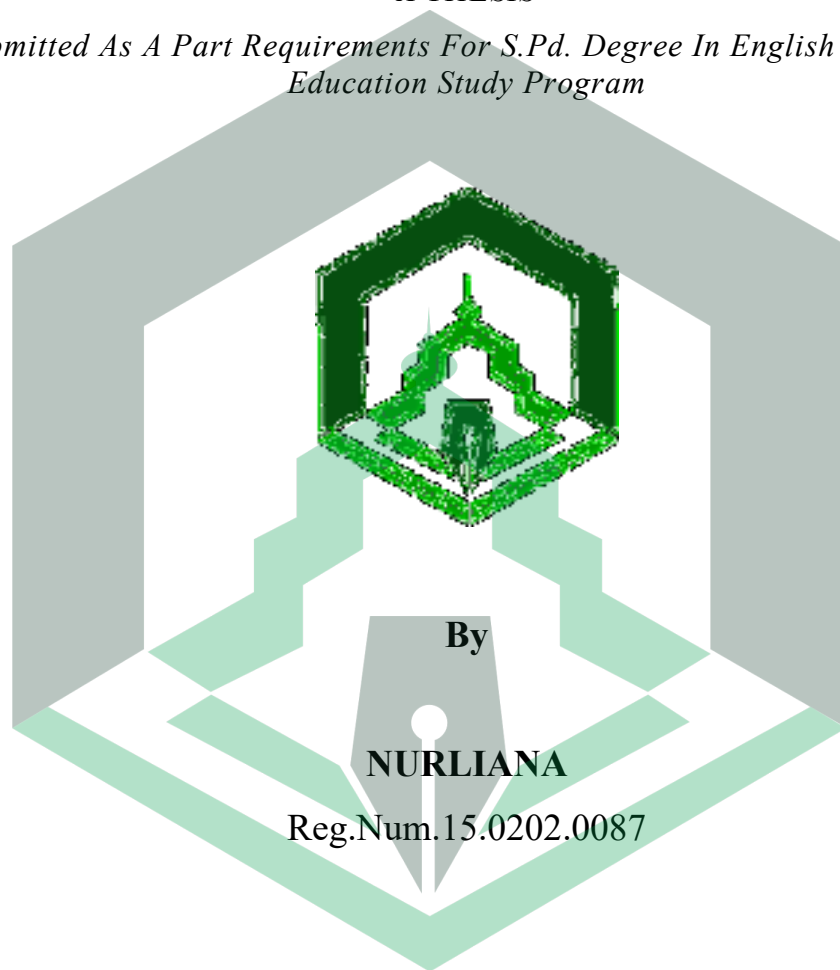


**IMPROVING STUDENTS' GRAMMAR COMPETENCE
THROUGH ONLINE DRILLING METHOD AT THE
TENTH GRADE OF PMDS PUTRI PALOPO**

A THESIS

*Submitted As A Part Requirements For S.Pd. Degree In English Language
Education Study Program*



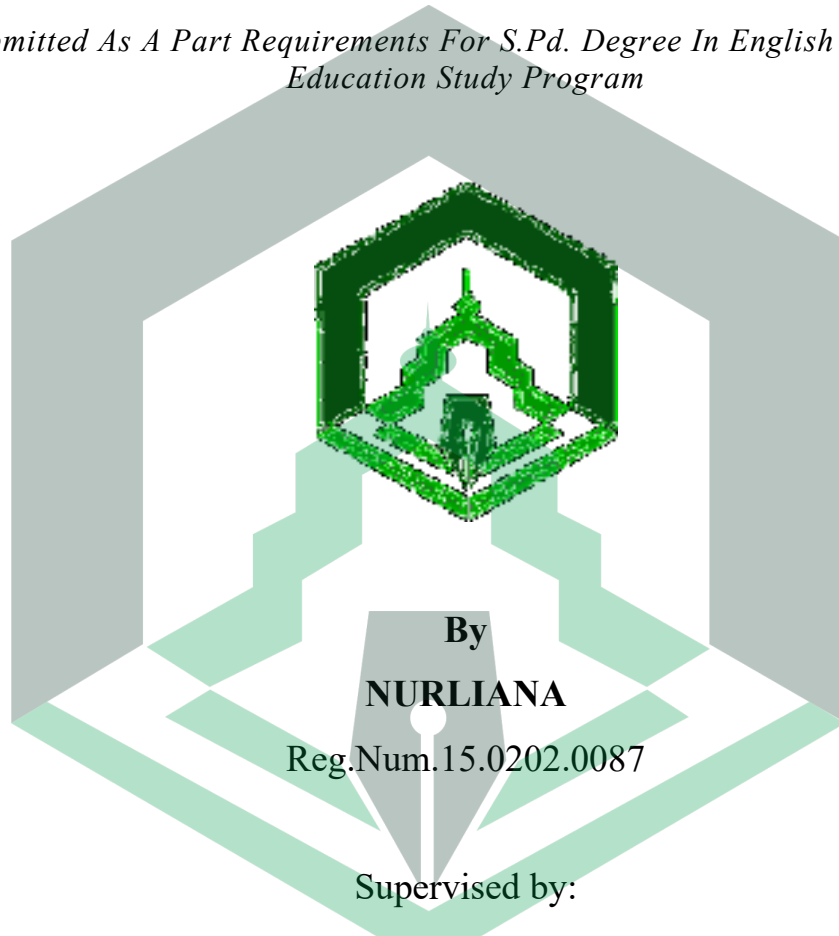
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By

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Reg.Num.15.0202.0087

Supervised by:

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2022

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Palopo, Oktober 2021

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Judul : Improving students' grammar competence through online drilling method at the tenth grade of pmds putri palopo

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Demikian untuk diproses selanjutnya.

Wassalamu 'Alaikum Wr. Wb

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THESIS APPROVAL

This thesis entitled "**Improving Students grammar competence through online drilling method at the tenth grade of PMDS Putri Palopo**" Which is Written by **Nurliana Reg. Number. 15.0202.0087**, S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out **Monday, 27th of December 2021**, coincided with **23 Jumadil Awal 1443 H** it is authorized and acceptable as partial fulfillment for **S.Pd.** degree in English language teaching.

Monday, 27th of December 2021
23 Jumadil Awal 1443 H

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Declares that thesis I wrote to fulfill of requirement for the degree of Education Bachelor (S.Pd) in Tarbiyah and Teacher Training Faculty, the State Institute Islamic Studies Palopo entitled, "*improving student's grammar competence through online drilling method at the tenth grade of pmds putri palopo*", is truly my original work. It does not incorporate any materials previously written or published by another person expect does indicate in quotations and bibliography. Due to this fact, I am the only person responsible for this thesis if there is any objection and claim from others.

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ACKNOWLEDGEMENT



Alhamdulillah Rabbil Alamin, praise and thanks to Allah SWT. Without Allah's blessing and mercy, the researcher would have never been able to start and finish this thesis on the title *Improving Students' Grammar Competence Through Online Drilling Method At The Tenth Grade Of Pmds Putri Palopo* as the requirement for degree of S.Pd at the State Islamic Institute of Palopo. Safety and peace be upon to our beloved prophet, the chosen one Muhammad SAW.

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Finally, the researcher prays to Allah SWT for giving regard to all of the people who have helped the researcher. And the researcher hopes this thesis can be useful and give positive contribution for the readers and the others.

