

**TEACHING SIMPLE PRESENT TENSE USING DRILLING TO THE SEVENTH  
GRADE STUDENTS OF SMP ISLAM YBWPI KEDIRI IN ACADEMIC 2014/2015**

**SKRIPSI**

Presented in Fulfillment of the Requirements for the Sarjana Pendidikan Degree (S-1) of  
English Education Department of Nusantara PGRI Kediri



**BY:**

**SITI MUSLIMAH**

**09. 1. 01. 08. 0254**

**ENGLISH EDUCATION DEPARTMENT**

**THE FACULTY OF TEACHER TRAINING AND EDUCATION**

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APPROVAL PAGE

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By:

SITI MUSLIMAH

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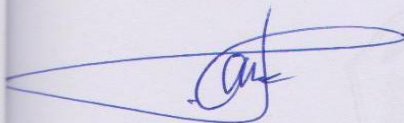
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Approved by the Advisors to be proposed to the English Education Department  
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The Advisors,

Advisor I



Suhartono, M.Pd  
NIDN: 0714026901

Advisor II



Drs. Agung Wicaksono M.Pd  
NIDN: 0711076802

**APPROVAL SHEET**

**SKRIPSI**

**By:**

**SITI MUSLIMAH**

**NPM 09.1.01.08.0254**

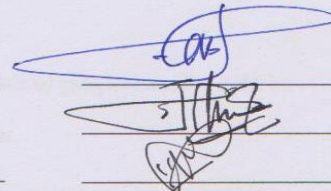
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Approved and Accepted by all its qualification  
by the Examination Committee of  
University of Nusantara PGRI Kediri  
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**Board of Examiners,**

Chairman : Suhartono, M.Pd  
First Examiner : Sulistiyani, M.Pd  
Second Examiner : Drs. Agung Wicaksono, M.Pd



The Dean of the Faculty of Teacher Training  
Education University of Nusantara PGRI



Dr. Hj. Sri Panca Setyawati, M.Pd

NIDN: 0716046202



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SITI MUSLIMAH

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN- PENDIDIKAN  
BAHASA INGGRIS

Dosen Pembimbing 1: Suhartono, M.Pd

Dosen Pembimbing 2: Drs. Agung Wicaksono M.Pd

UNIVERSITAS NUSANTARA PGRI KEDIRI

## ABSTRACT

**Muslimah, Siti**, 2015. Teaching Simple Present Tense Using Drilling to the Seventh Grade Students of SMP Islam YBWPI Kediri. Skripsi. English Education Department, the Faculty of Teacher Training and Education, Nusantara PGRI Kediri.

This study is aimed to know the effectiveness of teaching of simple present tense using drilling to the seventh grade students of SMP YBWPI Kediri.

The type of this research is quantitative and experimental. The method of the research concerned primarily with discovering the effectiveness and the significant difference of the use of drilling in teaching simple present tense. The writer designed experiment using pre-test and post-test. The population of this study was the seventh grade students of SMP YBWPI Kediri. The sample of this study was class VII B. The number of the student was 25 students. There were four meetings during the experiment. Before the experiment was conducted, the students were given a pre-test. At the end of the experiment, the students were given a post-test.

The result of this study revealed that the post-test scores were better than the pre-test scores. It could be seen by comparing their means. The mean of the pre-test scores was 61.4 while the mean of the post-test scores was 72. 2. The difference between the two means was 10.8. The result of applying one sample t-test revealed that the obtained value (7.860) was higher than the t-table value (2.063). It means that there is significant difference before and after the students are being taught simple present tense using drilling. the writer suggests that drilling is one of the effective method as to increase students' ability in learning English. This result hopefully would motivate teachers to use the drilling in their classroom, especially when teaching simple present tense to the seventh grade students of SMP.

It means that there is effectiveness of drilling to the students' ability in teaching learning simple present tense, so this method should be applied in teaching English especially simple present tense. Because the writer knows the students' ability in learning simple present tense is really well developed and they are really interested by using this method in their learning process, so the students can understand the material easily.

**Keyword:** Simple Present Tense, Drilling, the Seventh Grade Students of SMP.

## I. BACKGROUND OF THE STUDY

Brown (2000:5) *Language is a system of arbitrary conventionalized vocal, written or gestural symbols that enable members of given community to communicate intelligibly with one another.* It means language is a means of communication that is used to transfer information, ideas, and feelings from one person to another. It is used to communicate both in written and spoken form. Considering the importance of the language, our government has drawn up English as a foreign language that should be mastered by the students.

