

## **THE USE OF TRANSFORMATION DRILL TECHNIQUE TO IMPROVE STUDENTS' ABILITY IN SIMPLE PRESENT TENSE TO THE SECOND YEAR STUDENT OF SMA NEGERI 1 TENGA**

**YOSIA S. K. LIOW, SANERITA T. OLII, RINNY S. RORIMPANDEY**  
*English Education Department, Faculty of Language and Art  
Tondano, Indonesia*

*Correspondence author: [saneritaolii@unima.ac.id](mailto:saneritaolii@unima.ac.id)*

*Received: 19 June 2022*

*Accepted: 20 June 2022*

*Published: 25 June 2022*

**Abstract:** This research was conducted to the eleven grade student especially in science class at SMA Negeri 1 Tenga in the scholastic year of 2021-2022 odd semester. The sample for this study was made up of 28 students in all. The researcher used experimental research in which one class received treatment in order to achieve the goal of the study. The data were obtained through pre-test and post-test. The hypothesis of this research indicated that there was a significant difference between the score of the pre-test and post-test. The score of the post-test got higher than the pre-test. The mean score of pre-test was 62.21 and the mean score of post-test was 79.25. Based on the results, the researcher concluded that teaching simple present tense by using transformation drill technique was effective because it can improve students' ability in making simple present tense sentences correctly. and this technique are suitable to used.

**Keywords:** *Transformation Drill Technique, Simple Present Tense, Drilling Technique, Tenses*

### **INTRODUCTION**

Indonesia has adopted English as a tool of communication to establish relationships with other nations (Liando, 2009). It is taught as a required subject for several terms in junior high, senior high, and universities or institutes. Also in some elementary schools, it has been started to teach it over to the students. (Mogea 2019:9) claims "English is a universal language that is used for business, politics, technology, and education worldwide."

Learning activity aimed at empowering all potential student (Liando and Maru, 2019). In addition to the key and major components of grammar and vocabulary, there are other parts of learning English that must be properly considered, such listening, speaking, reading, and writing. (Hampp, 2019). However proficiency skills in general requires good mastery of English grammar. Structure is associated with grammar. "Grammar means the possible forms and arrangement of words in phrases and sentences." (Karisi et al, 2021). This means that grammar covers a very large area of language study. It is the study of the forms and the uses of words. So, without knowing grammar, we are not able to master the language well.

Grammar has several rules that must be followed. They contain articles, verb tenses, sentence structures, and parts of speech (Hampp et al, 2021). Tenses are regarded as one of the parts of grammar that Indonesian students encounter the most toughest to learn. Tense is a part of grammar that should be taught to the students because it is one of the most important aspect in learning English. (Tatipang et al, 2021) says, "tense is a form of a verb that shows the time of action or event. For example: will go (future), is sitting (present), went (past) etc.

Simple present tense is the example. (Frank 1972:66) states that "Simple present tense is used to express a habitual action with adverbs like usually, always, or often." The use of simple present tense often makes students confused with its complexity, especially for the students. They usually have some problems in using "do" and "does" in negative and interrogative sentences. In formulating a negative sentence they often write, for example: "He do not study English every day", instead of "He does not study English every day". The third singular persons such as he, she, and it used "does not" for the negative sentences, and "does" for interrogative sentences. It shows that the students are still confused about negative and interrogative sentences in simple present tense.

In the teaching and learning proses, the researcher needed a suitable technique used to learn English so that after learning the students could understand

and master it. Technique is the important thing that must be used creatively during the teaching and learning process in order to reach the purpose of teaching (Lengkoan and Hampp, 2022). The researcher applied Transformation Drill Technique to improve the ability of students in using simple present tense. Transformation Drill Technique is one of the techniques in an audiolingual method that can be applied to help students become more competent with simple present tense sentences. (Paulston and Bruder 1976: 25) put it "Transformation Drill Technique is the order of constituents in which the cue is changed in the response. The number of constituents in the cue may also vary from that in the response. This technique can be used to practice tense, questions and negative formations as well as many noun modification."

This definition means that Transformation Drill Technique is a drill technique involving the change in the order of constituents in the cue into the response so that the structure of the sentence is different from the beginning, for example, an affirmative sentence can be converted into negative or interrogative sentence.