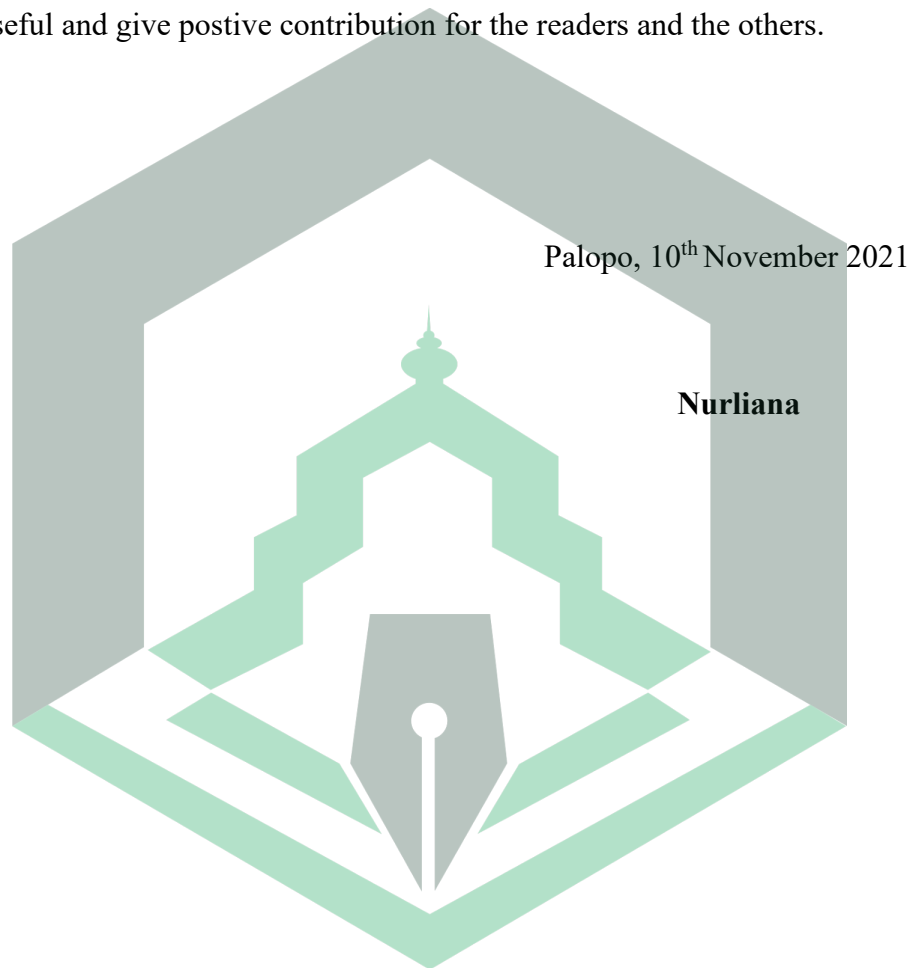


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ABSTRACT

Nurliana, 2020, “Improving Students’ Grammar Competence Through Online Drilling Method at the Tenth Grade of PMDS Putri Palopo”. A Thesis of the English Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo. Supervised By Masruddin and Magfirah Thayyib.

This research aimed to find out the use of the drilling method in teaching simple present tense. This research was conducted at the tenth grade of PMDS Putri Palopo in academic year of 2020/2021. The researcher used Pre-experiment method to find out whether drilling method is effective in teaching simple present tense. One class of the tenth grade was taken as sample with 19 students. The test consisted of 20 items, which are formulated in multiple choice item. The pre-test was given before the treatment and post-test after treatment. As a result, it was found that drilling method is effective in teaching simple present tense because the mean score of the post-test 84,21 (good) was higher than the mean of pre-test 47,58 (fair) drilling method could enhance students’ ability to mastering simple present tense at PMDS Putri Palopo.

Key Word: Drilling Method, Grammar, Simple Present Tense

CHAPTER I

INTRODUCTION

A. Background of The Research

Learning a language means learning to use that language to communicate both in oral form and written form. Learning a language particularly learning English involves four basic skills: listening skills, speaking skills, reading skills, and writing skills. They are called language skills. Besides the language skills, English has some aspects which should be taught to the students. Those aspects are vocabulary, pronunciation, and grammar. They are called language aspects. To learn English well, both the language skills and language aspects are interrelated.

The students should be able to use appropriate basic structural patterns and master grammar and vocabulary. Grammar is an important aspect of forming words and building English sentences. Grammar is a model (systemic description) of those linguistic abilities of native speakers of a language that enable them to speak.¹ Grammar includes phonological (sound), morphology (word composition), and syntax (sentence composition). Because grammar is important in communication, the students should master it.

Learning grammar is not easy for students. Most of the students have difficulties in learning grammar. Grammar is central to the teaching and learning of language that also becomes one of the most difficult aspects of language to teach as well as to learn well. The students are usually confused about rules and

¹Alexander, *Practice and Progress*. London: Longman Group, Ltd L-G, 1980

the use of tenses. The students sometimes get bored with the teaching-learning process that is employed by the teacher in teaching grammar. Besides that, the students are afraid of grammar, so they neglect grammar. As a result, many students have low scores on English caused by a failure in mastering grammar. Those problems are also faced by the students in PMDS Putri Palopo.

Nowadays, some techniques of teaching English grammar are applied. One of them is the drilling method. In using this technique, the teacher allows the students to find out the form and function of the sentences by themselves. The drills can be adjusted to the classroom dynamics during the technique and learning process. Using the drilling method, the teacher should drill the students to use the target language and make it familiar so that the students can remember and understand the new vocabulary to make a new sentence in simple present. During the teaching-learning process, the students are dependent on the teacher. The teacher can also use more than one drill to improve the teaching and learning process.²

Based on the presentation above, the researcher would research how to learn grammar by using the drilling method especially for senior high school through a research entitled: “Improving Students’ Grammar Competence through Online Drilling Method at The Tenth Grade of PMDS Putri Palopo”. This study is intended to find out how effective the drilling method is in teaching the simple present when used online.

²Ria Fransiska and Jurianto. *Anglicist*, no.02, (August 2016): 05

B. Research Question

Based on the background, the researcher formulates the research question as follows: “Is the use of online drilling method effective in teaching grammar at PMDS Putri Palopo?”

C. The Objective of The Research

Based on the research question, the objective of this research is to find out the effectiveness of using online drilling method in teaching grammar at PMDS Putri Palopo.

D. Scope of The Study

The scope of this research is using the drilling method in teaching grammar namely simple present tense.

E. Significance of The Research

The significance of this research is as follows:

a. For the teacher:

- 1) It could rewarding information for the teachers invarying their teaching techniques in the class.
- 2) By using the drilling method, it will help the teacher to transfer knowledge to the students.

b. For the students:

1. It could be applied to motivate the students in learning tenses especially simple present tense.
 2. The students would be able to make sentences correctly.
- c. For further researchers:

The result of this research will be a reference for the next researchers so that this research can be developed.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

Some researches are relevant to this research, they are:

1. Harni Suriyani had researched with the title “The Effectiveness Of Drilling Technique In Using Simple Present Tense Correctly: An Experimental Study At The Eleventh Grade Of SMAN 8 Mataram”. This research aimed to find out the use of drilling technique in using simple present tense correctly. The sample of the research is 40 students. This research is using the experimental method in the quantitative design by collecting data from observation and tests. From the result of statistical calculation, it is obtained the value of “ t_0 ” (t-observation) is 3.262, and the value of “ t_t ” (t-table) from the df (40) on the degree of significance of 5% is 2.02. It means that the value of t_0 is higher than the value of t_t . As a result, it was found that drilling technique is effective in using simple present tense correctly at the confidence level of 05 (95%) equal to 1.681.³

There were a similarity and some differences between this research and Harnis’ research above. It had a similarity in a teaching technique that was used in this research, the technique was drilling. Then the research above used two classes as a sample but in this research just one class. The last, the research above used a quantitative method while this research used a pre-experimental method.

