



Improving Understanding And Learning Activities Of Simple Present Tense Declarative Sentences Through Whatsapp-Based Substitution Drills Techniques For Mtsn Students In Kupang City

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Abstract

Introduction to The Problem : Students' understanding of the subject matter is a process of learning activities. **Purpose:** This study aims to determine the increase in understanding of simple declarative sentence material. present tense through substitution technique drills based on whatsapp application. **Design/methods/approach:** This type of research is classroom action research (CAR) which is motivated by the lack of activity and understanding of class VIII G MTsN Kupang City students in the 2020/2021 academic year related to the material of simple present tense declarative sentences which is implemented with an online learning system. Based on pre- cycle data, it is known that there are 66.66% or 20 students who do not understand simple present tense declarative sentences through guided substitution drills technique. Data collection of learning activities was carried out using observation techniques, while student understanding data was collected using test techniques. Observation data were analyzed qualitatively (descriptive narrative) while learning outcome data were analyzed quantitatively by determining the average, frequency, range, and percentage of classical completion. **Findings:** The results of the study showed that there was an increase in activity and learning outcomes in each cycle, from the initial/pre-cycle conditions which recorded only 34% of active students with classical completion of 60% (knowledge), increasing to 60% of active students with classical completion of 75% (knowledge aspect) in cycle I, and in cycle II there were 86.66% active students with classical completion of 90% in both knowledge and skills aspects. In line with the research results, it is concluded that the application of the substitution technique Drills can improve English activity and understanding of declarative material. sentence simple present tense in class VIII G students of MTsN Kota Kupang in the 2020/2021 academic year. **Research implications/limitations:** The main suggestion proposed for teachers is to can use the substitution technique drill in optimizing the learning process on the material of simple present tense declarative sentences. **Originality/value:** The novelty of research in the field of language needs to be developed more widely by other researchers both in terms of content, scope of study, and research design.

Keywords: Student Activities, Understanding, Simple Present Tense Declarative Sentences, Whatsapp

Introduction

Ideally, as mandated in the Minister of Education and Culture Regulation No. 65 of 2013

concerning content and process standards, there are three things that need to be considered, namely, first, learning is focused on exploration, elaboration and confirmation with a scientific approach (observing, asking, collecting information, associating and communicating). Second, Learning does not only happen in the classroom, but also in the environment school, nature, and society. Third, teachers are not the only source of learning. Furthermore, related to the domain of attitudes, it is important to know that it is not taught verbally, but through examples and role models. The orientation of the development of the 2013 curriculum is to achieve balanced competencies between attitudes, skills, and knowledge, in addition to holistic and enjoyable learning methods. (Prihadi, 2013). Students' interest in learning is usually related to the teacher's teaching method, the teacher's character, a calm and comfortable classroom atmosphere, and the learning facilities used. (Ricardo & Meilani, 2017). Therefore, educators play a very important role in arousing students' interest in learning (Kistoro et al., 2022). Teachers can arouse students' interest in learning by fostering their curiosity about the material to be taught. In K 13, the role of teachers is very crucial, namely they must be able to create a learning atmosphere that is oriented towards achieving balanced competencies between attitudes, skills, and knowledge, in addition to holistic and enjoyable learning methods. (Ru'iya et al., 2021).

New technologies, especially in the field of ICT, have an increasingly important role in learning. Many people believe that multimedia will be able to bring us to a learning situation where " *learning with effort* " can be replaced by " *learning with fun* ". Moreover, in adult learning, *learning with effort* is quite difficult to implement because of various limiting factors such as age, comprehension ability, willingness to try. (Radino, Kistoro, Munajat, Putranta, Kesuma Ameliasari, et al., 2021). A fun, creative, and non-boring learning process is the choice of facilitators. If a learning situation like this is not created, at least multimedia can make learning more effective according to the opinions of several teachers. (Ivone et al., 2020).

E-learning is one of the learning methods that is currently being developed by utilizing computers as a learning medium (Aparicio et al., 2020), in addition to providing an innovation that has a very large contribution to changes in the teaching and learning process (Varela et al., 2012), the learning process is no longer just listening to the description of the material from the teacher/educator but the teaching material can be visualized in various formats and forms that are more dynamic and interactive in the form of files, videos, music, animations (Agustina, 2013).

