



IMPROVING STUDENTS' LEARNING OUTCOMES THROUGH THE USE OF SUBSTITUTION DRILLS METHOD IN SIMPLE PRESENT TENSE MATERIAL THE 10TH GRADE OF SOCIAL SCIENCE MAN 1 BANJARMASIN ACADEMIC YEAR 2018/2019

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ABSTRACT

The research about the use of substitute drills learning methods on simple present tense has been carried out which aims to know (1) the increasing activities in implementation classroom action, (2) the increasing student learning outcomes and (3) the student responses in the learning activity by using the substitutions drills strategy. The research conducted a classroom action research design (CAR) with two cycles. Each cycle consists of planning, implementing actions, observing and evaluating, and analyzing and reflecting. The research subjects were the 34 students of 10th grade of social science. Data were collected through observation techniques, learning achievement tests, and questionnaire distribution. Data were analyzed with quantitative descriptive analysis techniques and qualitative analysis. Based on the results of research, by using learning substitutions drills method on simple present tense material can increase the activities of implementing classroom actions and student learning outcomes.

Keywords: learning methods, substitutions drills, classroom action implementation activities, student learning outcomes, simple present tense

INTRODUCTION

Living in the era of globalization makes us have to be able to communicate using English because English is one of the most frequently used international languages. In Indonesia, English is widely taught to students both at school and at universities. Therefore, the mastery of English can help students develop their abilities in the fields of science, technology, and art. English mastery is not effortless. One must have the basic language ability. These abilities are listening, writing, and reading. Each of these abilities has its own rules which must be understood by someone who wants to master English well.

Grammar mastery is needed for fluency in communication. Concerning grammar, the student needs to learn many parts or aspects. Learning grammar can improve our ability and understanding of English. It is consistent with what Penny (1988) said that a student who understands grammar is a person who has mastered and can apply these rules to express themselves following acceptable grammar. Many people will agree about the problem that most often arises from grammar understanding is the verb phrase included in particular, tense-aspect, mood, and modality. One of the crucial things in learning grammar is Tenses. Tenses are the form used by verbs to indicate when the action was carried out and when it happened, while simple present tense is one

of the rules of English that must be understood. The simple present tense is used to express habits or daily activities.

Based on the observations in the 10th grade of social science MAN 1 Banjarmasin, English language skills that are most difficult to learn are grammar. There are some difficulties faced by students in mastering grammar, especially in the simple present tense material. These difficulties are (1) students still do not understand the patterns and uses of the simple present tense; (2) students often make mistakes in preparing correct sentence patterns and (3) students are not interested in the learning process applied by the teacher in learning simple present tense material. Then learning outcome student 10th grade of look look.

Several factors cause these problems. One factor is the learning method used by the teacher. Generally, in learning about grammar, the teacher tended to provide explanations and exercises. As a consequence, the students felt bored and less interested in learning grammar. These problems are essential to be solved; as a result, students can have a better understanding of grammar material and interested in learning grammar. In assisting students to understand grammar material, appropriate methods or techniques are needed. One method or technique that is appropriate is substitution drills.

Substitution drills are techniques in which students add vocabulary or phrase to a sentence, conjugate a verb, or in other words, substitute one part of the sentence to another part of the sentence. In this method, the teacher used the cues sentences (sentences, pictures, numbers, names, and so on) so that the students combined the cues sentences into a pattern. Students repeated a sentence given by the teacher, and they changed a verb or subject into a sentence. Such techniques motivated students to learn and understand patterns from the simple present tense.

RESEARCH METHOD

This research was conducted using a classroom action research design. Classroom Action Research (CAR) is an action research conducted by a teacher who is also a researcher in his or her class or the teachers made a collaboration with others by designing, implementing and reflecting collaborative and participatory actions aimed at improving or improve the quality (quality) of the learning process in its class through a particular action (treatment) in a cycle. This research conducted in 2 learning cycles in which each cycle had four stages of activity; they are (1) planning, (2) implementation, (3) evaluation and observation, (4) analysis and reflection (Arikunto, 2010). This classroom action research was conducted at MAN 1 Banjarmasin in the even semester of the 2018/2019 school year. The subjects of this study were 34 students of the 10th grade of social science MAN 1 Banjarmasin, consisting of 16 women and 18 men who had varying degrees of ability.