³Harni Suriyani, *The Effectiveness Of Drilling Technique In Using Simple Present Tense Correctly: An Experimental Study At The Eleventh Grade Of SMAN 8 Mataram 2015/2016*, S1 Thesis, Universitas Mataram

2. Riswanto and Endang Haryanto had researched with a title “Improving Students’ Pronunciation Through Communicative Drilling Technique At Senior High School (SMA) 07 South Bengkulu Indonesia”. The main purpose of this study was to know the improvement of teaching English pronunciation by using communicative drilling techniques. The method of this research was classroom action research (CAR). The respondents of this research are X2 students of SMAN 07 South Bengkulu which consists of 30 students. This research indicates that the use of the drilling technique can improve students’ pronunciation achievement at the first-year students of SMAN 07 south Bengkulu academic year 2011/2012.⁴

There were differences and a similarity between the research above and this research. The differences was about purpose the research above to improve students’ pronunciation achievement but this research for enhance students ability to mastering simple present tense. Furthermore, both research had similarities in conducting how to teach students to use drilling.

3. Lutfi Anwar had research had with a title “The Effectiveness Of Drilling In Teaching Irregular Plural Nouns (An Experimental Study At The First Grade Students’ Of SMK Lingga Kencana Depok”. The purpose of this study was to describe the objective condition of the effectiveness of drilling in teaching irregular plural nouns. The sample of the research was 40 students. This research was using the experimental method in the quantitative design by collecting data from observation and tests. The data collected in this research were analyzed by

⁴Riswanto And Endang Haryanto, *Improving Students’Pronunciation Through Communicative Drilling Technique At Senior High School (SMA) 07 South Bengkulu Indonesia*”. *International Journal Of Humanities And Socialscience*, vol.2 no.21, November 2012.

using the test. According to the result of statistical calculation, it is obtained the value of “t₀” (t-observation) is 3.262, and the value of “t” (t-table) from df(40) on degree of significance of 5% is 2.02. It means that the value of t₀ is higher than the value of t.⁵

There were a similarity and some differences among this research and Lutfi’ research. It had similarity in the method that is used in this research that was using experimental method. Furthermore, The difference was about teaching irregular plural nouns but this research was teaching about tenses (simple present tense).

4. Yudi Basuki had researched with the title ” The Use Of Drilling Methodin Teaching Phonetic Transcription And Word Stress Of Pronunciation Class”. This research gives an account of how to enhance the students’ phonetic transcription and word stress mastery of pronunciation through the drilling method. The data collection methods of this research had been obtained from pronunciation test and observation. The research findings proved that the implementation of the drilling method effectively enhanced the students' progressive achievement from the preliminary study to the first and the second cycle and finally meet the success criteria toward the learning outcome stated in the syllabus.⁶

⁵ Anwar lutfi, *The Effectiveness Of Drilling In Teaching Irregular Plural Nouns (An Experimental Study At The First Grade Students’ Of Smk Lingga kencana Depok*. Jakarta: Fakultas Ilmu Tarbiyah Dan Keguruan Uin Syarif Hidayatullah Jakarta, 2014.

⁶Yudi Basuki, *The Use Of Drilling Method in Teaching Phonetic Transcription And Word Stress Of Pronunciation Class*. Journal Of English Language Teaching Learning And Literature. vol. 1 no. 1, May 2018

There were a similarity and differences between his research and this research. It had a similarity in a teaching technique that was used in this research, the technique was drilling. And the difference was his research had the students of the university and this research took senior high school students as a subject.

5. Mohan Ratha Krishnan And Arumugan Raman had researched with the title “The Drill And Practice Application In Teaching Science For Lower Secondary Students”. This study examines the effectiveness of using drill and practicing (DP) method on the performance and understanding of students in science subjects on the topic “Cell As Unit Of Life.” The students were divided into the experimental group and the control group. The quantitative data was collected through pretest, posttest, and questionnaire. The experimental group also show better understanding on the cell unit ($M = 16, SD = 5.66$) compare to control group ($M = 8, SD = 4.95$).⁷

There were the similarity and some differences between Mohan’s research and this research above. It had similarity in the technique that is used of this research, that was using experimental as a method and used the pretest and posttest. The difference was about the subject of the research.

B. Some Pertinent Ideas

1. Definition of grammar

The term ‘grammar’ is a multifaceted term having multiple meanings and definitions. In this regard what we can say is grammar is beautiful in the eyes of

⁷ Mohan Rathakrishnan And Arumugan Raman, *Had Conducted A Research With The Title “The Drill And Practice Application In Teaching Science For Lower Secondary Students.* International journal of education, psychology and counseling.vol. 3. March, 2018.

beholders. This means how we view it we can define it in the same way. Generally, grammar is defined as the combinations of words and word groups in an acceptable structure. Grammar is one of the aspects of language that should be taught and learn. Grammar is central to the teaching and learning of languages. It is also one of the more difficult and controversial aspects of language teaching. Grammar is the set of rules that describes how words and groups of words can be arranged to form sentences in a particular language.⁸

Grammar is “a set of rules which do not allow others; otherwise, they would not be able to put words together in a meaningful way”.⁹ Grammar is the “Theory of language, of how language is put together and how it works.” More particularly, it is the study of wording.¹⁰

Based on some description above, the researcher can conclude that grammar is the main rule in learning languages to arrange words. So, we can make correct sentences not only in writing but also in speaking.

⁸Harmar, J. *The Practice Of English Language Teaching*. London : Longman, 2009.

⁹ Linda gerot and peter wignell, *making sense of fuction grammar* (Sydney: Great Stabler, 1995): 3

¹⁰Istikhomah, *The Use Of Grammar Monopoly Game To Improve Students' Mastery Of Simple Past Tense*, Graduating Paper, (Salatiga: STAIN 2013): 13

2. Tenses

Tense is an aspect of verb which tells the time of an action. Tenses have certain rules, according to which a sentence is made.¹¹

16 forms of tenses indicate the certain time of action, they are:

1. Simple present tense

We use the present simple to talk about things in general. We are not thinking only about now. We use it to say that something happens all the time or repeatedly, or that something is true in general. It is not important whether the action is happening at the time of speaking.

- Nurses look after patients in the hospital.
- I usually go away at weekends.
- The earth goes around the sun.

2. Present continuous

We use the present continuous tense when we talk about things happening in a period around now (for example, today/this week/ this evening, etc.). You are working hard today. We use the present continuous tense when we talk about change happening around now:

- The population of the world is rising very fast.

3. Simple past

We use the past simple for a finished time in the past. For example Yesterday, last week, from 1985 to 1991.

¹¹Elfitriani, Rinikusri and Srikusri, *an observation on students' ability in using 5 basic*, Jurnal saintikom. vol.13, no. 2, Mei 2014.

- It did not rain last week.
- We waited for an hour.

4. Past continuous

We use the past continuous tense to say that somebody was in the middle of doing

something at a certain time. The action or situation had already started before this time but had not finished:

- This time last year I was living in Brazil.
- What were you doing at 10 o'clock last night?
- I waved to her but she was not looking.

5. Present perfect

When we use the present perfect tense there is always a connection with now. The action in the past has a result now:

- Where is your key? I do not know. I have lost it.
- He told me his name but I have forgotten it.

We often use the present perfect to give new information or to announce a recent happening:

- Ow! I have cut my finger.
- The road is closed. There is been an accident.

6. Present perfect continuous

We use the present perfect continuous tense for an activity that has recently stopped or just stopped. There is a connection with now:

- You are out of breath. Have you been running?

- I have been talking to Carol about the problem.

7. Past perfect

The past perfects simple is had + past participle (gone/seen/finished etc.).

Sometimes we talk about something that happened in the past:

- Sarah arrived at the party.

This is the starting point of the story. Then if we want to talk about things that happened before this time, we use the past perfect (had):

- When Sarah arrived at the party, Paul had already gone home.

8. Past perfect continuous

Had been –ing is the past perfect continuous:

You can say that something had been happening for some time before something else happened:

- Ken gave up smoking two years ago. He had been smoking for 30 years.