E-learning systems and applications have been widely implemented at various levels of education. and it is hoped that the concept of e-learning will continue to develop because it has advantages compared to conventional systems (Pratama et al., 2020), including : saving time on the teaching and learning process (Nik Hashim et al., 2014), reducing travel costs, saving overall

education costs (infrastructure, equipment, books), reaching a wider geographic area, and training learners to be more independent in gaining knowledge (Radino, Kistoro, Munajat, Putranta, Kesuma, et al., 2021). The positive impacts of using e-learning include students becoming open to changes in the times, students are also more motivated to learn, and students become more disciplined. (Fandianta et al., 2013).

After the government issued a policy on Learning From Home (BDR), MTs N. Kupang City implemented an online learning policy using E-Learning Madrasah, E-learning Madrasah is a free application product of Madrasah which is intended to support the learning process in Madrasah starting from Raudatul Athfal (RA), Madrasah Ibtidayah (MI), Madrasah Tsanawiyah (MTs) and Madrasah Aliyah (MA). All learning activities are carried out using the E-Learning Madrasah application and carry out assessments using computer-based tests available on E-Learning Madrasah. Teachers use several social media application *platforms such as Whatapps and Google Meet* (Asep Awaluddin & Samsudin, 2021), apart from being uploaded to the teaching materials menu on e-learning, teachers also send teaching materials to the Whatapps group, assignments can also be sent to Whatapps and Google Classroom.

Based on the results of the author's analysis, students are less actively participating in learning activities carried out on E-learning, this also has an impact on the results of daily exams on each KD which are far below the KKM, the KKM KD for class VIII MTs N Kota Kupang is 72, the exam results obtained by students on average are still below 72. In order to improve students' understanding of the teaching materials taught by the teacher, the researcher looked at class VIII G which is a superior class at MTs N Kota Kupang, with a total of 30 students, and based on the results of the daily exam on the previous KD, 18 students were found to have exam results below the KKM, students also have weaknesses in constructing sentences in the form of *simple present tense*, even though the ability to construct sentences is a prerequisite for students to be able to enter the Descriptive Essay material on KD 3.7.

Literature Review

Based on the results of research conducted by Rizky Nureka Pahlwan (2014) with the title Teaching simple present tense to ninth grade by using substitution drills: A quasi experimental study at the ninth grade of MTsN 2 Lebak showed an increase in students' post-test results from an average score of 40 to 69.3. Pahl a wan concluded that teaching using substitution drills drills improve students' understanding of *simple present tense* (Hero, 2019). Based on the description of the research above, the author concludes that the use of the Substitution Drills technique can improve students' understanding of Simple Present Tense Declarative Sentences.

Substitution Drills in Linguistics is defined as the process or result of replacing one word with another word in a sentence structure, in language teaching assignments that are intended to improve students' abilities by using the technique of replacing words, or phrases in sentences are called Substitution Drills. Words or phrases used to replace other words are in the same class, nouns are replaced with nouns, verbs are replaced with verbs and pronouns are replaced with pronouns.

“Drills are very important to present the structural patterns, because with the practice drills the students can understand about the rules of grammar and they can also make new structures, so that it can become a speech habit for the students. Drills are part of the classroom technique to facilitate the students' productions of the structure. In teaching drill is exercise and repetition ” (Wilson, 2017). The statement above means that with the use of drills students can understand the rules of grammar and they can also construct sentences based on the rules of grammar. Student understanding can be obtained by the drill method or repeated (Ayu & Nabah, 2019).

Types of Substitution Drill in language usage include double substitution drills and Correlative substitution drills. Double substitution drills are the substitution of phrases in a sentence, examples of which are as follows:

Model sentence : If I find it / I 'll give it to you. Cue : If you want it

Response : If you want it / I 'll give it to you. Cue : he ' ll sell it to you

Response : If you want it / he 'll sell it to you.

Correlative substitution drills: In this type, students are given the opportunity to replace part of a sentence by using a word that is correlative to the context of the sentence, for example:

Prompt : I was at school.

