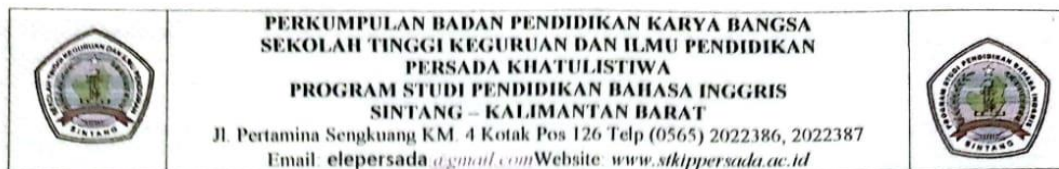


Appendix. 1 Research Formulation Letter



Nomor : 428/B-6/G1/III/2026

Lampiran : 1 (satu) lembar

Perihal : Izin Penelitian

Kepada

Yth. Kepala SMA Josaeph Khatulistiwa

Di Tempat

Dengan hormat,

Berkenaan dengan tugas akhir mahasiswa atau skripsi, kami mohon kepada Bapak/Ibu untuk memberikan izin kepada mahasiswa kami:

Nama : Maria Santika

NIM : 220607176

Jurusan : Pendidikan Bahasa dan Seni

Program Studi : Pendidikan Bahasa Inggris

Untuk melakukan penelitian di sekolah yang Bapak/ Ibu pimpin dengan judul:

“The Use of Single Slot Substitution Drill Technique To Improve Students Speaking Ability At Eleventh Grade In SMA Joseph Khatulistiwa.”. Adapun tanggal dan waktu penelitian sepenuhnya adalah hasil koordinasi kedua belah pihak.

Demikian surat permohonan ini kami sampaikan, atas perhatian dan kerjasamanya kami ucapkan terima kasih.

Sintang, 27 Maret 2026

Mengetahui
Ketua STKIP Persada Khatulistiwa

Didin Syafuddin, S.P., M.Si
NIDN 1102066603

Ketua Prodi PBI

Sitono, M.Pd.
NIDN 1115028901

Appendix. 2 Lesson Plan

LESSON PLAN

**A. General Information**

Name of Educational Unit	: SMA Joseph Khatulistiwa
School Level	: SMA
Subject	: English
Phase	: F
Class/Semeter	: XI/2
Material	: Simple Past Tense
Time Allocation	: 2 x 45 Minutes
Cycle/Meeting	: 1/1 and 2

B. Core Components

Phase: F

At the end of Phase F, students are able to express experiences or events that occurred in the past orally and in writing using the appropriate linguistic structures. Students understand that the simple past tense is used to convey events that occurred at a specific time in the past. Students recognize and use various sentence forms in the simple past tense, namely: Positive sentences: Subject + Verb 2 + Complement, Negative sentences: Subject + did not + Verb 1 + Complement, Interrogative sentences: Did + Subject + Verb 1 + Complement? Students understand the use of second form verbs (regular and irregular verbs) and time expressions such as yesterday, last night, last week, and other past time expressions.

In this lesson, students are trained to use the Simple Past Tense structure orally through the Single Slot Substitution Drill technique. Through this technique, students respond to instructions or cues by replacing one element of the sentence without changing the basic structure that has been learned, whether in positive, negative, or interrogative form. Through this activity, students are expected to improve their accuracy in grammar usage, pronunciation, fluency in speaking, and active participation in the English learning process.

Elements	Learning Outcomes
Listening-Speaking	Students are able to listen to and understand sentences in the simple past tense spoken by the teacher, whether positive, negative, or interrogative. Students can identify sentence patterns, the use of second form verbs (regular and irregular verbs), and time expressions that indicate past events. After understanding the sentence model provided, students are able to respond orally by replacing one element of the sentence based on the instructions given through the Single Slot Substitution Drill technique. Students demonstrate accurate structure, clear pronunciation, and active participation in speaking activities.
Reading – Viewing	Students are able to read and understand examples of Simple Past Tense sentences displayed on PowerPoint slides via a projector. Students can recognize sentence structures and linguistic elements used as a basis before practicing speaking. This reading activity helps students understand sentence patterns so that they are more confident in responding to oral practices.

Writing –Presenting	Students are able to write Simple Past Tense sentence patterns and compose simple example sentences as practice before speaking. Students take notes on the formulas and examples provided by the teacher to reinforce their understanding of linguistic structures. Through this activity, students are better prepared to express themselves orally using correct and coherent structures.
Learning Objectives	After completing the lesson, students are expected to be able to: 1. Identify the structure of Simple Past Tense sentences in positive, negative, and interrogative forms correctly. 2. Use second form verbs (regular and irregular verbs) and time expressions that indicate past events correctly. 3. Respond to given sentence models through the Single Slot Substitution Drill technique by replacing one element of the sentence without changing the basic structure correctly. 4. Pronounce sentences in the simple past tense with clear pronunciation, correct grammar, and adequate fluency. 5. Demonstrate active participation and confidence in speaking practice activities during the learning process. 6. Demonstrate individual speaking ability through oral tests using the Simple Past Tense structure correctly.