9. Simple future continuous

Predictions (you think that something will happen) you decide to do something spontaneously at the time of speaking the main clause in type I of the Conditional sentences.

10. Future tense

Is used to express: action will be in progress at a certain time in the future.

This action has begun before a certain time. Something happens because it normally happens.

11. Future perfect

Is used to express: something will already have happened before a certain time in the future.

12. Future perfect continuous

Is used to express: something will already have happened before a certain time in the future. Emphasis: length of time of an action.

13. Simple past future

It is used to express the 'idea' that in the past an action/event was predicted, planned, promised, expected or obliged to be done in the future of past, does not matter if the idea is correct or not..

- I would work
- I would not work
- Would I work?

14. Past future continuous

It is used to express the idea that in the past an action/event was predicted, planned, promised, expected or obliged to be happening (being continued) in a certain period in the future of past.

- I would be working
- I would not be working
- Would I be working

15. Past future perfect

It relates to, or constituting a verb tense that is traditionally formed in English with would have or should have and denotes an action or state completed at a time formerly in prospect.

- I would have worked
- I would not have worked
- Would I have worked

16. Past future perfect continuous

It is past tense of the most complex in the composition of tenses.

- would have been working
- I would not have been working
- Would I have been working

3. Definition of drilling

The drill is very important to present the structure patterns because with the practice drills the students can understand the rules of grammar and they also can make new structures so that it can be a speech habit for the students. Drills are part of the classroom technique to facilitate the student's production of the structure. In teaching, the drill is exercise and repetition.¹²

Drilling technique is a technique of teaching language through dialogues that emphasize the student's habit formation by repetition, memorizing, grammatical structures, and tense transformation, using the target language and

¹²Martin H Manser, *Oxford learner's pocket dictionary*, new edition (Oxford: Oxford University Press, 1995): 129

the culture where the language is spoken.¹³ In addition, the drill is part of the Audio-Lingual-Method (ALM). On the other hand, drill means forcing the students to use the target language. There are several types of drilling techniques in ALM.¹⁴

1. Repetition: The student repeats an utterance aloud as soon as he has heard it. He does this without looking at printed text. The utterance must be brief enough to be retained by the ear.
2. Inflection: One word in utterances appears in another form when repeated.
3. Replacement: One word in an utterance is replaced by another.
4. Restatement: The student rephrases an utterance and addresses it to someone else, according to instructions.
5. Completion: The student hears an utterance that is complete except for one word, then repeats the utterance in incomplete form.
6. Transposition: A change in word order is necessary when a word is added.
7. Expansion: When a word is added it takes a certain place in the sequence.
8. Contraction: A single word stands for a phrase or clause.

¹³Setiyadi, *The Use Of Drilling Technique In Teaching English Vocabulary To The Seventh Grade Students Of SMP Negeri 2 Tanggulangin* (2006): 54

¹⁴Setiyadi, *The Use Of Drilling Technique In Teaching English Vocabulary To The Seventh Grade Students Of SMP Negeri 2 Tanggulangin* (2006): 63-66

9. Transformation: A sentence is transformed by being made negative or interrogative or through changes in tense, mood, voice, aspect, or modality.
10. Integration: Two separate utterances are integrated into one.
11. Rejoinder: The student makes an appropriate rejoinder to a given utterance.
12. Restoration: The students are given a sequence of words that have been culled from a sentence but still bear their basic meaning.

4. Steps of drilling method

- a. The teacher explains the purpose and objectives of the guided exercise to students.
- b. The teacher must put more emphasis on diagnosis because initial training cannot expect students to have perfect skills.
- c. Conduct guided exercises so that different students' responses arise to improve skills and improve student skills.
- d. Give time to conduct short exercises so as not to be tiring and tedious and the teacher needs to pay attention to students' responses to whether they have done the exercises correctly and quickly.
- e. Researching the obstacles or difficulties experienced by students by asking students, as well as paying attention to the training period by changing the situation so that it causes optimism and joy in students who can produce good skills.

- f. Teachers and students need to think about and prioritize basic processes and not be involved in things that are not needed.
- g. Teachers need to pay attention to individual students' differences so that each student's abilities and needs can develop.

5. Principles and instructions for using the drilling method

1. Students must be given a deep understanding before holding certain exercises.
2. Practice for the first time should be diagnostic.
3. At the outset, perfect reproduction should not be expected.
4. In re-testing difficulties must be explored.
5. Correct responses must be strengthened.
6. Only then will variations, meaning development and control be held.
7. The training period is relatively short, but must be done often.
8. At the time of practice must be carried out an essential process.¹⁵

The description above the researcher concludes that using the drilling method will built students more active and the students easy to know about vocabulary because drill habit to memorizing and repetition.

6. Advantages and disadvantages of drilling technique

a. Advantages

1. The first is provides basic skillsfor students. Practice and drills give students an opportunity to learn certain concepts quickly and effectively. Teaching students through various method such as flashcards or

¹⁵By.idtesis.com is proudly poweredbyWordPress. 2007. <https://Idtesis.Com/Metode-Pembelajaran-Latihan>.

repetitive rewriting can help them use these skill in different environments and many different ways.

2. The second is allow students to build on mastered skills. Students can now learn higher level skills while accessing mastered skill quickly and effectively.

b. Disadvantages

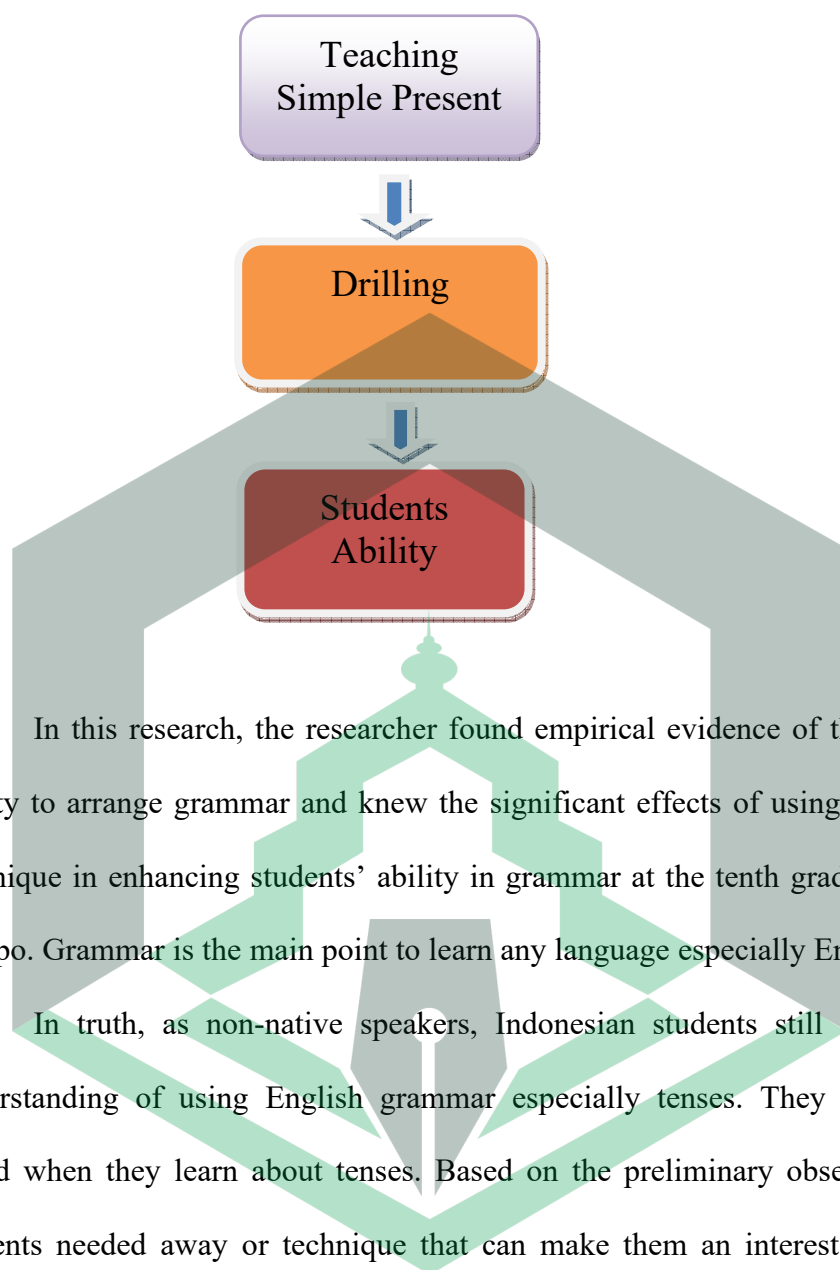
1. The students difficult to focus. Students who only learn through drills may get blocked and fed up with practice drills, especially if they have expert the skills.
2. The Students may not serious be learning. Students may be deliver on just remembering for take a test but are not really understanding the material properly.¹⁶