Students : I was at school.

John : John was at school.

John and Mary : John and Mary were at school.

In addition, there are also declarative sentences in the use of language learning activities. Declarative sentences are defined as sentences that contain statements and function to provide information without asking for a reply or reciprocity from others. This sentence can also be called a type of news sentence. Declarative sentences are also called statement sentences, which are sentences that contain ordinary statements or news with a normal tone. By normal tone, it means that the sentence does not have a question tone (?) or an imperative tone (!). Declarative sentences end with a mark (.) or a full stop. Examples: (1) His brother just arrived from Raha. (2) His father remarried. (3) Mr. Peti's computer is badly damaged.

Declarative sentences (news sentences) are sentences that support the disclosure of events or incidents so that they are known by others (Astuti, 2016). The same thing was also expressed by Alwi, et al (Alwi, 2003) that declarative sentences (news sentences are expressed by speakers or writers to convey statements so that the contents of the writing or discussion will be in the form of news for listeners or readers. *Declarative* A declarative *sentence* is the most frequently used type of sentence in English. Its function is to make a statement *that* states a *fact or opinion*

There are several patterns in writing English and Indonesian, namely: Declarative Sentences consist of a subject and predicate, namely the actor and the action of the actor. Declarative sentences are always marked with a full stop at the end of the sentence. Declarative also has two types, namely positive or called affirmative and the second is the negative form. Declarative sentences can be Simple, Compound and Complex sentences. In Compound or complex sentences, always use transition words or conjunctions between the two sentences.

Declarative Sentence Example

Niels Bohr was born in Copenhagen on October 7, 1885.

Roads are made of asphalt.

I feel full of spirit to work today.

Tapis is a signature handicraft from Lampung.

I like American style.

Henry will go to Korea next week. The rainbow looks beautiful.

Hendra got into an accident on the way home.

My friend wants me to make a cup of tea.

I told Winda to come on time.

That is implemented also needs to pay attention to the basic concepts of understanding. Understanding is a process to master something with the mind (Sardiman, 2014:42). Therefore, learning is expected to also be able to mentally understand the meaning and philosophy, intent and implications and applications, so that students can understand something completely. Understanding is something that is very important for a student. Apart from that, Sudjana (2016: 24) classifies understanding as a type of learning outcome that is one level higher than knowledge, for example Students explain in their own sentences something that they have read or heard. heard, then asked to give an example that is different from the one given, and so on.

Based on the results of research conducted by Rizky Nureka Pahlawan (2014) with the title Teaching simple present tense to ninth grade by using substitution drills: A quasi experimental study at the ninth grade of MTsN 2 Lebak showed an increase in students' post-test results from

an average score of 40 to 69.3. Pahlawan (2014) concluded that teaching using substitution drills can improve students' understanding of the simple present tense.

Another study conducted by Nurul Hikmah (2019) entitled *Improving Students' Ability in Using Simple Present Tense through Substitution Drills at the Seventh Grade Students of SMPIT Nurul Islam Tenggara* in the Academic Year of 2018/2019, showed a significant increase in teaching simple present tense using substitution drills at SMPIT Nurul Islam Tenggara, the data showed that in cycles I and II. There are 85% of students who get scores above the KKM 75 and the student participation rate is 85%.

Methods

This classroom action research was conducted at MTs N. Kupang City Jl. Sangkar Mas No. 15 Kupang City in class 8 G. This research was conducted for 2 months from October to November in the odd semester of the 2020/2021 academic year.

The subjects who were subjected to the action in this study were 30 class VIII G students, with details of 12 male students and 18 female students.

The research procedure starts from planning which consists of preparing lesson plans, appointing collaborating teachers, submitting activity outlines to the Principal, and explaining the activity process to students and parents. The next stage is implementation, the activities of which are carried out in 2 cycles in November with a focus on improving understanding of simple present tense declarative sentences through Whatsapp-based substitution drills techniques for class VIII G MTsN Kota Kupang students in the 2020/2021 academic year. The next activity is observation, which is carried out during the teaching and learning process using observation guidelines (observation sheets). Observations were conducted by researchers and collaborating teachers with the aim of knowing students' behavior during the teaching and learning process. Then, reflection activities were carried out by conducting written tests to determine the extent of students' understanding of simple present tense declarative sentences.