Profile of Pancasila	1. Fear God Almighty and have noble character 2. Global diversity 3. Mutual cooperation 4. Independent and creative 5. Communicative and critical thinking
Meaningful Understanding	The simple past tense is a grammatical form in English used to express events or activities that occurred in the past, whether in positive, negative, or interrogative forms. Understanding this structure helps students convey their experiences or events in a coherent and clear manner. Through the application of the Single Slot Substitution Drill technique, students not only understand sentence patterns theoretically, but are also able to use them orally more actively, confidently, and accurately, thereby improving their speaking skills and participation in English language learning.
Ignition Question	What did you do yesterday, and can you tell the class about it?
Target Students	Regular Students
Number of Students	11
Assessment	1. Cognitive Assessment Measures students' understanding of the Simple Past Tense structure (positive, negative, interrogative), the use of Verb 2, and adverbs of time. 2. Speaking Skills Assessment (Speaking Performance Test) assessment uses a Scoring Rubric (5 Aspects): Pronunciation,

	Grammar, Vocabulary, Fluency, Comprehension. 3. Participation Assessment Conducted through an Observation Checklist to assess student activity and involvement during the learning process. 4. Formative Assessment Conducted through direct feedback during speaking practice.
Types of Assessment	1. Formative 2. Summative 3. Assessment of Attitude/Observation
Learning Model	Communicative Language Teaching (CLT)
Learning Method	Face to face
Main Learning Activities/Student Management	1. Classical (all classes) 2. Individual
Methods	1. Demonstration 2. Drill (Guided Practice) 3. Question and Answer 4. Direct Practice (Oral Practice)
Technique	Single-Slot Substitution Drill
Infrastructure Recommendations	1. LCD Projector 2. Laptop 3. Classroom, chairs and tables 4. Whiteboard

Media and Materials	1. Power Point 2. Books and Stationery 3. Substitution List
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Learning Activities

(Meeting 1)

Opening Activities 10 Minutes	1. Students respond to the teacher's opening greeting and light questions about their news and activities for the day. 2. Students and teachers pray together before starting the learning activities. 3. Students respond when the teacher takes attendance and mentions absent classmates. 4. Students participate in simple ice-breaking activities to create a fun learning atmosphere. 5. Students answer prompting questions from the teacher, such as "What did you do yesterday?" to explore their prior knowledge of the Simple Past Tense. 6. Students give simple oral answers based on their personal experiences. 7. Students listen to a brief explanation of the material to be learned, namely the Simple Past Tense in the context of speaking. 8. Students listen to the learning objectives and understand that they will practice speaking using the Simple Past Tense actively and
--	--

	confidently.
Main Activities 70 Minutes	1. Students listen to the teacher's explanation of the Simple Past Tense material through PowerPoint media related to its use and basic formula in speaking. 2. Students pay attention to the example sentences presented by the teacher and repeat them together to practice pronunciation and fluency. 3. Students answer oral questions from the teacher in a classical manner to ensure understanding of the material that has been explained. 4. Students listen to the teacher's explanation of the use of the Single Slot Substitution Drill technique in speaking practice. 5. Students pay attention to the teacher's demonstration of pronouncing a model sentence as a basis for practice. 6. Students follow the model sentence pronounced by the teacher together by replacing one part of the sentence according to the cue given. 7. Students respond to each cue given by the teacher in a classical manner and take turns to practice accuracy and fluency in speaking. 8. Students conduct guided exercises together

	using this technique until they understand the pattern and its use. 9. As an exercise in using this material, students are given individual speaking practice in front of the class according to the sentence model and cues prepared by the teacher. 10. Students deliver individual speaking performances as part of a speaking performance test to be assessed based on fluency, pronunciation, grammar, vocabulary, and comprehension.
Closing Activities 10 Minutes	1. The teacher provides feedback by asking students about their understanding after learning the Simple Past Tense material using the Single Slot Substitution Drill technique. Students are also given the opportunity to express things that they still find difficult or do not understand. 2. Students listen to the teacher's explanation that the next meeting will continue discussing the same material as today. 3. Students and teachers briefly reflect on the benefits gained from today's learning. 4. Students and teachers pray together to close the learning activity. 5. The teacher ends the class, and students say goodbye to the teacher.

Learning Activities

(Meeting 2)

Opening Activities 10 Minutes	1. Students respond to the teacher's greeting and light questions about their condition and activities. 2. Students and teachers pray together before starting the learning activities. 3. Students respond when the teacher checks attendance and mentions absent classmates. 4. Students participate in simple ice-breaking activities to create a fun learning atmosphere. 5. Students answer several short questions from the teacher to recall the material about the Simple Past Tense learned in the previous meeting. 6. Students listen to the teacher's explanation about the objectives of the activity and the speaking test that will be conducted.
Main Activities 70 Minutes	1. Students listen to the teacher's explanation that today's activity is a speaking test based on the material learned in the previous meeting. 2. Students listen carefully to the teacher's instructions about the procedures of the speaking test. 3. Students form pairs consisting of two students. 4. Students choose one theme from the six themes provided by the teacher.

	5. Students receive a worksheet and complete the dialogue by filling in the blank parts using appropriate sentences in the Simple Past Tense. 6. Students practice the completed dialogue with their partner for several minutes. 7. Students perform the dialogue in front of the class with their partner.
Closing Activities 10 Minutes	1. Students listen to feedback from the teacher about their speaking performance. 2. Students and the teacher briefly conclude the learning activities that have been carried out. 3. Students pay attention to the teacher's explanation about the activities for the next meeting. 4. Students respond to the teacher's closing greeting.

D. Assessment Criteria:

1. Process Assessment

Students are assessed through observation during learning activities using an observation checklist and teacher notes (field notes). This assessment includes:

- a) Active participation in speaking exercises using the Single Slot Substitution Drill
- b) Responses to questions and cues from the teacher
- c) Positive attitude, courage to perform, and involvement in speaking practice. Format: Notes/description of individual work during

activities

2. Final Assessment

Students are assessed through an individual speaking performance test based on five aspects: Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension.

