

ABSTRACT

Makiyah, Insi Patihatul (2025): **The Effectiveness of Substitution Drill in Teaching Simple Present Tense Mastery to EFL Students at Smp Yayasan Badahiyatul Falah (Yabafa) II Garut.** A paper. English Education Department, Faculty of Tarbiyah and Lecturer Training, UIN Sunan Gunung Djati Bandung.

This research investigates the effectiveness of using substitution drills to improve the mastery of the simple present tense among seventh-grade EFL students at SMP YABAFA II Garut. A pre-experimental design with a one-group pre-test and post-test model was employed. A total of twenty-five students participated in the study during the 2024–2025 academic year. Data were collected through grammar tests comprising multiple-choice, fill-in-the-blank, matching, and true/false questions. The results of the pre-test indicated low levels of mastery of the simple present tense, with a mean score of 46.00 and the highest score recorded at 65.00. The post-test scores showed significant improvement after the implementation of four treatment sessions using the substitution drill method. The mean score increased to 70.00, and the highest score increased to 90.00. This gain of 24.00 points in the average score, along with a 25-point increase in the highest score, indicated a substantial enhancement in grammatical accuracy and mastery of the simple present tense. The study found that substitution drills were effective because they provided consistent, structured, and repetitive practice focused on sentence patterns and verb forms. These drills have enabled students to internalize grammatical structures, resulting in marked improvement in their test performance. These findings suggest that substitution drills are effective for form-focused grammar instruction, particularly in reinforcing the structure and usage of the simple present tense.

Keywords: *Substitution Drills, Simple Present Tense, Grammar Mastery, EFL Learners, Pre-Experimental Research*