Below, researchers can describe the stages of research that will be carried out.

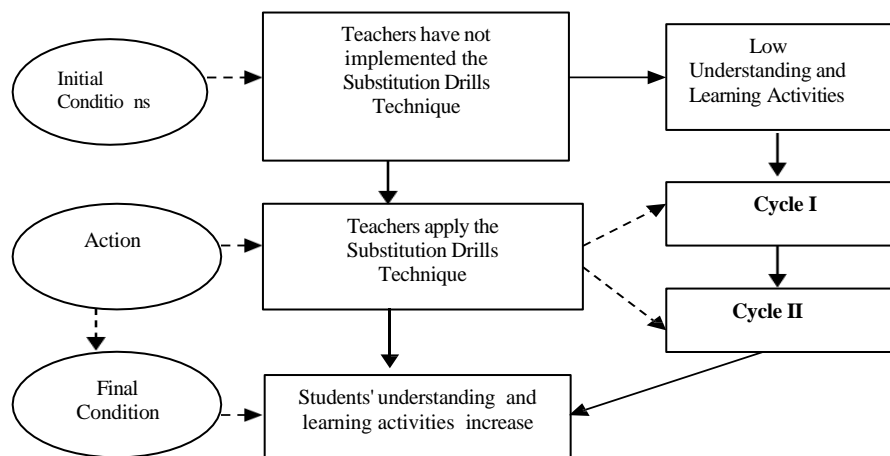


Figure 1. Research Stages

Data Collection Techniques and Tools, namely by testing to determine student understanding and observation to determine student behavior in teaching and learning activities. Data Analysis, using simple analysis with the formula Percentage of results = $\frac{\text{Correct Amount}}{\text{Maximum Score}} \times 100\%$.

Table 1. Performance Indicators

NO	Variables	Performance Indicators
1	Knowledge	A minimum of 80% of students can meet the KKM KD, which is 72
2	Student Participation	At least 80% of students actively participate in learning activities

Results

Pre-Cycle Knowledge Assessment

Based on initial data from the exams that have been carried out on Madrasah e-learning, the results of the knowledge assessment were obtained, with 66.66% of students getting an incomplete category, which means their score is below the KKM, which is 72.

Table 2. Pre-Cycle Knowledge Assessment

No.	Information	Knowledge
1	Average value	45.33
2	The highest score	80
3	Lowest value	0

4	Many students have not completed	20
5	Many students graduated	10

Based on the distribution of data in table 2. Therefore, it is important for researchers to improve students' understanding and activity in learning English declarative material. sentence using the substitution drills technique.

Results of Cycle I Description

The first meeting was held on October 21, 2020 with the material understanding the concept declarative sentence. Learning activities are carried out in accordance with the Learning Implementation Plan (RPP) that has been prepared in advance. During the learning process, the researcher observes the learning process using the teacher's observation sheet and the student's observation sheet. After this first meeting, the teacher and researcher discussed several shortcomings that occurred in the learning activities. Especially in paying attention to time so that learning can be achieved properly. From the results of this discussion, the teacher is willing to improve his shortcomings in the next meeting. Second Meeting The second meeting was held on Saturday, October 22, 2020. Learning was carried out in accordance with the learning plan that had been prepared in advance. During the learning process, the observer observed the learning process using the teacher's observation sheet and the student's observation sheet.

Observation

At this stage, the observer observes the implementation of learning activities in cycle I. The things observed are the teacher's way of delivering the material using the substitution drills technique and the students' attitudes in following the lesson. The results of observations of teachers during the implementation of cycle I actions generally show the following:

The teacher greets the students

Teachers prepare students to learn

The teacher carries out apperception/reveals the material by reviewing related material.

The teacher motivates the students, but still does not get a full response from the students. The results of observations of students during the implementation of the cycle I actions generally show the following: Students respond to greetings from the teacher. Students still do not listen and pay attention well to the explanations and questions from the teacher, students still seem unfamiliar with the learning applied, namely the substitution technique. drills. This can be seen from the students' rigid attitude. Students still do not take advantage of the opportunity to ask questions, when given the opportunity to ask questions there are still students who do not ask. In

addition, it is also seen that students pay less attention to instructions from the teacher.