- a) Scores are given from 1–5 per aspect
- b) The total score is converted to a score of 0–100 using the formula:

$$\text{Score} = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 100$$

- c) Used to quantitatively assess students' speaking skills Format: Score of 0–100

E. Teacher Reflection:

1. Did the learning activity succeed?
2. What percentage of students achieved the objectives?
3. What do you think was successful?
4. What difficulties did teachers and students experience?
5. What steps need to be taken to improve the learning process?
6. Did all students follow the lessons well?

F. Student Reflection:

1. Which part of this lesson do you find most difficult?
2. What will you do to improve your learning outcomes?
3. Who will you ask for help in understanding this lesson?
4. If you were asked to give a rating from 1 to 5 stars, how many stars would you give to the effort you have made?
5. Which part of this lesson do you find enjoyable?

G. Material

1. Definition of Simple Past Tense

The Simple Past Tense is a past time form in English used to express events or actions that already happened at a specific time in the past.

These events are completed and are not directly related to the present time.

2. General Functions of Simple Past Tense

To indicate events or actions that occurred in the past. To share personal experiences, stories, or past events. To describe historical facts or completed events. To express routine activities that happened in the past.

3. When to Use Simple Past Tense

To mention a specific time in the past: yesterday, last night, last week, last month, last year, two days ago, a moment ago, this morning, last weekend, two years ago, etc. To tell a sequence of past events: “First, I woke up. Then I brushed my teeth.” To state facts or completed events.

4. Simple Past Tense Formulas

Form	Formula	Example Sentence
Positive	Subject + Verb 2 + Complement	She watched a movie last night.
Negative	Subject + did not + Verb 1 + Complement	She did not watch a movie last night.
Interrogative	Interrogative Did + Subject + Verb 1 + Complement +?	Did she watch a movie last night?

Notes:

Complement can be adjectives, nouns, or adverbs: yesterday, last night, last weekend, a book, quickly. Verb 2 (past form) is used for positive sentences. Verb 1 is used for negative and interrogative sentences after did/did not.

5. Examples of Past Form Verbs (Verb 2)

Here is a list of common verbs in V1 → V2 (regular & irregular) for Simple Past Tense: arise → arose, awake → awoke, become → became, begin → began, bend → bent, bet → bet, bite → bit, blow → blew, break → broke, bring → brought, build → built, buy → bought, catch → caught

choose → chose, come → came, cost → cost, cut → cut, deal → dealt, dig → dug, do → did, draw → drew, drink → drank, drive → drove, eat → ate, fall → fell, feed → fed, feel → felt, fight → fought, find → found, fly → flew, forget → forgot, forgive → forgave, get → got, give → gave, go → went, grow → grew, hang → hung, have → had, hear → heard
(This list can be expanded for more student practice.)

6. Using Single Slot Substitution Drill (SSSD) in Simple Past Tense

Short Definition: Single Slot Substitution Drill is a speaking practice technique where students repeat a teacher's model sentence and then substitute one element according to a cue, without changing the sentence structure.

- a) Purpose: Practice fluency, pronunciation, and grammar accuracy. Build confidence in speaking. Expand vocabulary.
- b) Steps to Apply the Drill: The teacher prepares a simple model sentence in Simple Past Tense, the teacher provides a cue (the word to be replaced), students repeat the sentence and replace the indicated word according to the cue, practice is done chorally first, then class-wide, and finally individually for assessment.

7. Examples of Model Sentences + Cue

a) Positive Sentences:

Model Sentence: They played football yesterday

Cue: yesterday → last weekend

Resulting Sentence: They played basketball last weekend.

b) Negative Sentences:

Model Sentence: She didn't eat a cake this morning.

Cue: eat → buy

Resulting Sentence: She didn't buy a cake this morning

c) Interrogative Sentences:

Model Sentence: Did you watch TV last night?

Cue: last night → a moment ago

Resulting Sentence: Did you watch TV a moment ago?

Notes:

Cues can be verbs, or time adverbs.

Start with choral drilling, then class-wide practice, then individual practice for speaking tests.

English Teacher



Yunetty Lusiana Sinaga, S. Pd

Sintang, July 14th 2026
Researcher



Maria Santika

Appendix. 3 Lesson Plan

LESSON PLAN**A. General Information**

Name of Educational Unit	: SMA Joseph Khatulistiwa
School Level	: SMA
Subject	: English
Phase	: F
Class/Semeter	: XI/2
Material	: Simple Past Tense
Time Allocation	: 2 x 45 Minutes
Cycle/Meeting	: 2/1 and 2

B. Core Components

Phase: F

At the end of Phase F, students are able to express experiences or events that occurred in the past orally and in writing using the appropriate linguistic structures. Students understand that the simple past tense is used to convey events that occurred at a specific time in the past. Students recognize and use various sentence forms in the simple past tense, namely: Positive sentences: Subject + Verb 2 + Complement, Negative sentences: Subject + did not + Verb 1 + Complement, Interrogative sentences: Did + Subject + Verb 1 + Complement? Students also understand the use of to be (was/were) in the simple past tense, such as: Subject + was/were + Complement, Subject + was/were + not + Complement, and Was/Were + Subject + Complement? Students understand the use of second form verbs (regular and

irregular verbs) and time expressions such as yesterday, last night, last week, and other past time expressions. In this lesson, students are trained to use the Simple Past Tense structure orally through the Single Slot Substitution Drill technique. Through this technique, students respond to instructions or cues by replacing one element of the sentence without changing the basic structure that has been learned, whether in positive, negative, or interrogative form. Through this activity, students are expected to improve their accuracy in grammar usage, pronunciation, fluency in speaking, and active participation in the English learning process.