Based on the statement above, the researcher concludes that this method has some advantages and disadvantages that can influence teaching grammar. But these disadvantages may not be serious problems if language teachers realized, language teachers must be creative in providing learning resources and they have to keep monitoring the process of language learning.

C. Conceptual framework

The conceptual framework of this research is as follow :

¹⁶Lewis Vanessa, *participatory teaching and learning*, malawia institute of education, 2004



To solve this problem, the teacher used another teaching aid to improve the students' ability in using grammar. In this case, the researcher applied in teaching grammar drilling method.

D. Hypothesis

To test the hypothesis, this research uses statistic hypothesis namely:

H₀ Drilling method is not effective to enhance students' ability in the simple present tense.

H₁ Drilling method is effective to enhance students' ability in the simple present tense.



CHAPTER III

METHOD OF THE RESEARCH

A. Research design

The design of the research is pre-experimental design in which students do the pre-test, get treatment, and post-test. It aims to know whether drilling method can improve simple present tense of student or not. It can be presented as follow:

$$E = O_1 X O_2$$

Notes:

- 1) E = Experimental Research
- 2) O_1 = Pre-test
- 3) O_2 = Post-test
- 4) X = Treatment¹⁷

B. Population and sample

1. Population

The population of this research is the students in the tenth grade of PMDS PutriPalopo.

2. Sample

The writer used purposive sampling. The writer chose X science class as the sample of this research. The class chosen has a low understanding of grammar than the other classes. The class consisted of 19 students.

¹⁷Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktis*, (Jakarta: Rineka Cipta, 1998): 185

C. Instrument of the research

The instrument of the research is a test that consists of pre-test and post-test. The test consists of 20 items which are formulated in multiple-choice items. The pre-test was administered before the treatment to get data on the students' prior knowledge, while the post-test was given after the last treatment to get data on the impact of the drilling method.

D. The procedure of collecting data

In collecting data, the researcher used some procedures as follows :

a. *Giving the pre-test*

The pre-test was given to students before they got treatment online. The researcher gave the pre-test to students by sending it to a group class with a specified time limit. When the teacher was given an assignment in the morning, students would collect at the night. It was intended to find out the basic knowledge of the students.

b. *Giving the treatment*

The students was given treatment by using the drilling method. This treatment was done for five meetings and each meeting was spend 60 minutes.

The strategy of treatment is described generally as follows:

1. The researcher told to the students that they are going to have an activity to identify grammar used drilling method.
2. The teacher teaches students used the drilling method by giving one sentence.

3. The teacher asks students to repeat the sentence by changing the subject.
4. After the students understand, the teacher will gave a question.
5. The student will answer the question one by one.

c. Giving the post-test

After giving the material the students were given a post-test.

E. Technique Of Analyzing Data

The researcher analyzed the data by using the procedure as follows:

a. Classifying the student's scores.

The researcher would classify the student's pretest and posttest by using classification score public below:

No	score	classification
1	81-100	Very Good
2	61-80	Good
3	42-60	Fair
4	21-40	Poor
5	01-20	Very Poor ¹⁸

b. Calculating the rate percentage of students' scores by using the formulating formula:

$$P = \frac{F}{\dots}$$

¹⁸Suharsimi arikunto and Cepi Safruddin AbduL. Jafar, *evaluasi program pendidikan*, (Jakarta:bumi aksara,2009): 35

N

Where: P = Percentage

F = Frequency

N = Total Sample

- c. Analyzing the data qualitatively using spssver 20 for windows.



CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The finding of the research was showed to describe the result of data that analyzed statistically and tabulated. It is a comparison of student's scores in pre-test and post-test, classification percentage of students' score in pre-test and post-test.

1. The Score of Students' Pre-Test and Post-Test

Table 4.1 The Score of Students' Pre-Test And Post Test

NO	Students'	Pre-test	Post-test
1	S1	45	80
2	S2	45	70
3	S3	50	80
4	S4	45	75
5	S5	35	90
6	S6	45	80
7	S7	50	90
8	S8	45	90
9	S9	50	90
10	S10	45	90
11	S11	60	90
12	S12	25	85
13	S13	60	75
14	S14	60	80
15	S15	54	90
16	S16	35	95
17	S17	60	80
18	S18	60	90
19	S19	35	80
Total		895	1585

The table above shows that there was a difference between students' scores in pretest and posttest. The students' score pretest is still low because the researcher has not given the treatment. While the students' scores in the posttest has increased because it was doing after giving the treatment.

2. The Rate Percentage of The Students' Score In Pretest

Table 4.2 The Rate Percentage of The Students' Score In Pretest

Classification	Score	Frequency	Percentage
Very good	81 – 100	0	0%
Good	61 – 80	2	10,53%
Fair	41 – 60	13	68,42%
Poor	21 – 40	4	21,05%
Very poor	0 – 20	0	0%
Total		19	100%

From the table above, the writer concludes that most of the students were still in the fair category, which was 68,42%. It consists of thirteen students. Then, there were 21,05% in the poor category. It consists of four students. Where as two students get 10,53% in good categories in the pre-test.

3. The Mean Score and Standard Deviation of The Students' Pretest.

Table 4.3 The Mean Score And Standard Deviation Of The Students'

Pretest

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest Valid (listwise)	19	25	60	904	47.5789	10.15062

Table 4.3 Above shows that the highest score for students in the pretest was 60 and the lowest score of the students' was 25. Besides that, the mean score of the students in the pretest was 47.58 and the standard deviation was 10.15.

4. The rating percentage of the students' in posttest

Table 4.4 the rate percentage of the students' in posttest

Classification	Score	frequency	Percentage
Very good	81 – 100	10	52,63%
Good	61 – 80	9	47,37%
Fair	41 – 60		
Poor	21 – 40		
Very poor	0 – 20		
Total		19	100%

From table 4.4 above, the researcher concludes that there 19 students observed in the post-test. Most of the students were in the very good category. There were ten students (52,63%). There were nine students (47,37%) get a very good score. There is no student in the fair, poor, and very poor category.

5. The Mean Score and Standard Deviation of The Students' Posttest

Table 4.5 The Mean Score And Standard Deviation Of The Students' Posts.

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Posttest Valid (listwise)	N 19	70	95	16.00	84.2105	6.92483

Table 4.5 showed that the highest score of the students in the posttest was 95 and the lowest score of the students' was 70. Besides the mean score of the students in the posttest is 84.21 and the score of the students in standard deviation is 6.92.