The data in this study were learning process activities obtained through observation techniques in each meeting, students' cognitive learning outcomes obtained through written test techniques at the end of each cycle and students' responses in learning activity obtained through questionnaires at the end of the research activity. The success of students in understanding the material is indicated by the students who answered correctly on each tested item. Furthermore, to describe the success of the students, it classified based on the Minimum Learning Criteria (KBM) determined by MAN 1 Banjarmasin individually. Students are indicated to achieve mastery when they get a value of ≥ 70 , completeness of student learning outcomes classically is 85% or more than the total students have reached individual completeness. This classroom action research

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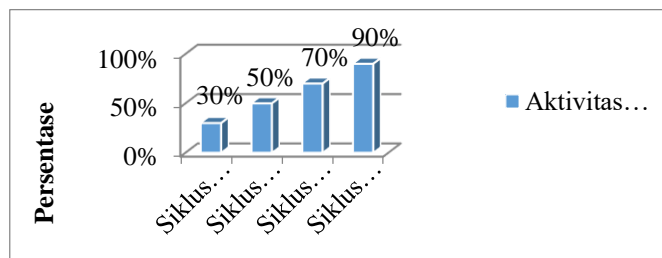
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Analysis of student responses in the learning activity is aimed to determine the attitudes and interests of the students and the difficulty of students in learning the material to the method of substitution drills that have

been applied. Response questionnaires were distributed to students after the first cycle and second cycle tests ended by using a Likert scale. The student response questionnaire contained 10 statements with answer choices that were given a score; strongly disagree (STS) = 1, disagree (TS) = 2, doubt (RR) = 3, agree (S) = 4 and strongly agree (SS) = 5. Components that becomes the achievement indicator in this study are; (1) the activities of implementing classroom actions are good/optimal in MAN 1 Banjarmasin if the percentage score (%) obtained $\geq 70\%$, (2) cognitive learning outcomes would be optimal if the average value of the results student learning (\bar{x}) ≥ 70 , absorptive capacity (DS) $\geq 70\%$ and student learning completeness (KB) $\geq 85\%$ and (3) student responses to the substitution drills learning method are said to be successful if they show positive results.

RESULTS AND DISCUSSION

Classroom action research (CAR) on learning simple present tense material by applying the method of substitution drills is conducted as many as two learning cycles. The results obtained were classroom action research activities, cognitive learning outcomes, and responses to learning undertaken. The observation data on the implementation of class actions in cycle I and cycle II can be seen in Figure 1.



Gambar 1 Data observasi aktivitas pelaksanaan tindakan kelas pada setiap siklus

In Figure 1, the activity in the learning process is increasing from cycle I to cycle II in each meeting. Then, for the cognitive

learning outcomes data in cycle I and cycle II for each meeting can be seen in Figure 2.

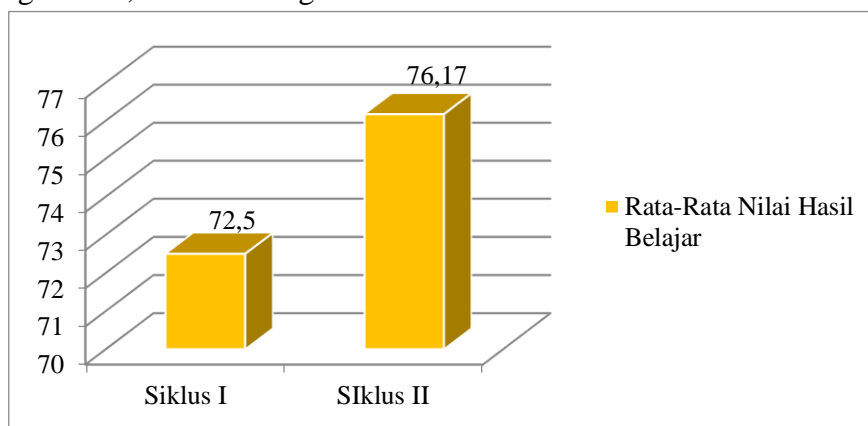


Figure 2 Data on the average value of students' cognitive learning outcomes in each cycle

Based on Figure 2, the average of cognitive learning outcomes of students is increase from cycle I to cycle II. Then, for the percentage of absorption and completeness of cognitive learning outcomes in cycle I and cycle II. Response questionnaire is given to students after the second cycle of learning is conducted or at the end of the study. This questionnaire aims to determine the response of 34 students of class X IIS 2 MAN 1 Banjarmasin to the method of substitution drills on simple present tense material.

This classroom action research was conducted by using the substitution drills method to study student outcomes on the simple present tense material. The model could improve student learning outcomes. The evidence is the increasing the student learning outcomes from cycle I to cycle II. This research was conducted in two cycles where each cycle consisted of two meetings.

Analysis of Classroom Action Implementation Activities

Based on the results of research that has been presented by the previous researcher, the percentage score of the implementation of the actions at the first meeting and second meeting of the first cycle is 30% and 50%, respectively. The results still have not reached the minimum criteria of the percentage of scores expected by the researchers. Then, based on the observation sheet stating that the management of researchers (who acted as teachers) in the learning, cycle I was not optimal in which students still paid less attention to the explanation from the teacher. This can be seen from the students look enthusiastic aspect column, students respond to what teacher ask aspect column, and students feel more excited when the teacher uses the media to get a score of 0. With the result that the

three aspects have not been fulfilled in cycle I.