Elements	Learning Outcomes
Listening-Speaking	Students are able to listen to and understand sentences in the simple past tense spoken by the teacher, whether positive, negative, or interrogative. Students can identify sentence patterns, the use of second form verbs (regular and irregular verbs), and time expressions that indicate past events. After understanding the sentence model provided, students are able to respond orally by replacing one element of the sentence based on the instructions given through the Single Slot Substitution Drill technique. Students demonstrate accurate structure, clear pronunciation, and active participation in speaking activities.
Reading – Viewing	Students are able to read and understand examples of Simple Past Tense sentences displayed on PowerPoint slides via a projector. Students can recognize sentence structures and linguistic elements used as a basis before practicing speaking. This reading activity helps students understand

	sentence patterns so that they are more confident in responding to oral practices.
Writing –Presenting	Students are able to write Simple Past Tense sentence patterns and compose simple example sentences as practice before speaking. Students take notes on the formulas and examples provided by the teacher to reinforce their understanding of linguistic structures. Through this activity, students are better prepared to express themselves orally using correct and coherent structures.
Learning Objectives	After completing the lesson, students are expected to be able to: 1. Identify the structure of Simple Past Tense sentences in positive, negative, and interrogative forms correctly. 2. Use second form verbs (regular and irregular verbs) and time expressions that indicate past events correctly. 3. Respond to given sentence models through the Single Slot Substitution Drill technique by replacing one element of the sentence without changing the basic structure correctly. 4. Pronounce sentences in the simple past tense with clear pronunciation, correct grammar, and adequate fluency. 5. Demonstrate active participation and confidence in speaking practice activities during the learning process.

	6. Demonstrate individual speaking ability through oral tests using the Simple Past Tense structure correctly.
Profile of Pancasila	1. Fear God Almighty and have noble character 2. Global diversity 3. Mutual cooperation 4. Independent and creative 5. Communicative and critical thinking
Meaningful Understanding	The simple past tense is a grammatical form in English used to express events or activities that occurred in the past, whether in positive, negative, or interrogative forms. Understanding this structure helps students convey their experiences or events in a coherent and clear manner. Through the application of the Single Slot Substitution Drill technique, students not only understand sentence patterns theoretically, but are also able to use them orally more actively, confidently, and accurately, thereby improving their speaking skills and participation in English language learning.
Ignition Question	What did you do yesterday, and can you tell the class about it?
Target Students	Regular Students
Number of Students	11
Assessment	1. Cognitive Assessment Measures students' understanding of the Simple Past Tense structure (positive, negative, interrogative), the use of Verb 2, To

	Be, and adverbs of time. 2. Speaking Skills Assessment (Speaking Performance Test) assessment uses a Scoring Rubric (5 Aspects): Pronunciation, Grammar, Vocabulary, Fluency, Comprehension. 3. Participation Assessment Conducted through an Observation Checklist to assess student activity and involvement during the learning process. 4. Formative Assessment Conducted through direct feedback during speaking practice.
Types of Assessment	1. Formative 2. Summative 3. Assessment of Attitude/Observation
Learning Model	Communicative Language Teaching (CLT)
Learning Method	Face to face
Main Learning Activities/Student Management	1. Classical (all classes) 2. Individual
Methods	1. Demonstration 2. Drill (Guided Practice) 3. Question and Answer 4. Direct Practice (Oral Practice)
Technique	Single-Slot Substitution Drill
Infrastructure Recommendations	1. LCD Projector 2. Laptop 3. Classroom, chairs and tables 4. Whiteboard

Media and Materials	1. Power Point 2. Books and Stationery 3. Substitution List
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Learning Activities

(Meeting 1)

Opening Activities 10 Minutes	1. Students respond to the teacher's opening greeting and light questions about their news and activities for the day. 2. Students and teachers pray together before starting the learning activities. 3. Students respond when the teacher checks attendance and mentions absent classmates 4. Students participate in simple ice-breaking activities to create a fun learning atmosphere. 5. Students listen to the teacher explaining the overview of the lesson that will be learned. 6. Students pay attention to the explanation of the learning objectives.
Main Activities 70 Minutes	1. Students listen to the teacher's explanation about the Simple Past Tense using PowerPoint, including sentences with verbs and to be (was/were). 2. Students pay attention to example sentences given by the teacher and repeat them together to practice pronunciation. 3. Students respond to cues by replacing certain words in the sentences while keeping the same sentence structure. 4. Students observe the list of verbs (Verb 1 and

	Verb 2) provided by the teacher. - Students create one or two sentences based on their past experiences using the Simple Past Tense. - Students participate in speaking practice using the Single Slot Substitution Drill technique by following the teacher's model and replacing words based on the cues.
Closing Activities 10 Minutes	- Students listen to the teacher's feedback about the learning activities. - Students ask questions if there are parts of the material they do not understand. - Students and the teacher summarize the Simple Past Tense material together. - Students and teacher pray together to close the learning activity. - Students respond to the teacher's closing remarks.