6. The Mean Score and Standard Deviation of Pretest And Posttest

Table 4.6 The Mean Score And Standard Deviation Of Pretest And Posttest

One-Sample Statistics

	N	Mean	Std. deviation	Std.error mean
Pretest	19	47.5789	6.92483	1.58866
Posttest	19	84.2105	10.15062	2.32871
Valid N (listwise)	19			

Table 4.6 shows the mean score of the students' pretest was 47.58 and the mean score of students' posttest was 84.21. Besides, the standard deviation of students' pretest was 6.924 and the standard deviation of students' posttest was 10.15062. It means that the drilling method can enhance students' ability in the simple present tense.

7. The Paired Samples Test of Pretest and Posttest

Table 4.7 The Paired Sample Test Of Pretest And Posttest

Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pretest - Posttest	-36.63158	12.91085	2.96195	-42.85441	-30.40875	-12.367	18	.000

The hypothesis was tested by using SPSS Ver. 20. In this case, the researcher used a t-test (testing of significance) for paired sample t-test. It is a test to know the significant difference between the result of the students' mean score in pretest and posttest. Table 4.8 above showed that the probability value was lower than alpha (α) ($0,000 < 0,05$). It indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. The table showed that the drilling method is an appropriate technique in enhancing students' ability in mastering simple present tense.

Assuming that the level of significance (α) = 0.05, the only thing which is needed; the degree of freedom (df) = N - 1, where df = 18, then the t-test was presented in the following table.

8. The Probability Value of The Students' Achievement

Table 4.8 The Probability Value Of Test Of The Students Achievement

Variable	P.Value	(α)
X1 X2	0.00	0.05

B. DISCUSSION

This research is a pre-experimental method with one group pretest and posttest design. This study applied drilling method in teaching simple present tense at the ninth grade of PMDS Putri Palopo. The result of this research that had been done in five meetings showed that the drilling method could increase students' ability in the simple present tense at the X IPS 2 of PMDS Putri Palopo. The success of this research was shown by the improvement of students' learning outcomes who became the subject of this research.

The student's scores in the pretest showed that there were no students in the good category. The highest score was 60. Whereas, the lowest score in the pretest was 25. It was in the poor category. Furthermore, the researcher asked the students after giving the test of pretest about the way they answered the test and most of them said they answered by their feeling.

In addition, from the students' scores in the pretest, the researcher found some difficulties that the students' had on simple present tense. **First**, the students could not differentiate between do and does in the simple present tense so they made many mistakes in the multiple-choice section. For example, *Bapak Saya tidak tiap hari memasak* (my father does not cook rice everyday). **Second**, the students could not differentiate use *s* and *es* in the simple present tense. So, they

made so many mistakes in multiple-choice. For example: *kakak saya memasak nasi goreng di rumah saya* (my sister cooks ricefried in my home). **Third**, the students were confused to use the time signal in simple present.

After giving the pretest, the researcher did the treatment through online class. The students felt enjoy and motivated in the learning process. The students gave a good appreciation for the drilling method that the researcher used in teaching simple present tense. The teacher teaches students to use the drilling method by giving students one sentence and students make the sentence repeatedly. The teacher teaches students every meeting, the researcher was not only teaching but also giving motivation to the students. The researcher also told the importance of mastering English for their future. So, they were more interested in learning English, especially for simple present tense because the first tenses in English were simple present tense.

In the last meeting, the researcher gave a posttest to the students. The student's scores in the posttest had increased from the students' scores in the pretest. There were not students who got fair, poor, and very poor category. The lowest score in the posttest was 70 (good category) and the highest score was 95 (very good) category.

Based on the research findings above, the researcher concluded that the drilling method could enhance students' ability in mastering simple present tense. The first, it has been explained in chapter II that the drilling method has some benefits. According to Harni Suriyani, there are some benefits of using the drilling method that could improve students' grammar (simple present tense) mastery or

not had been answered and found to be positive. In another word, the drilling method was effective to make students more active in the learning and teaching process. Besides that, the teacher can get students' focus easily while teaching. The second, according to Lutfi Anwar, the benefits of using drilling method that is effective to solve students problems about english grammar (irregular plural nouns) and make students easy to understand the material.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The result of this research find out that the use of online drilling method is effective. In teaching grammar (simple present tense) based on the result of the data analysis, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It means that the researcher's assumption is true, that is drilling method can give a significant influence on students' ability in the simple present tense. It was supported by students' scores in the posttest 84,21 (very good) was higher than the students' scores in the pretest 47,58 (fair).

B. Suggestion

The researcher would like to give some suggestions to the following parties.

1. For the teacher, there are various method of teaching English, yet not all of those method can be applied in a class effectively. Since drilling method is not found to be effective for both of confidence level in teaching grammar, an English teacher is expected to be more creative in finding techniques, or methods which suit to his class.
2. For the students, they should increase their ability in mastering simple present tense in a fun way but still focus.

3. The next researcher should develop to find out the further influence of drilling technique, not only for grammar mastery but also towards other language components, such as vocabulary, pronunciation, etc.



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Appendix 1 : Instrument of Pre-test

A. Choose the right answer A, B, C, or D! (Pilihlah jawaban yang tepat A, B, C, atau D!)

1.) I can play the guitar, but I ... very well.

- a. not play
- b. don't play
- c. doesn't play
- d. didn't play

2.) Where does your mother come from? She ... from Jakarta.

- a. come
- b. came
- c. coming
- d. comes

3.) She ... milk every morning.

- a. drinks
- b. drank
- c. drunk
- d. drinking

4.) ... Lulu students at SMPN 6 Depok?

- a. is
- b. are
- c. do
- d. does

5.) I usually ... English on Monday and Thursday every week.

- a. study
- b. studies
- c. studied
- d. studying

6.) Farida ... not go to school on Tuesday.

- a. do
- b. does
- c. did
- d. is

7.) We ... clean our classroom on Sunday.

- a. didn't
- b. don't
- c. doesn't
- d. aren't

8.) My father ... his car every week.

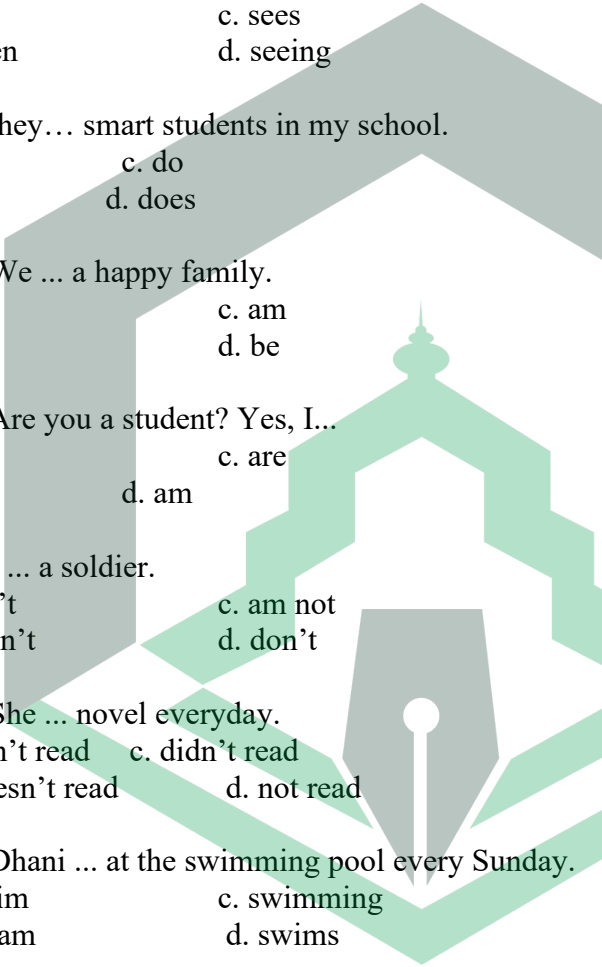
- a. wash
- b. washes
- c. washed
- d. washing

9.) ...you a new teacher in this school?