## **RESEARCH METHOD**

In this research, the design research used pre-experimental research. obtain information from the implementation of transformation drill technique in teaching simple present tense.

According to (Ary 2010), there are typically three steps involved in the one-group pre-test and post-test design:

- a. Pre-testing the dependent variable to gauge response to treatment
- b. Reating the participants;
- c. A post-test to gauge the dependent variable's changes following treatment.

Multiple formulas were utilized by the researcher. The formulas are required in order to calculate the t-score, standard deviation, and mean score.

a. Mean

Determining the average of the entire sample, means are used. The researcher utilized the means formula proposed by to get the mean (Sudjana 2005).

$$\bar{X} = \frac{\sum fix_i}{\sum fi}$$

$\bar{X}$  : Means

$\sum fix_i$  : The Scores Summed

$fi$  : Students overall

b. Standard deviation

According to Sudjana (2005), the standard deviation is a statistic that indicates the amount of variation in a measured process feature. The follows is the standard deviation formula:

$$SD^2 = \frac{\sum(fi(X - \bar{X}))^2}{n - 1} - \frac{\sum(fi(X - \bar{X}^2))}{n - 1}$$

Note:

SD : Standard Deviation

$\sum fi$  : The sum of Frequency

$\bar{X}$  : Means

$X$  : Middle Score of Interval Class

$N$  : The Number of Samples

c. T-score

d. The researcher used a t-score to measure whether there was a significant difference between the pre- and post-test. The t-score formula was taken from

(Sudjana 2005).  $t - score = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SD_1^2}{n_1}\right) + \left(\frac{SD_2^2}{n_1}\right)}}$

Note :

$\bar{x}_1$  : The Post-Test Mean

$\bar{x}_2$  : The Pre-Test Mean

$SD_1$  : Post-test Standard Deviation

$SD_2$  : Pre-test Standard Deviation

n : students overall

### ***Hypothesis Testing***

The hypothesis of this research examined the effectiveness before and after using Transformation Drill technique in Simple Present Tense. The researcher used paired sample t-score to make decision of the hypothesis testing. According to (Widiyanto 2013), one of the test methods used to determine whether a treatment is beneficial is the paired sample t-test, which detects a difference between both the average before and average after the treatment. Following are indeed the elements used to decide whether to accept or reject  $H_0$  in this test.

- If  $t_{score} > t_{table}$  ;  $H_0$  rejected,  $H_a$  accepted
- If  $t_{score} < t_{table}$  ;  $H_0$  accepted,  $H_a$  rejected

Note:

$H_0$  : Before and after employing the transformation drill technique, there is no significant variance in the student' proficiency with the simple present tense.

$H_a$  : The students' proficiency with the simple present tense before and after being taught by the transformation drill technique significantly differs.

## FINDINGS AND DISCUSSION

In this research, the researcher chose a group consist of 28 students at eleven grade especially in science class 1 of SMA Negeri 1 Tenga as the sample.

**Table 1. Pre-test and Post-test Score**

No.	Students' Initial	Pre-Test Score		Post-Test Score	
		Correct Answer	Score	Correct Answer	Score
1.	AR	9	45	12	60
2.	BM	14	70	17	85
3.	BR	16	80	20	100
4.	EL	15	75	18	90
5.	EM	12	60	14	70
6.	ER	6	30	12	60
7.	EW	12	60	14	70
8.	FG	10	50	12	60
9.	FP	11	55	13	65
10.	FT	14	70	15	75
11.	GS	6	60	15	75
12.	IE	14	70	17	85
13.	IR	16	80	19	95
14.	JP	15	75	19	95
15.	KW	6	30	12	60
16.	MT	12	60	14	70
17.	MW	11	55	13	65
18.	MW	12	60	14	70
19.	NP	14	70	17	85
20.	QP	13	65	15	75
21.	RA	16	80	20	100

22.	RK	13	65	16	80
23.	SK	12	60	15	75
24.	SP	13	65	16	80
25.	TS	15	75	18	90
26.	VP	14	70	17	85
27.	WP	15	75	18	90
28.	YP	15	75	19	95

The table above demonstrates the range of results from the pre-test, with 80 being the highest and 30 being the lowest. In the meantime, the highest post-test score was 100 and this was lowest 60.