Learning Activities

(Meeting 2)

Opening Activities 10 Minutes	- Students respond to the teacher's greeting and light questions about their condition and activities. - Students and teachers pray together before starting the learning activities. - Students respond when the teacher checks attendance and mentions absent classmates. - Students participate in simple ice-breaking activities to create a fun learning atmosphere.
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	5. Students answer several short questions from the teacher to recall the material about the Simple Past Tense learned in the previous meeting. 6. Students listen to the teacher's explanation about the objectives of the activity and the speaking test that will be conducted.
Main Activities 70 Minutes	1. Students listen to the teacher's explanation that today's activity is a speaking test based on the material learned in the previous meeting. 2. Students listen carefully to the teacher's instructions about the procedures of the speaking test. 3. Students form pairs consisting of two students. 4. Students choose one theme from the six themes provided by the teacher. 5. Students receive a worksheet and complete the dialogue by filling in the blank parts using appropriate sentences in the Simple Past Tense. 6. Students practice the completed dialogue with their partner for several minutes. 7. Students perform the dialogue in front of the class with their partner.

Closing Activities 10 Minutes	1. Students listen to feedback from the teacher about their speaking performance. 2. Students and the teacher briefly conclude the learning activities that have been carried out. 3. Students respond to the teacher's closing greeting.
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D. Assessment Criteria:

1. Process Assessment

Students are assessed through observation during learning activities using an observation checklist and teacher notes (field notes). This assessment includes:

- a) Active participation in speaking exercises using the Single Slot Substitution Drill
- b) Responses to questions and cues from the teacher
- c) Positive attitude, courage to perform, and involvement in speaking practice. Format: Notes/description of individual work during activities

2. Final Assessment

Students are assessed through an individual speaking performance test based on five aspects: Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension.

- a) Scores are given from 1–5 per aspect
- b) The total score is converted to a score of 0–100 using the formula:

$$Score = \frac{Obtained\ Score}{Maximum\ Score} \times 100$$
- c) Used to quantitatively assess students' speaking skills Format: Score of 0–100

E. Teacher Reflection:

1. Did the learning activity succeed?
2. What percentage of students achieved the objectives?

3. What do you think was successful?
4. What difficulties did teachers and students experience?
5. What steps need to be taken to improve the learning process?
6. Did all students follow the lessons well?

F. Student Reflection:

1. Which part of this lesson do you find most difficult?
2. What will you do to improve your learning outcomes?
3. Who will you ask for help in understanding this lesson?
4. If you were asked to give a rating from 1 to 5 stars, how many stars would you give to the effort you have made?
5. Which part of this lesson do you find enjoyable?

H. Material

1. Definition of Simple Past Tense

The Simple Past Tense is a past time form in English used to express events or actions that already happened at a specific time in the past. These events are completed and are not directly related to the present time.

2. General Functions of Simple Past Tense

To indicate events or actions that occurred in the past. To share personal experiences, stories, or past events. To describe historical facts or completed events. To express routine activities that happened in the past.

3. When to Use Simple Past Tense

To mention a specific time in the past: yesterday, last night, last week, last month, last year, two days ago, a moment ago, this morning, last weekend, two years ago, etc. To tell a sequence of past events: "First, I woke up. Then I brushed my teeth." To state facts or completed events.

4. Simple Past Tense Formulas with verb and to be

Form	Formula With Verb	Example Sentence
Positive	Subject + Verb 2 +	She watched a movie last night.

	Complement	
Negative	Subject + did not + Verb 1 + Complement	She did not watch a movie last night.
Interrogative	Interrogative Did + Subject + Verb 1 + Complement +?	Did she watch a movie last night?
Form	Formula With To Be	Example Sentence
Positive	Subject + was/were + Complement	Maria was a model. We were rivals.
Negative	Subject + was/were + not + Complement	Maria was not a model. We were not rivals.
Interrogative	Was/were + Subject + Complement +?	Was maria a model? Were we rivals?

Notes:

Complement can be adjectives, nouns, or adverbs: yesterday, last night, last weekend, a book, quickly. Verb 2 (past form) is used for positive sentences. Verb 1 is used for negative and interrogative sentences after did/did not and for To Be: was is used for (he, she, it, I), were is used for (they, we, you).

5. Examples of Past Form Verbs (Verb 2)

Here is a list of common verbs in V1 → V2 (regular & irregular) for Simple Past Tense: arise → arose, awake → awoke, become → became, begin → began, bend → bent, bet → bet, bite → bit, blow → blew, break → broke, bring → brought, build → built, buy → bought, catch → caught, choose → chose, come → came, cost → cost, cut → cut, deal → dealt, dig → dug, do → did, draw → drew, drink → drank, drive → drove, eat → ate, fall → fell, feed → fed, feel → felt, fight → fought, find → found, fly → flew, forget → forgot, forgive → forgave, get → got, give → gave, go → went, grow → grew, hang → hung, have → had, hear → heard

(This list can be expanded for more student practice.)

6. Using Single Slot Substitution Drill (SSSD) in Simple Past Tense

Short Definition: Single Slot Substitution Drill is a speaking practice technique where students repeat a teacher's model sentence and then substitute one element according to a cue, without changing the sentence structure.

- a) Purpose: Practice fluency, pronunciation, and grammar accuracy. Build confidence in speaking. Expand vocabulary.
- b) Steps to Apply the Drill: The teacher prepares a simple model sentence in Simple Past Tense, the teacher provides a cue (the word to be replaced), students repeat the sentence and replace the indicated word according to the cue, practice is done chorally first, then class-wide, and finally individually for assessment.