- a. do
- b. are
- c. am
- d. does

10.) Our teachers ... us patiently.

- a. teaches
- b. teach
- c. taught
- d. teaching

- 11.) The boy... to the mall every night.
a. go c. gone
b. goes d. going
- 12.) ...cooks rice every morning.
a. I c. it
b. they d. my mother
- 13.) my father...my uncle drinks coffee every night.
a. see c. sees
b. seen d. seeing
- 14.) they... smart students in my school.
a. is c. do
b. are d. does
- 15.) We ... a happy family.
a. is c. am
b. are d. be
- 16.) Are you a student? Yes, I...
a. be c. are
b. is d. am
- 17.) I ... a soldier.
a. isn't c. am not
b. aren't d. don't
- 18.) She ... novel everyday.
a. don't read c. didn't read
b. doesn't read d. not read
- 19.) Dhani ... at the swimming pool every Sunday.
a. swim c. swimming
b. swam d. swims
- 20.) The sun ... shine brightly now.
a. didn't c. doesn't
b. don't d. not
- 

Appendix 2 : Instrument of Post-test

A. Choose the right answer A, B, C, or D! (Pilihlah jawaban yang tepat A, B, C, atau D!)

1.) I usually ... English on Monday and Thursday every week.

- | | |
|------------|-------------|
| a. study | c. studied |
| b. studies | d. studying |

2.) I can play the guitar, but I ... very well.

- | | |
|---------------|-----------------|
| a. not play | c. doesn't play |
| b. don't play | d. didn't play |

3.) Where does your mother come from? She ... from Bali.

- | | |
|---------|-----------|
| a. come | c. coming |
| b. came | d. comes |

4.) She ... milk every morning.

- | | |
|-----------|-------------|
| a. drinks | c. drunk |
| b. drank | d. drinking |

5.) Farida ... not go to school on Tuesday.

- | | |
|---------|--------|
| a. do | c. did |
| b. does | d. is |

6.) We ... clean our classroom on Sunday.

- | | |
|-----------|------------|
| a. didn't | c. doesn't |
| b. don't | d. aren't |

7.) My father ... his car every week.

- | | |
|-----------|------------|
| a. wash | c. washed |
| b. washes | d. washing |

8.) Does... make a new book?

- | | |
|---------|--------|
| a. they | c. you |
| b. are | d. she |

9.) Our teachers ... us patiently.

- | | |
|------------|-------------|
| a. teaches | c. taught |
| b. teach | d. teaching |

10.) The girls ... my friends.

- | | |
|-----------|----------|
| a. am not | c. isn't |
| b. aren't | d. don't |

11.) The sun ... shine brightly now.

- a. didn't c. doesn't
b. don't d. not

12.) We ... a happy family.

- a. is c. am
b. are d. be

13.) Are you a student? Yes, I...

- a. be c. are
b. is d. am

14.) I ... a soldier.

- a. isn't c. am not
b. aren't d. don't

15.) She ... novel everyday.

- a. don't read c. didn't read
b. doesn't read d. not read

16.) Dhani ... at the swimming pool every Sunday.

- a. swim c. swimming
b. swam d. swims

17.) I eat Pentol...

- a. tomorrow c. yesterday
b. today d. two week

18. He ... to school everyday.

- a. goes c. going
b. go d. gone

19. Are the famous boy in the school.

- a. you c. me
b. he d. she

20. My mother eats rice....

- a. tonight c. yesterday
b. today d. always

Appendix 3 :**RENCANA PELAKSANAAN PEMBELAJARAN**

Satuan pendidikan	: Pmds Putri Palopo
Kelas / Semester	: XI Ips 2
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Grammar {Simple Present Tense(+)}
Alokasi Waktu	: 60 Menit

A. Kompetensi Inti

KI1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.

KI4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

Memahami makna dan susunan kata dalam membentuk kalimat

C. Indikator

Untuk membuat siswa lebih memahami susunan kata

D. Tujuan Pembelajaran

Selama proses pembelajaran, siswa bisa memahami susunan kata dengan cepat dengan cara latihan dan mengulang-ulang

E. Materi Pembelajaran

Teks tulis tentang kehidupan sehari-hari, Menghafal vocab dan Membuat kalimat sederhana.

F. Model/metode Pembelajaran

Pendekatan : scientific

Metode : teaching and learning

G. Langkah-langkah pembelajaran

1. Kegiatan awal (5 menit)

- Salam dan tegur sapa
- Berdoa sebelum belajar
- Mengecek kehadiran siswa

2. Kegiatan inti (50 menit)

- Guru menjelaskan materi teks tentang grammar yaitu simple present tense seperti kalimat positive(+) dengan menggunakan metode drilling yaitu dengan cara siswa di diberikan satu contoh kalimat dan guru meminta siswa untuk mengulang kalimat tersebut dengan mengganti subjectnya. Contohnya seperti pada kalimat positif.

I give you a pen,

You give me a pen,

They give us a pen,

We give them a pen

She gives him a pen,

He gives her a pen

- Guru menjelaskan tentang aspek pemahaman dengan latihan membuat kalimat sederhana.

- Setelah siswa mengerti guru memberikan soal latihan kesiswa melalui chat group dan dikumpulkan dengan mengirim jawaban ke guru.

3. Kegiatan akhir (5 menit)

- Guru menanyakan kesulitan siswa selama proses pembelajaran.
- Meriview kembali hasil jawaban siswa.
- Mengucapkan salam

Guru Mata Pelajaran

Nurliana

NIM 15 0202 0087

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan pendidikan	:Pmds Putri Palopo
Kelas / Semester	:XIps 2
Mata Pelajaran	:Bahasa Inggris
Materi Pokok	:Grammar {Simple Present Tense (-)}
Alokasi Waktu	:60 Menit

A. Kompetensi Inti

- KI1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya
- KI3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.
- KI4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

Memahami makna dan susunan kata dalam membentuk kalimat

C. Indikator

Untuk membuat siswa lebih memahami susunan kata

D. Tujuan Pembelajaran

Selama proses pembelajaran, siswa bisa memahami susunan kata dengan cepat dengan cara latihan dan mengulang-ulang

E. Materi Pembelajaran

Teks tulis tentang kehidupan sehari-hari, menghafal vocab dan membuat kalimat sederhana.

F. Model/metode Pembelajaran

Pendekatan : scientific

Metode : teaching and learning

G. Langkah-langkah pembelajaran

a. Kegiatan awal (5 menit)

- Salam dan tegursapa
- Berdoa sebelum belajar
- Mengecek kehadiran siswa

b. Kegiatan inti (50 menit)

- Guru menjelaskan materi teks tentang grammar yaitu simple present tense seperti kalimat negative(-) dengan menggunakan metode drilling yaitu dengan cara siswa di diberikan satu contoh kalimat dan guru meminta siswa untuk mengulang kalimat tersebut dengan mengganti subjectnya. Contohnya seperti pada kalimat negative:

I do not give you a pen,
You do not give me a pen,
They do not give us a pen,
We do not give them a pen,
She does not give him a pen,
He does not give her a pen

- Guru menjelaskan tentang aspek pemahaman dengan latihan membuat kalimat sederhana.
 - Setelah siswa mengerti guru memberikan soal latihan kesiswa melalui chat group dan dikumpulkan dengan mengirim jawaban ke guru.
- c. Kegiatan akhir (5 menit)
- Guru menanyakan kesulitan siswa selama proses pembelajaran.
 - Meriview kembali hasil jawaban siswa.
 - Mengucapkan salam

Guru Mata pelajaran

Nurliana
NIM 15 0202 0087

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan pendidikan	:Pmds Putri Palopo
Kelas / Semester	:XIps 2
Mata Pelajaran	:Bahasa Inggris
Materi Pokok	:Grammar {Simple Present Tense (?)}
Alokasi Waktu	:60Menit

A. Kompetensi Inti

KI1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya

KI3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.