Evaluation

After the material has been delivered during 1 meeting and is deemed sufficient, an evaluation or action test will be held for the second meeting in cycle I. This is done to see the extent to which students' English learning outcomes have improved after applying the substitution technique. drills. During the cycle I action test, students were asked to work individually. The results of the cycle I action test showed that 20 out of 30 students had obtained a minimum score of 70 with a classical learning completion percentage of 63.00%. This has not reached the predetermined success indicator, so it is necessary to continue with the action in cycle II.

Table 3. Results of Cycle I Knowledge Assessment

No	Information	Knowledge
1	Average value	63.00
2	The highest score	100
3	Lowest value	20
4	Many students have not completed	10
5	Many participants complete education	20

Reflection

Based on the results of observation and evaluation, the implementation of cycle I actions showed results that had not achieved the performance indicators that had been set. This can be said that the implementation of cycle I actions had not achieved success, where teacher activities had not reached 80%. Therefore, researchers together with teachers together discuss the shortcomings found in the implementation of cycle I actions to then be corrected and implemented in cycle II actions. In accordance with the implementation of learning carried out, the general obstacle faced by students is that students have not fully paid attention and listened to the explanation given by the teacher related to the material being studied, as a result there are still many questions that are not understood by students. Then in solving a problem of course there are steps to solve it so that students must really understand the problem given and the solution strategy they have chosen, so that later from the existing strategy students can solve the problem, not by looking at the problem solving of other students. Furthermore, at this planning stage the researcher collaborates with the teacher to do the following:

- (i) Create a learning scenario for cycle II actions;
- (ii) Making observation sheets for teachers and students during the learning process;
- (iii) Preparing LKS to make it easier for students to understand the lesson material and also to support the implementation of learning that uses substitution techniques. drills;
- (iv) Designing evaluation tools for cycle II action tests;
- (v) Preparing journals for cycle II actions

Results of Cycle II Description

First Meeting The first meeting was held on November 19, 2020 with the material of simple present tense declarative sentences. Learning activities were carried out in accordance with the Learning Implementation Plan (RPP) that had been prepared previously. During the learning process, the researcher observed the learning process using the teacher observation sheet and the student observation sheet. After this first meeting, the teacher and researcher discussed several shortcomings that occurred in the learning activities. Especially in paying attention to time so that learning can be achieved properly. From the results of this discussion, the teacher was willing to correct his shortcomings at the next meeting. The second meeting was held on November 20, 2020. Learning was carried out in accordance with the learning plan that had been prepared previously. During the learning process, the observer observed the learning process using the teacher observation sheet and the student observation sheet.

Observation

At this stage, the observer observes the implementation of learning activities in cycle II. The things observed are the teacher's way of delivering the material and the students' attitudes during the lesson. The results of observations of teachers during the implementation of cycle II actions generally show the following:

The teacher greets the students Teachers prepare students to learn

The teacher carries out apperception/reveals the material by reviewing related material.

The teacher motivates the students, and gets a response from most of the students.

The results of observations of students during the implementation of cycle I actions generally show the following:

Students respond to greetings from the teacher

Students have begun to listen and pay attention to the teacher's explanations and questions.

Students have actively taken advantage of the opportunity to ask questions, whenever given the opportunity. Students have started to follow instructions from the teacher Based on the observations made, the data on student activity is depicted as follows:

Table 4. Results of Observations of Student Activities

No	Description Amount	Amount
1	Active Students	26
2	Students are quite active	3
3	Less Active Students	1

Evaluation

After the material taught during 1 meeting has been delivered and it was deemed sufficient, then an evaluation or test of cycle I action was held for the second meeting. This was done to see the extent to which students' English learning outcomes had improved after the substitution technique. drills are applied. Similar to cycle I, the tests given are done individually by students. The results of the action test in cycle II show that 27 out of 30 students have obtained a minimum score of 70 with a classical learning completion percentage of 90%.