7. Examples of Model Sentences + Cue

a) Positive Sentences:

Model Sentence: They played football yesterday

Cue: yesterday → last weekend

Resulting Sentence: They played basketball last weekend.

b) Negative Sentences:

Model Sentence: She didn't eat a cake this morning.

Cue: eat → buy

Resulting Sentence: She didn't buy a cake this morning

c) Interrogative Sentences:

Model Sentence: Did you watch TV last night?

Cue: last night → a moment ago

Resulting Sentence: Did you watch TV a moment ago?

d) Positive Sentences:

Model Sentence: This pineapple was in my garden yesterday morning.

Cue: yesterday morning → this morning

Resulting Sentence: This pineapple was in my garden this morning.

e) Negative Sentences:

Model Sentence: Kevin and I weren't at school yesterday.

Cue: yesterday → two days ago

Resulting Sentence: Kevin and I weren't at school two days ago.

f) Interrogative Sentences:

Model Sentence: Was she at home last night.

Cue: last night → this morning

Resulting Sentence: Was she at home this morning.

Notes:

Cues can be verbs, or time adverbs.

Start with choral drilling, then class-wide practice, then individual practice for speaking tests.

English Teacher



Yunetty Lusiana Sinaga, S. Pd

Sintang, July 14th 2026

Researcher



Maria Santika

Appendix. 4 Student Worksheet in Cycle 1

SPEAKING PERFORMANCE TEST
(For Students)

Name :

Class/Semester :

Date :

A. Test Instructions

1. Students work in pairs.
2. Each pair chooses one dialogue theme provided.
3. Complete the dialogue by filling in the blanks based on the cue given in brackets using the correct form of the Simple Past Tense.
4. After completing the dialogue, discuss the answers with your partner.
5. Practice the dialogue together and perform it in front of the class without reading the text.
6. Each student will be assessed individually based on pronunciation, grammar, vocabulary, fluency, and comprehension.

B. Test:**Theme 1: Holiday**

A: Hello, how are you today?

B: I'm fine, thank you. How about you?

A: I'm good. What _____ do (last holiday)?

B: I (visit) _____.

A: Where _____ (go)?

B: I (go) _____.

A: Who did you _____ with?

B: I went with _____.

A: That sounds _____.

B: Yes, it(is) _____.

Theme 2: Birthday Party

A: Hello! How are you today?

B: I'm good, thank you.

A: What _____do (last weekend)?

B: I (celebrate) _____.

A: Where _____ (go)?

B: I (go) _____.

A: Who did you _____?

B: I went with _____.

A: That sounds _____.

B: Yes, it (is) _____.

Theme 3: Shopping

A: Hello, how are you today?

B: I'm fine, thank you.

A: What _____do (last Sunday)?

B: I (buy) _____.

A: Where _____ (go)?

B: I (go) _____.

A: Who _____with?

B: I went with _____.

A: That sounds _____.

B: Yes, it (is) _____.

Theme 4: School Activity

A: Hello! How are you today?

B: I'm fine.

A: What _____do (yesterday)?

B: I (join) _____.

A: Where _____ (go)?

B: I (go) _____.

A: Who _____ with?

B: I went with _____.

A: That sounds _____.

B: Yes, it (is) _____.

Theme 5: Family Time

A: Hello, how are you today?

B: I'm good, thank you.

A: What _____ do (last night)?

B: I (visit) _____.

A: Where _____ (go)?

B: I (go) _____.

A: Who _____ with?

B: I went with _____.

A: That sounds _____.

B: Yes, it (is) _____.

Theme 6: Weekend Activity

A: Hello! How are you today?

B: I'm fine, thank you.

A: What _____ do (last weekend)?

B: I (play) _____.

A: Where _____ (go)?

B: I (go) _____.

A: Who _____ with?

B: I went with _____.

A: That sounds _____.

B: Yes, it (is) _____.

Appendix. 5 Student 1 Worksheet Answers

SPEAKING PERFORMANCE TEST (For Students)

Name : EF
 Class/Semester : X1 / 2
 Date : 08-04-2026 → 8 April 2026

Test:

Theme 2: Birthday Party

A: Hello! How are you today?

B: I'm good, thank you.

A: What did you do (last weekend)?

X B: I (celebrate) my birthday → celebrated, Birthday

A: Where did you (go)?

B: I (go) went to my friend's house.

X A: Who did you? with? → go

B: I went with my friend's

X A: That sounds fun → fun

B: Yes, it (is) was great

G : 3

V : 3

P : 2

F : 3

C : 4

Appendix. 6 Student 2 Worksheet Answers

SPEAKING PERFORMANCE TEST (For Students)

Name : EL .
 Class/Semester : XI
 Date : 8 April 2026

Test:

Theme 3: Shopping

A: Hello, how are you today?

B: I'm fine, thank you.

A: What did you do (last Sunday)?

X B: I (buy) buy with my sister → bought

A: Where did you (go)?

B: I (go) went to the market

A: Who did you go with?

B: I went with my sister

A: That sounds nice.

X B: Yes, it (is) was enjoyable → Enjoyable

G = A

V = A

P : A

R : 3

C : 4

Appendix. 7 Student 3 Worksheet Answers

SPEAKING PERFORMANCE TEST (For Students)

Name : KJ
 Class/Semester : XI
 Date : Rabu 8 April 2016

Test:

Theme 4: School Activity

A: Hello! How are you today?

B: I'm fine.

A: What did you do (yesterday)?

X B: I (join) a School Scouting Competition → joined

A: Where did you (go)?

X B: I (go) to the School Field → went

A: Who did you go with?

B: I went with my Friends.