The following table provides a data analysis of each test score, either pre- and post-test:

*1. Pre – Test finding*

The researcher displayed the pre-test results in order of lowest to highest to determine the mean:

30	30	45	50	55	55	60	60	60	60
60	60	65	65	65	70	70	70	70	70
75	75	75	75	75	80	80	80		

The researcher then determined the pre-range test's using the following method:

$$\begin{aligned}
 R &= H_s - L_s \\
 &= 80 - 30 \\
 &= 50
 \end{aligned}$$

The results of the researcher's discovery of the range score and the interval number were as follows:

$$\begin{aligned}
 K &= 1+3.3 (\text{Log } n) \\
 &= 1+ 3.3 (\text{Log } 29) \\
 &= 1 + 3.3 (1.46) \\
 &= 1+ 4.818 \\
 &= 5.818 (\text{taken } 6)
 \end{aligned}$$

Thus, the interval is six seconds long. The researcher used the following formula to calculate the class interval count after knowing the interval length:

$$\begin{aligned}
 P &= \frac{R}{K} \\
 &= \frac{50}{6} \\
 &= 8,33 (\text{taken } 9)
 \end{aligned}$$

Using the calculated data, the frequency distribution of the pre-test can be stated as follows:

**Table 2. The students' frequency distribution of the pre-test results**

<b>Class Interval</b>	<b><i>Fi</i></b>	<b><i>Xi</i></b>	<b><i>FiXi</i></b>	<b><math>X - \bar{X}</math></b>	<b><math>(X - \bar{X})^2</math></b>	<b><math>Fi(X - \bar{X})</math></b>	<b><math>(Fi(X - \bar{X}))^2</math></b>	<b><math>Fi(X - \bar{X})^2</math></b>
30 – 38	2	34	68	-30.21	912.6	-69.42	3650	1826.2
39 – 47	1	43	43	-21.21	449.8	-21.21	449.8	449.8
48 – 56	3	52	156	-12.21	149.08	-36.63	1341.7	447.21
57 – 65	9	61	549	-3.21	10.3	-28.89	834.6	92.7
66 – 74	5	70	350	5.79	33.5	28.95	838.1	167.5



75 – 83	8	79	632	14.79	218.7	118.3	13999	1749.6
$\Sigma$	28		1798				21113	733

a. Mean

$$\bar{X} = \frac{\Sigma FiXi}{\Sigma Fi}$$

$$= \frac{1798}{28}$$

$$= 62.21$$

b. Standard deviation

$$SD^2 = \frac{\Sigma(fi(X - \bar{X}))^2}{n - 1} - \frac{\Sigma(fi(X - \bar{X}^2))}{n - 1}$$

$$SD^2 = \frac{21113}{27} - \frac{4733}{27}$$

$$SD^2 = \frac{16380}{27}$$

$$SD^2 = 606$$

$$SD^2 = \sqrt{606}$$

$$SD = 24.61$$

### 1. Post – Test finding

The researcher displayed the pre-test results in order of lowest to highest to determine the mean

60	60	60	60	65	65	70	70	70	70
75	75	75	75	80	80	85	85	85	85
90	90	90	95	95	95	100	100		

The researcher then calculated the post-test range shown above using the formula below:

$$\begin{aligned} R &= Hs - Ls \\ &= 100 - 60 \\ &= 40 \end{aligned}$$

The researcher discovered the range score and the interval's number, and the result was:

$$\begin{aligned} K &= 1+3.3 (\text{Log } n) \\ &= 1+ 3.3 (\text{Log } 29) \\ &= 1 + 3.3 (1.46) \\ &= 1+ 4.818 \\ &= 5.818 (\text{taken } 6) \end{aligned}$$

Thus, the interval is six seconds long. The researcher used the following formula to calculate the class interval count after knowing the interval length:

$$\begin{aligned} P &= \frac{R}{K} \\ &= \frac{40}{6} \\ &= 6,67 (\text{taken } 7) \end{aligned}$$