This shows that the success indicators have been met so that no next cycle is required.

Table 5. Results of Cycle II Knowledge Assessment

No	Information	Knowledge
1	Average value	71.67
2	The highest score	100
3	Lowest value	30
4	Many students who not finished yet	3
5	Many participants complete education	27

Reflection

Based on the results of observation and evaluation, the implementation of cycle II actions showed results that had achieved the performance indicators that had been set. It can be concluded that the implementation of cycle II actions had achieved success, furthermore the results of the student exams showed that 90% of students had met the KKM, and 27 out of 30 students had obtained exam scores above the KKM of 70. In addition, it was also seen that 86.66% of students had been active in the Teaching and Learning Activities process.

Table 6. Comparison of Student Conditions Pre-Cycle, Cycle I

No	Information	Initial Conditions	Cycle I	Percentage Increase
1	Average value	45.33	63.00	18.33
2	The highest score	80	100	20

3	Lowest value	0	20	20
4	Many participants unfinished education	20	10	10
5	Many students graduated	10	20	10

Based on observations of the implementation of learning in cycle I with Declarative Sentence material, it shows that the Substitution Drills Technique has not been optimally implemented according to the learning scenario that has been prepared and agreed upon by the researcher and teacher. Observers noted that there were still some shortcomings that needed to be fixed in the next cycle. In addition, the results of observations on the actions of cycle I, it was seen that the implementation of the action had not achieved the performance indicators that had been set, student activity had only reached 71.43%. This still has not achieved the success indicator that had been set, which was 85%. Thus, it can be said that the implementation of the actions of cycle I had not achieved success. Meanwhile, the results of the evaluation conducted in Cycle I also showed that as many as 20 students out of 30 students had obtained a minimum score of 70 with a classical learning completeness of 63.00%. This shows that cycle I has not achieved the specified success indicator. In accordance with the findings of shortcomings that still exist in the implementation of cycle I, as well as learning outcomes that have not achieved the specified success indicators, the research was continued in cycle II.

Table 7. Summary of Results of Cycle I and Cycle II

No	Information	Cycle I	Cycle II	Percentage Increase
1	Average value	63.00	71.67	8.67
2	The highest score	100	100	0
3	Lowest value	20	30	10
4	Many students have not finished	10	3	23.33
5	Many students it's finished	20	27	23.33

From the results of observations of teachers and students during the implementation of cycle II actions, it can be seen that learning activities have been carried out well, where teachers have been able to make improvements to the shortcomings in cycle I. In relation to this, teachers have been able to organize students well. In addition, teachers are also able to control student

activities and can attract students' attention so that in learning students are more organized, actively discussing and daring to ask questions. Then related to the explanation of the material delivered by the teacher, it appears that the material was delivered smoothly, clearly, structured, systematically, and easy to understand. In addition, teachers have guided students well in solving a problem according to the right strategy. Based on the results of observations of teachers and students during the implementation of cycle II actions, it can be seen that the implementation of the actions has achieved the predetermined performance indicators, student activity has reached 86.66% and the number of students who have completed is 90%. This has exceeded the predetermined indicator, namely 85%. Thus it can be said that the implementation of cycle II actions has been successful.

Meanwhile, the results of the evaluation carried out in cycle II also showed that as many as 27 students out of 30 students had obtained a minimum score of 70 with a classical learning completion of 90%. In accordance with this, it can be said that the work indicators that have been set both in terms of process and results have been achieved or successful. As previously stated, observers do not only observe the activities of teachers and students in carrying out each step of learning but also observe the character behavior and social skills of students during the learning process.

Discussion

Based on the research results, there are several important findings related to the PTK implementation process, especially the obstacles faced and learning outcomes from the action treatments. Problems of English Language Learning in improving understanding and learning activities of simple declarative sentences present tense one of the factors is the lack of students' ability to understand vocabulary in English. This incomplete understanding causes students to need to be given a suitable learning strategy. The drill method is considered suitable and able to improve students' understanding skills.