A: That sounds great?

X B: Yes, it(is) was ? → ?

g : ~~3~~ 3

v : 3

p : 3

r : 3

l : ~~3~~ 3

Appendix. 8 Student 4 Worksheet Answers

SPEAKING PERFORMANCE TEST (For Students)

Name : MM
 Class/Semester : XI
 Date : Rabu 04/08/2026 → 0 April 2026

Test:

Theme 4: School Activity

A: Hello! How are you today?

B: I'm fine.

A: What did you do do (yesterday)?

X B: I (join) a school scouting competition.

A: Where did you go (go)?

X B: I (go) went to the school field → went

A: Who did you go with?

B: I went with my friend.

A: That sounds great.

X B: Yes, it (is) was it is?

→ ?

G : 3

V : 3

Q : 3

F : 2

C : 4

→ joined and competition

Appendix. 9 Student 5 Worksheet Answers

SPEAKING PERFORMANCE TEST (For Students)

Name : SN
 Class/Semester : XI / 2
 Date : was Wednesday, 08-04-2026 → 8 April 2026

Test:**Theme 2: Birthday Party**

A: Hello! How are you today?

B: I'm good, thank you.

A: What did you do (last weekend)?

X B: I (celebrate) my birthday → Celebrated

A: Where did you (go)?

X B: I (go) went to my friend's house → went

A: Who did you go with?B: I went with my friendsA: That sounds fun.B: Yes, it (is) was great.

Q = A

V = 3

Q : 2

Q : 2

C : 4

Appendix. 10 Student Worksheet in Cycle 2

SPEAKING PERFORMANCE TEST (For Students)

Name :

Class/Semester :

Date :

A. Test Instructions

1. Students work in pairs.
2. Each pair chooses one dialogue theme provided.
3. Complete the dialogue by filling in the blanks based on the cue given in brackets using the correct form of the Simple Past Tense.
4. After completing the dialogue, discuss the answers with your partner.
5. Practice the dialogue together and perform it in front of the class without reading the text.
6. Each student will be assessed individually based on pronunciation, grammar, vocabulary, fluency, and comprehension.

B. Test:

Theme 1 Helping Parents

A: Hello, _____ today?

B: I'm _____, thank you.

A: What _____ do (yesterday)?

B: I (help) _____.

A: Where _____ (do) that?

B: I (is) _____.

A: Who (help) _____ you?

B: My mother (is) _____.

A: Was it _____?

B: No, it (is) _____.

Theme 2 Cleaning the House

A: Hi, how (is) _____ yesterday?

B: It (is) _____.

A: What _____ do (yesterday morning)?

B: I (clean) _____.

A: Who (help) _____ you?

B: My sister (is) _____.

A: Where _____ (clean) the house?

B: We (are) _____.

A: Was it _____?

B: Yes, it (is) _____.

Theme 3 Playing Sports

A: Hello! _____ today?

B: I'm _____.

A: What _____ do (last Sunday)?

B: I (play) _____.

A: Who (play) _____?

B: My classmates (are) _____.

A: Where _____ (play) football?

B: We (are) _____.

A: Was it _____?

B: Yes, it (is) _____.

Theme 4 Studying Together

A: Hi, _____ today?

B: I'm _____.

A: What _____ do (last night)?

B: I (study) _____.

A: Who (study) _____?

B: My best friend (is) _____.

A: Where _____ (study)?

B: We (are) _____.

A: Was the _____?

B: Yes, it (is) _____.

Theme 5 Visiting Relatives

A: Hello, _____ today?

B: I'm _____.

A: What _____ do (last weekend)?

B: I (visit) _____.

A: Who (go) _____?

B: My parents (are) _____.

A: Where _____ (go)?

B: We (are) _____.

A: Was the _____?

B: Yes, it (is) _____.

Theme 6 Watching a Movie

A: Hello! _____ today?

B: I'm _____.

A: What _____ do (last night)?

B: I (watch) _____.

A: Who (watch) _____?

B: My brother (is) _____.

A: Where _____ (watch) the movie?

B: We (are) _____.

A: Was the _____?

B: Yes, it (is) _____.

Appendix. 11 Student 1 Worksheet Answers

SPEAKING PERFORMANCE TEST
(For Students)

Name : ED
Class/Semester : XI / 2
Date : 24 - April 2020

Theme 3 Playing Sports

A: Hello! How are you today?

B: I'm Fine, thank you.

A: What did you do (last Sunday)?

B: I (play) played football with my friends

A: Who (play) play with you?

B: My classmates (are) were with me

A: Where did you play (play) football?

B: We (are) were at the school

Field

A: Was it exciting?

B: Yes, it (is) was very exciting

$E = 5$
 $V = 5$
 $P = 4$
 $F = 4$
 $C = 5$

Appendix. 12 Student 2 Worksheet Answers

SPEAKING PERFORMANCE TEST
(For Students)

Name : EF
Class/Semester : X1 / 2
Date : 24 / 04 / 2020

Theme 4 Studying TogetherA: Hi, How are you today?B: I'm fine.A: What did you do (last night)?B: I (~~study~~) studied english for my ~~test~~A: Who (~~study~~) studied ~~with~~ you → StudyB: My best friend (~~is~~) was with meA: Where did you (study)?B: We (~~are~~) were at my friend's houseX A: Was the lesson ~~difficult~~ → difficultB: Yes, it (~~is~~) was quite difficult → difficult

G = A
V = 3
P = 3
F = 3
C = 4

Appendix. 13 Student 3 Worksheet Answers

SPEAKING PERFORMANCE TEST
(For Students)

