentence. After the presentation, the teachers must choose a drill types that is appropriate to the structure. Substitution drills is one of drill types that can use in teaching grammar, Paulston and Bruder (1976:30) stated that in general outline, all

drills procedures are similar, they have three elements. Those are model, cue, and response.

For example:

Model

“I am going to the park”

Cue

“She”

Response

“She is going to the park”

Many points can guide the teachers when they want to teach about tenses especially simple present tense through substitution drills:

1. Plan the drills well. Be fully familiar with the drill procedures to be used. Other memorize or write down sequences, cues, etc.
2. Use short sentence that the students can be able to repeat easily.
3. The drills start with the students listen the teachers and then imitate. The imitation includes intonation, stress, rhythm, and correct production of the sequence of sounds in the sentence.
4. Be careful of the kinds of substitution that the teachers give. Every resulting sentence should be meaningful.

5. Use visual aids to cue substitution if the teachers can. These included not only objects and pictures, but also gestures, facial expression, pantomime, charts, etc.
6. The utterance used in the drills should be authentic, e.g. those which a native speaker would use, those which make sense, those which are relevant to the student's interest and live.
7. The teachers should give at least five examples- after the two teachers do with students.

The researcher uses all of these steps because these steps can guide the teachers when want to teach about tenses especially simple present tense through substitution drills. These steps can help the teachers to teach simple present in order to the teachers not wrong using this technique. With these step can help the teachers in order to not feel difficult to teach simple present tense using this technique.

G. Previous Study

Some previous studies were conducted related to tenses (Pratiwi, 2009; Urbankova, 2007; Sufiana, Usman, Dewi, 2015; Rizka, 2017; Ruchaniyah, 2010), for example teaching past tense, teaching grammar focused on simple past tense, and teaching auxiliary Do and Does. Pratiwi (2009) found the students may have problem in studying simple past tense since English is not their mother tongue and it has different rules from

Indonesian grammar. She used Task-Based learning to teach simple past tense. Meanwhile, Rizka (2017) found there are eight types of problem consisting of using incorrect formula or problem in forming: affirmative, negative and interrogative form of present perfect tense, using of auxiliary that is frequently switched, using no instead of not in negative sentence, spelling, selecting of the regular and irregular verb/ change Verb -1 to Verb-3, and the difficulties in distinguishing the usage of past tense and present perfect tense. Another study conducted by Ruchniyah (2010) who examined most of students have some problem in understanding of simple past such as students still confused in distinguishing between verb which are included in regular verb and regular verb. Some previous studies only focused on simple past and present perfect. It means that there is no researchers were conducted research which focused in simple present tense. Furthermore, little is known about simple present tense whereas simple present tense is a tense that is often used in everyday life because simple present tense is used for activities that are often carried out. However, there is no researcher has researched related to simple present tense.

Meanwhile, another studies conducted by Sufiana (2015) found students usually made mistakes in applying these auxiliaries (do and does) in the sentences, such as *Mira don't like mangoes*. This sentence may be correct in communication because the meaning and the function are clear, but grammatically it is incorrect. The sentence must be *Mira doesn't like*

mangoes. The previous studied the researcher taught simple present tense but only focused on auxiliary do and does. In fact, simple present tense not only focuses on auxiliary verb do and does. Lots of things need to be conveyed to the students related to simple present tense. Example, how to make positive sentence, negative sentence, interrogative sentence, when sentence uses suffixes -s/-es, when sentence uses has/have, and when sentence uses am, is, are. Simple present tense not only focuses on auxiliary *do* and *does*, it makes students' knowledge about simple present tense is limited. Fact, the students must know everything about simple present tense because if the students understand it, it makes the students know how to make a good sentence. Therefore, the researcher wants to teach the overall of simple present tense to the students of MTs Syafi'iyah Besuk-Probolinggo. In order to the students know and understand about all of simple present tense. As such, this study is conducted to fill the research gap.

Some previous studies conducted related to substitution drill but focused on pronunciation and writing (Maharida, 2014; Purwito, 2011). Maharida (2014) found the improvement of the students' pronunciation ability by using substitution drill that focused on English consonants which consisted of dental and palato alveolar consonants and English vowel which consisted mid-front, mid-central and mid-back vowel. Meanwhile, Purwito (2011) found that single slot substitution drill technique gives contribution in developing students' mastery and students' positive attitude towards simple present tense.

Therefore, it is suggested that the teachers should use single slot substitution drills as an alternative technique in teaching simple present tense. He also focused on simple present tense but he only focused using single slot substitution drill, meanwhile the researcher wants to use all kinds of substitution drill. Many of previous study using substitution drill to teach pronunciation and speaking because this technique is effective and there is no researchers conducted research focused on simple present tense using all kinds of substitution drills.

Based on the previous studies above is known that drills become effective to teach speaking and pronunciation. The researcher tries to apply a new technique in teaching simple present tense that provides the chance for the students to learn grammar in an interesting and meaningful way. Therefore, based on this reason the researcher tries to use another drills to teach simple present tense that is Substitution Drills.

The researcher tries to find out whether this drill effective or not to teach simple present tense. Substitution drills is a classroom technique used to practice new language. It involves the teacher first modeling a word or a sentence and the learners repeating it. The teacher then substitutes one or more key words, or changes the prompt, and the learners say the new structure. Substitution drills ask the students to put a vocabulary word or phrase into a sentence, conjugate a verb tense, or otherwise substitute one language part with another. Substitution drills, in which the teacher uses cue

words (words, Numbers, pictures, names, etc) to get individual students to mix example of the new pattern. The students repeat a sentence, which is given by the teacher, and they can change a verb or subject into a sentence. It motivated the students to make them more active and understand in the pattern of simple present tense. In this research the researcher used quantitative approach that is by using pre experimental design with one group pre-test and post-test. The instrument was test that use to collect data, that was in the form of grammar test. Data Analysis was used *paired sample t-test*. In this research, the researcher tried to find out whether Substitutions Drills was effective or not to teach simple preset tense in the classroom.