Using the calculated data, the frequency distribution of the pre-test can be stated as follows:

**Table 3. The students' frequency distribution of the pos-test results**

---

Class Interval	$F_i$	$X_i$	$F_i X_i$	$X - \bar{X}$	$(X - \bar{X}^2)$	$F_i(X - \bar{X})$	$(F_i(X - \bar{X}))^2$	$F_i(X - \bar{X}^2)$
----------------	-------	-------	-----------	---------------	-------------------	--------------------	------------------------	----------------------

---

60 – 66	6	63	378	16.25	264.06	-97.5	9506.2	1584.2
67 – 73	4	70	280	-9.25	85.56	-37	1369	342.24
74 – 80	6	77	462	-2.25	5.06	-13.5	182.25	30.36
81 – 87	4	84	336	4.75	22.56	19	361	90.24
88 – 94	3	91	273	11.75	138.06	35.25	1242.5	35.25
95 – 101	5	98	490	18.75	351.56	93.75	8789	1757.8
$\Sigma$	28		2219				21449	3840

a. Mean

$$\begin{aligned}\bar{X} &= \frac{\Sigma FiXi}{\Sigma Fi} \\ &= \frac{2219}{28} \\ &= 79.25\end{aligned}$$

b. Standard deviation

$$\begin{aligned}SD^2 &= \frac{\Sigma(fi(X - \bar{X}))^2}{n - 1} - \frac{\Sigma(fi(X - \bar{X}^2))}{n - 1} \\ SD^2 &= \frac{21449.95}{27} - \frac{3840.09}{27} \\ SD^2 &= \frac{17609}{27} \\ SD^2 &= 652 \\ SD &= \sqrt{652} \\ SD &= 25.53\end{aligned}$$

2. T-score Calculating

$$t - score = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SD_1^2}{n_1}\right) + \left(\frac{SD_2^2}{n_1}\right)}}$$

$$t - score = \frac{79.25 - 64.21}{\sqrt{\left(\frac{25.53^2}{28}\right) + \left(\frac{24.61^2}{28}\right)}}$$

$$t - score = \frac{79.25 - 64.21}{\sqrt{\left(\frac{651}{28}\right) + \left(\frac{605}{28}\right)}}$$

$$t - score = \frac{79.25 - 64.21}{\sqrt{(23.25) + (21.60)}}$$

$$t - score = \frac{15.04}{\sqrt{44.85}}$$

$$t - score = \frac{15.04}{6.69}$$

$$t - score = 2.248$$

**Table. 4.4 The t-table and t-score results**

<b>T</b>	<b>Value</b>
<i>t<sub>score</sub></i>	2.248
<i>t<sub>table</sub></i>	2.052

Note: The *t<sub>table</sub>* of was taken from t-table list (Appendix 2) with the criteria as follows:

- a. Interval  $\alpha = 0.05$  (5%)
- b. Degree of freedom:  $n - 1$

From the table above, the researcher made a decision as follows:

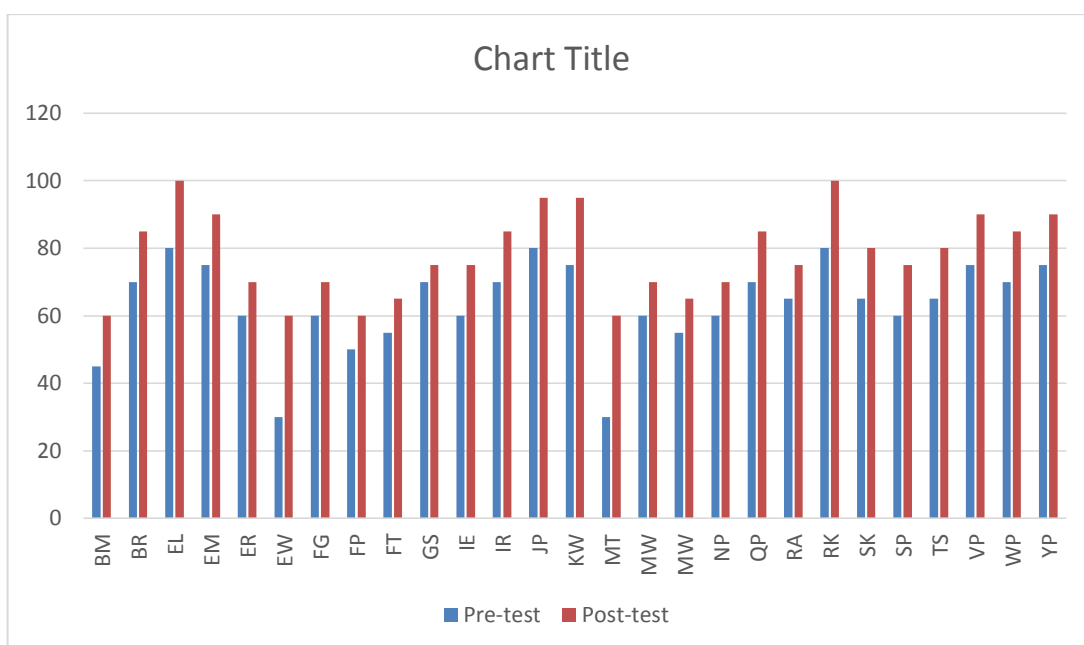
$$t_{score} > t_{table}$$

$$2.248 > 2.052$$

It can be seen above from the result that  $H_0$  rejected and  $H_a$  accepted because the *t<sub>score</sub>* is bigger than *t<sub>table</sub>*.

There was a brief explanation about the solution to the research question results of the data analysis and hypothesis testing. The results of the tests taken before and after the teaching of the simple present tense by using transformation drill technique verified the hypothesis that  $H_0$  was rejected and  $H_a$  was accepted, showing that there is a significant difference between two teaching techniques. Additionally, compared to the pre-test, the mean ( $\bar{x}$ ) score of the post-test was greater. After using the Transformation Drill Technique in the simple present tense, the students' scores greatly improved in Figure 1.

**Figure 1. The Chart of Pre-test Post-test Scores**



The researcher concluded that transformation drill technique had a positive impact and can really be used to help students become more proficient in the simple present tense.

**REFERENCES**

Ary. (2010). *Introduction to Research in Education*. Wadsworth: Cengage Learning.  
 Frank, M. (1972). *Modern English*. New Jersey: Prentice Hall Inc.

- Hampp, P. L. (2019). Use Of Songs in Teaching Simple To Be and Past Tense Teaching. *Journal of English Language and Literature Teaching*. Vol. 4 No. 1.
- Hampp, P. L., Kumayas, T. A., & Lengkoan, F. (2021). Synthesizing Grammar and Structure Problems Faced by Indonesian TOEFL Takers. *Jurnal Pendidikan Bahasa Inggris undiksha*, 9(1).
- Karisi, Y., Pelenkahu, N., & Maru, M. G. (2021). Students'perception Of The Use Of Youtube In Translation Class. *SoCul: International Journal of Research in Social Cultural Issues*, 1(2), 126-138.
- Lengkoan, F., & Hampp, P. L. (2022). Imitation Technique in Learning English At English Education Department Universitas Negeri Manado. *Jurnal Pendidikan Bahasa Inggris. Indonesia*, 10(1), 48-53
- Liando, N. 2009. Success in Learning English as a Foreign Language. *LITERA*, Volume 8, Nomor 2
- Liando, N. and Maru, G. 2019. What Students Say: Scientific Approach as a New Learning Paradigm in Industrial Era 4.0. *ASSEHR Vol 383. Atlantis Press*
- Mogea, T. (2019). The Effectiveness of Question and Answer Technique in Teaching Reading Comprehension at SMP Negeri 3 Ratahan. *Journal of Educational Method and Technology Vol. 2 No.2*.
- Sudjana. 2005. *Metode statistik*. Bandung: PT. Tarsito.
- Tatipang, D., Oroh, E. Z., & Liando, N. V. (2021). The Application Of Mind Mapping Technique To Increase Students'reading Comprehension At The Seventh Grade Of Smp. *KOMPETENSI: jurnal Bahasa dan seni*, 1(03), 389-397.
- Widiyanto, M.A (2013). *Statistika Terapan*, Jakarta : PT Elex Media Komputindo