According to Sujana, the drill method is a form of teaching by providing repeated exercises on what has been learned so that students acquire certain skills (Suprpti et al., 2017). The purpose of using the drill method is at least four, namely first, children have the ability to memorize words, write, and use tools. Second, develop intellectual skills, such as multiplying, dividing, adding. Third, children have the ability to connect one situation with another. Fourth, to gain dexterity.

Based on the results of the study, it was found that the drill method is still not widely understood by students. When the teacher begins the lesson by giving an initial apperception, it

is seen that many students have not responded. Students have not paid attention to the teacher's explanation properly. Students still consider the learning model used to be unfamiliar. It is understood that in new learning, an adaptation process will emerge. To support success, collaboration between teachers and students is needed. Good collaboration between teachers and students will have a positive impact on English learning. However, in the field there are several conditions where learning is different from the situation before the Covid-19 pandemic. Teachers must be able to adapt to new situations in this case related to the learning media used. The use of technology includes using the WhatsApp group application.

Observation results show problems when online learning is implemented. Teachers have problems with the methods used. Teachers cannot directly explain declarative sentences in the simple present tense. When using WhatsApp media, teachers cannot guide students who do not understand and are able to practice the sentences. Students have problems related to their mindset about learning. When at home, students feel like a free day or holiday so that their motivation to learn and practice also decreases. Changing this mindset requires special time and is not short. Students do not yet understand the new learning pattern. Coupled with the conditions in the family environment are very different from the atmosphere at school and the competence of teachers is different from parents.

Besides that Teacher competence in using online learning media related to the material still requires adjustment and adaptation. It takes time for teachers to improve their skills. Related to the context of English learning, especially about simple declarative sentences present tense. Another problem that arises is the support of infrastructure regarding easy internet access for smooth learning. The solution to this learning problem provides teachers with the freedom to develop simple learning strategies that can be followed by all students. The strategy is to give maximum attention to students. In addition, teachers can also make students interested in the material presented by using methods that are interesting and easy for students to understand (Minggale, 2020:87).

One of the things that teachers do is use the WhatsApp group application in learning. This application is considered to have several advantages over other applications. Ease of use, easily accessible networks and also the existence of several features to support learning such as sending materials in the form of writing, images and videos are the reasons for using this application. In learning material about simple present tense, the teacher prepares materials in the form of videos and also images and worksheets for students. The materials for students are made as easy as possible by adjusting the materials that will be given so that students can capture and understand the materials presented.

Based on the research results, several strategies were used by teachers in teaching simple material. present tense using the WhatsApp application begins with the teacher creating a student group first. In addition, the teacher also creates a parent group to monitor student development. The teacher realizes that parents are the most ideal partners in children's education. Everything related to child development can be informed to parents. And vice versa. Information from the teacher regarding the process and results of student learning can also be conveyed. The second strategy is carried out by the teacher in implementing learning by creating materials in the form of visuals or videos or writing that are simple and easy to understand. The third strategy is to prepare and the application platform used then provide or share the material link to students via WhatsApp group.

Conclusion

Based on the results of the study in chapter IV above, there are several findings in this classroom action research, namely: The average score of student activities relevant to learning increased from the first cycle to the second cycle. In the first cycle, student activity increased from 13% to 86.66%, an increase of 15.22%. The average score of students' understanding of Declarative Sentence, in the first cycle was 63% and in the second cycle in the second cycle 90%, is classified as good. Based on the results of this study, it can be concluded that the application of the substitution technique Drills can improve understanding and learning activities about simple present tense declarative sentences based on Whatsapp for Class VIII G MTsN Kota Kupang students in the 2020/2021 academic year.

Substitution technique drills can improve understanding of declarative sentences Simple Present Tense based on Whatsapp in Class VIII G MTsN Kupang City students in the 2020/2021 academic year. The application of the substitution drills technique can improve student activity in Teaching and Learning Activities declarative sentences simple present tense based on Whatsapp in Class VIII G MTsN Kupang City students in the 2020/2021 academic year. Based on the findings above, it is also recommended that Learning English knowledge, especially on simple declarative sentences present tense teachers can use substitution techniques drills because they are proven to increase student understanding and activity. In addition, the use of WhatsApp group or e-learning application media is also very helpful for the smooth running of online or distance learning.

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