KI4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

Memahami makna dan susunan kata dalam membentuk kalimat

C. Indikator

Untuk membuat siswa lebih memahami susunan kata

D. Tujuan Pembelajaran

Selama proses pembelajaran, siswa bisa memahami susunan kata dengan cepat dengan cara latihan dan mengulang-ulang

E. Materi Pembelajaran

Teks tulis tentang kehidupan sehari-hari, Menghafal vocab dan Membuat kalimat sederhana.

F. Model/metode Pembelajaran

Pendekatan : scientific

Metode : teaching and learning

G. Langkah-langkah pembelajaran

A. Kegiatan awal (5 menit)

- Salam dan tegur sapa
- Berdoa sebelum belajar
- Mengecek kehadiran siswa

B. Kegiatan inti (50 menit)

- Guru menjelaskan materi teks tentang grammar yaitu simple present tense seperti kalimat positive(+) dengan menggunakan metode drilling yaitu dengan cara siswa diberikan satu contoh kalimat dan guru meminta siswa untuk mengulang kalimat tersebut dengan mengganti subjectnya. Contohnya seperti pada kalimat introgrative:
Do I give you a pen,

do you give me a pen,
do they give us a pen,
do we give them a pen,
Does she gives him a pen,
does he gives her a pen

- Guru menjelaskan tentang aspek pemahaman dengan latihan membuat kalimat sederhana.
- Guru meminta siswa menonton video dan memberikan waktu siswa untuk bertanya apa saja yang tidak di mengerti dalam video tersebut dan akan di bahas melalui chat group.
- Setelah siswa mengerti guru memberikan soal latihan kesiswa melalui chat group dan dikumpulkan dengan mengirim jawaban ke guru.

C. Kegiatanakhir (5 menit)

- Guru menanyakan kesulitan siswa selama proses pembelajaran.
- Meriview kembali hasil jawaban siswa.
- Mengucapkan salam

Guru Mata pelajaran

Nurliana
NIM 15 0202 0087



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Alamat: Jl. K.H. M. Hasyim Nashir Kota Palopo - Sulawesi Selatan Telpun : (0471) 211992

ASLI

IZIN PENELITIAN
 NOMOR 727/PP/DPMP/PTSP/IX/2020

DASAR HUKUM :

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Pendidikan, Pengembangan dan Penerapan IPTEK;
2. Peraturan Menteri Nomor 54 Tahun 2011 tentang Pedoman Pelaksanaan Rekomendasi Penilaian, sebagaimana telah diubah dengan Peraturan Menteri Nomor 7 Tahun 2014;
3. Peraturan Walikota Palopo Nomor 28 Tahun 2016 tentang Penyelenggaraan Penelitian dan Non Penelitian di Kota Palopo;
4. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Wewenang Penyelenggaraan Penelitian dan Nonpenelitian Yang Merupakan Urusan Pemerintah Kota Palopo dan Kawawangan Perintah dan Nominasi Yang Merupakan Urusan Pemerintah Yang Diurikan Pendelegasian Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : NURLIANA
 Jenis Kelamin : Perempuan
 Alamat : Dusun II Kab. Kolaka Utara
 Pekerjaan : Mahasiswa
 NIM : 15 0202 0087

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

IMPROVING STUDENTS' GRAMMAR COMPETENCE USING DRILLING METHOD THROUGH ONLINE AT THE TENTH GRADE OF PMDS/PUTRI PALOPO

Lokasi Penelitian : PESANTREN MODERN DATUK SULAIMAN (PMDS) PUTRI PALOPO

Lamanya Penelitian : 07 September 2020 s.d. 07 November 2020

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Bebas dan secepatnya melaksanakan kegiatan penelitian lainnya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaatii semua peraturan perundang-undangan yang berlaku, serta menghormati Adab Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyampaikan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak meniad kelengkapan-kelengkapan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo

Pada tanggal : 08 September 2020

o.d. Kepala Dinas Penanaman Modal dan PTSP

Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ANDLAGUS MANDASINI, SE, M.PA

Pangkat : Penata

NIP : 18780605 201001 1 014

Terdistribusi :

1. Kepala Dinas Kewilayahan, 20/2020
2. Walikota Palopo
3. Dinas HKD DWD
4. Dinas PUP
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Baku Kewilayahan Kota Palopo
7. Instansi terkait tempat pelaksanaan penelitian



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI PALOPO FAKULTAS
 TARBIYAH DAN ILMU KEGURUAN PROGRAM STUDI
 PENDIDIKAN BAHASA INGGRIS
 Jl. Agalla Kiri Balandi Kec. Bira 91914 Kota Palopo
 Email: zbr.fik@gmail.com

Nomor : 776/ In.19/ETIK/PBI/11/2021

Palopo, 18 November 2021

Lamp. :-

Hal : Undangan Ujian Seminar Hasil

Kepada
 Yth. Bapak / Ibu Dosen Pembimbing dan
 Penguji di Tempat

Assalamu 'Alaikum Warahmatullahi Wabarakatuh
 Dengan hormat, sehubungan dengan pelaksanaan ujian Seminar Hasil mahasiswa:

Nama : Nurliana
 NIM : 15-0202 0087
 Judul Skripsi : Improving Students' Grammar Competence Through
 Online Drilling Method at the Tenth Grade of PMDS
 Putri Palopo

Maka kami memohon kesediaan Bapak / ibu untuk hadir menjadi Penguji pada pelaksanaan ujian Seminar Hasil tersebut, yang Insyaa Allah akan dilaksanakan pada:

Hari / Tanggal : Jumat / 19 November 2021
 Waktu : 14.00 - Selesai
 Tempat : Kediaman Masing-Masing

Tim Penguji : Dr. Magfirah Thuyyib, S.S., M.Hum (Ketua Sidang)
 Amalia Yahya, S.E., M.Hum (Penguji I)
 Yuyun Ruziqiyat Said, S.Pd., M.Pd (Penguji II)
 Dr. Masruddin, S.S., M.Hum (Pembimbing I)
 Dr. Magfirah Thuyyib, S.S., M.Hum (Pembimbing II)

Demikian undangan ini disampaikan, atas perkenan Bapak/Ibu diucapkan terima kasih.

Wassalamu 'Alaikum Warahmatullahi Wabarakatuh



Ketua Program Studi

Amalia Yahya, S.E., M.Hum
 NIP 19771013 200501 2 006

Appendix 4 :**DOCUMENTATION**

Documentation on teaching learning process





Documentation of student pre-test and post test



Tugas bahasa Inggris

Tugas Bahasa Inggris			
Kelas: VIII-2			
1. a	2. b	3. c	4. d
5. e	6. a	7. b	8. c
9. d	10. e	11. a	12. b
13. c	14. d	15. e	16. a
17. b	18. c	19. d	20. e
21. The teacher is very kind.			
22. The teacher is very kind.			
23. The teacher is very kind.			
24. The teacher is very kind.			



Answer

1. A study
2. B. don't play
3. C comes
4. A drinks
5. B. does
6. B. wash
7. B. washes
8. E. she
9. B. teach
10. B. aren't
11. C. doesn't
12. B. are
13. D. am
14. C. am not
15. B. doesn't read
16. D. swims
17. B. today
18. He goes to the ~~primary~~ school everyday
19. They are the farmers ~~from~~ the school
20. + } my mother eats rice every morning
 - } my mother doesn't eat rice every morning
 ? } Does my mother eat rice every morning?

Wahyuni
 X. IPS. 2
 Tugas

1. B	6. C	11. B	16. D
2. D	7. B	12. D	17. C
3. A	8. B	13. C	18. B
4. A	9. B	14. B	19. D
5. A	10. B	15. B	20. C