The second cycle was carried out to improve the result. Cycle II is done by improving the time management during learning activity to be more active, managing the class and give strict instructions when learning activities take place, give trust to the student so students are expected to be active when learning takes place, guides students in increasing the implementation of classroom actions and learning outcomes, presenting the material and guiding students in learning activities with a language that is easier to understand and more attractive, so it will help the student more comfortable and more interested in understanding every explanation that exists. As a result, in cycle II, the percentage score of the implementation of class action activities is increasing by 20% to 70% at the first meeting and increase 20% again to 90%.

This improvement in cycle II was also marked by statements from observer reflections that time management was maximized. The ability of researchers to guide students who were taught had increased, and active interaction between teachers and students had increased. Then, the teachers managing the activities by applying the learning method of substitution drills, in general, had running optimally.

Analysis of Learning Outcomes

One of the goals of the subsequent research is to improve learning outcomes through the application of the method of substitution drills to simple present tense material. Based on the results of data analysis in the first cycle the average value of student learning outcomes (\bar{X}) = 72.35; absorptive capacity (DS) = 72.35% and student learning completeness (KB) = 64.70%. When compared with the minimum learning criteria, the average value of student learning outcomes and absorptive capacity has not reached more than or equal to 85%. It can be

concluded that learning in the first cycle is not optimal, so it is necessary to improve the learning process through implementation in the second cycle.

In cycle II, the average value of student learning outcomes (\bar{X}), absorption (DS) and student learning completeness (KB) were 76.17, respectively; 76.17% and 88.23%. When compared to student learning outcomes in the first cycle, it appears that there has been an increase in the average value of student learning outcomes (\bar{X}) of 3.82; absorptive capacity (DS) of 3.82%; and mastery learning by 23.53%. Based on the learning outcomes obtained from the second cycle, learning has taken place optimally. The Improvement of learning outcomes achieved by students is inseparable from student activities during the learning process. Students have been active in discussion activities, both discussion and cooperate with and communicate with each other in the group. Through group learning activities, students learn to express their opinions based on the understanding of the material that is charged so that concepts can be remembered for a more extended period, while students with low ability groups can freely ask questions with friends in groups with high abilities without feeling ashamed as usual. Students will feel burdened if they have to ask the teacher.

Besides, the use of media that is more interesting in learning in cycle II adds to the increase in student learning outcomes. This because, with interest in learning, students will have a better understanding the material delivered by the teacher which in the future will affect the learning outcomes. This is in line with research conducted by Agustini (2015), he said that the application of the method of substitution drills could improve students' understanding of concepts related to the material being taught. Based on the results of evaluation tests, the average value

of students increased from 67.90 to 79.80. Classical completeness increased from 57% to 85.2%.

Analysis of Student Responses to Learning

Assessment of student responses to learning through the use of the method of substitution drills is known from the observation sheet, which contains ten statements. This observation sheet is given to students after the learning activities are over. Students only give a checklist in the answer column that has been provided with the answer choices strongly agree (SS), agree (S), doubt (RR), disagree (TS), and strongly disagree (STS).

Based on the calculation of student response questionnaire in Appendix 15, it can be seen that students have different responses to learning through the use of substitution drills. Sixteen students have an excellent response to learning with a percentage of 47.07% and an excellent response of 18 students with a percentage of 52.94%. The percentage of student responses shows that students' responses to learning English using the method of substitution drills are good or give a positive response. Besides, students' responses to learning mathematics using the method of substitution drills are well able to make students motivated and happy to participate in learning.

CONCLUSION

Based on the results of research that has been done in class X IIS 2 MAN 1 Banjarmasin in the 2017/2018 school year, it can be concluded that (1) the application of the substitution drills method can increase the

activity of implementing classroom actions carried out on students of class X IIS 2 MAN 1 Banjarmasin in the academic year 2017/2018. This is indicated by an increase in the percentage score from 50% in the second meeting of the first cycle to 90% in the second meeting of the second cycle, (2) the application of the method of substitution drills can improve student learning outcomes X IIS 2 MAN 1 Banjarmasin in 2017/2018 on simple present material tense. This is indicated by an increase in the average value of student learning outcomes from 72.35 in cycle I to 76.17 in cycle II. The absorption from 72.35% in cycle I to 76.17% in cycle II and completeness of learning from 64 , 70% in the first cycle to 88.23% in the second cycle and (3) students gave an excellent response to learning by applying the use of the method of substitution drills on the simple present tense material.

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