In Indonesia, English teaching aims at mastering four basic skills of language, which include listening, speaking, reading, and writing skills. Nowadays, based on our curriculum that is KTSP, the students are expected to master those four skills in order to be able to use English communicatively. The aim of KTSP (*Kurikulum Tingkat Satuan Pendidikan*) will

not be successfully achieved if the language teaching does not consider the language components such as grammatical structure, vocabulary, spelling, and pronunciation. Therefore, grammar needs to be mastered by the students since it is the basic rule of language.

Based on information obtained from the English teacher at SMP YBWPI Islam Kediri, it was found that many students still had difficulties in mastering grammar, especially in mastering Simple Present Tense. Simple Present Tense is important as the basic rule for the students to make and use sentences to communicate in daily life. Besides that, the students can identify and make descriptive reports and procedure texts in which Simple Present Tense is used.

The students have the lowest ability in using Simple Present Tense especially in using subject-verb agreement, adverb and usage. It was found that many students often did not understand why some sentences used auxiliaries, *is*, *am*, and *are* instead



of auxiliaries *do* and *does*.

Moreover, some students were confused in differentiating which subject used auxiliaries *do* and which ones used *does*. All the problems above arose since the students did not understand the right rule of Simple Present Tense. Therefore, the researcher was encouraged to find out the causes of the problems undergone by the students through interview. The students comments were as follows: Simple present tense was still difficult, they felt bored to study grammar, they did not understand what their teacher had taught about simple present tense and they did not get enough practice in using simple present tense. And the most significant reason of this was the way how the teacher taught Simple Present Tense influenced the students motivation in learning. From the observation, the researcher found that the English teacher tended to teach the grammar deductively. The teacher taught Simple Present Tense by giving a note on the whiteboard, gave some examples, and then asked the students to take a note. After that the students were only given limited time to do some

exercises. Here the 3 students easily felt bored of the teaching methods since there was no interesting and attractive activity involved in their learning process. Furthermore, the students also often thought that learning Simple Present Tense was difficult. This assumption made the students afraid and not motivated to study. As a result, most of the students were afraid to ask the points that they did not understand to the teacher. This situation made the students passive in their learning process. The students enthusiasm was much related to the technique used by the teacher in transferring the lesson. The students would become not interested in learning if the technique used was monotonous. It made the learning process not effective. Based on this statement, English teachers should think critically in order to find creative approach in teaching grammar so that the students will take much participation during the learning process.

To help the students solve the problems, we need technique which is more interesting in teaching grammar. One of the appropriate techniques to master the

simple present is by drilling. The students will repeat a sentence that is given by the teacher, and they can change the verb or subject into a sentence. It will motivate the students to make them more actively and understand in the pattern of simple present.

In relation to this, the researcher was interested in conducting a study which was focused on improving ability to use Simple Present Tense using drilling to students of grade VII of SMPI. The writer hoped that drilling could improve the ability of the students of grade VII of SMPI to use of simple present tense.

## **II. METHOD**

There are many kinds of research design. It depends on the purposes of the research. But, the fundamental goal of a research design is to develop a set of method and procedures that will answer the research question or test the research hypothesis with a high degree of confidence. In this research, the researcher employed experiment method. She conducted experiment method in a class with the same method. She was teaching simple present tense using drilling.

In this case, the researcher uses

quantitative. The quantitative data covered the students' progress (the students' score) while the qualitative data comprised students' interest and it describes students ability in learning simple present tense using drilling.

## **III. RESULT AND CONCLUSION**

From the description of the previous chapter, the writer could make a conclusion that drilling is effective to be used to teach simple present tense. It is proven by the result of t- score (7,860) is higher than t- table in the level of significance 5% (2,063). Besides, students' skill in studying simple present tense also increased after being taught using drilling. It is proven by the mean of post- test (72,2) is higher than the mean of pre-test (61,4). It means that there is effectiveness of drilling as a method to the students' mastery in teaching simple presents tense, so this method should be used in teaching simple present tense so that the students will be more interested in learning proses and they can understand the material easily.

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