Name : SN
Class/Semester : XI ~~12~~
Date : 29 April 2026

Theme 4 Studying TogetherA: Hi, How are you today?B: I'm fine.A: What did you do do (last night)?B: I (~~study~~) Studied English for my testX A: Who (~~study~~) Studied with you? → StudyB: My best friend (~~is~~) was with me.A: Where did you (study)?B: We (~~are~~) were at my friends house → houseX A: Was the lesson difficult → difficultX B: Yes, it (~~is~~) was quite difficult. → difficult

G = 4
V = 3
P = 3
T = 3
C = 4

Appendix. 14 Student 4 Worksheet Answers

SPEAKING PERFORMANCE TEST
(For Students)

Name : AE
Class/Semester : 11 (x1)
Date : 24-4-2016

Theme 6 Watching a Movie

A: Hello! How are you today?
B: I'm Good, Thanks
A: What did you do (last night)?
B: I (watch) watched a comedy movie
A: Who (watch) watched ^{with} you?
B: My brother (is) was with me
A: Where did you (watch) the movie?
B: We (are) were in living room
A: Was the movie interesting?
B: Yes, it (is) was very funny

G=A
V=A
P=3
F=3
C=A

A: What did you do last night
B: I watched a Comedy movie

A: who ~~watched~~^x with you → watch
B: my brother was with me

A: where did you watch the movie
B: we were in the living room

A: was the movie interesting
B: Yes, it was very funny

Appendix. 15 Student 5 Worksheet Answers

SPEAKING PERFORMANCE TEST
(For Students)

Name : EL
Class/Semester : IX
Date : 29 April 2026

Theme 3 Playing Sports

- A: Hello! How are you today?
 X B: I'm fine, thank you → thanks / thank you
 A: What did you do (last Sunday)?
 B: I (play) played football with my friends.
 A: Who (play) played with ^{you}?
 B: My classmates (are) were with me
 A: Where did you (play) football?
 B: We (are) were at the School Field.
 A: Was it exciting?
 B: Yes, it (is) was very exciting.

G = A
V = A
P = 4
P = A
C = A

Appendix. 16 Speaking Performance Test in Cycle 1

**The Results of Students Speaking Ability Through Single Slot Substitution
Drill Technique at Eleventh Grade Students in SMA Joseph Khatulistiwa**

Date : April 8th 2026

Cycle/Meeting : 1/2

No	Name	Pronunciation	Grammar	Vocabulary	Fluency	comprehension	Total Score
1.	AS	3	3	3	3	3	60
2.	AE	3	3	3	3	4	64
3.	EL	4	4	4	3	4	76
4.	ER	2	3	3	3	4	60
5.	ED	4	4	4	4	4	80
6.	KJ	3	3	3	3	3	60
7.	K	3	3	3	3	4	64
8.	MM	3	3	3	2	4	60
9.	MD	4	5	4	4	4	84
10.	RA	3	3	3	3	4	64
11	SN	2	4	3	2	4	60
TOTAL							732
AVERAGE							67

Appendix. 17 Speaking Performance Test in Cycle 2

**The Results of Students Speaking Ability Through Single Slot Substitution
Drill Technique at Eleventh Grade Students in SMA Joseph Khatulistiwa**

Date : April 24th 2026

Cycle/Meeting : 2/2

No	Name	Pronunciation	Grammar	Vocabulary	Fluency	comprehension	Total Score
1.	AS	3	3	3	3	4	64
2.	AE	3	4	4	3	4	72
3.	EL	4	4	4	4	4	80
4.	ER	3	4	3	3	4	68
5.	ED	4	5	5	4	5	92
6.	KJ	4	3	3	3	3	68
7.	K	3	4	4	4	4	76
8.	MM	4	3	3	4	4	72
9.	MD	4	5	5	4	5	92
10.	RA	4	4	3	4	4	76
11	SN	3	4	3	3	4	68
TOTAL							828
AVERAGE							75

Appendix. 18 Observation Checklist Cycle 1 Meeting 1

**OBSERVATION CHECKLIST
(For Students)**

Name of Educational Unit : SMA Joseph Khatulistiwa

Class/Semester : XI/2

Subject : English

Cycle/Meeting : 1/1

Time Allocation : 2 x 45 minutes

No.	Aspects	Indicators	Rating				
			5	4	3	2	1
1.	Pre-Activity	Students respond well to the teacher's greeting.		✓			
		Students pray before starting the lesson.	✓				
		Students answer when the teacher checks attendance list	✓				
		Students pay attention to the explanation of the learning objectives.			✓		
		Students show their preparedness to participate in the lesson.			✓		
2.	While-Activity	Students pay attention to the teacher's explanation about the Simple Past Tense.		✓			
		Students pay attention to the example sentences given by the teacher.		✓			
		Students answer the teacher's questions regarding their understanding of the material.				✓	
		Students pay attention to examples using the Single Slot Substitution Drill technique		✓			

		Students participate in speaking practices using Single Slot Substitution Drill technique.		✓			
		Students are brave enough to try replacing words in sentences according to the teacher's instructions.			✓		
		Students actively respond during the drill activity.		✓			
		Students follow the teacher's instructions during the learning activity.			✓		
3.	Post-Activity	Students express their opinions after participating in the lesson.				✓	
		Students and teacher summarize the past simple material that has been learned together.				✓	
		Students pay attention to the teacher's explanation about the activities for the next meeting.			✓		
		Students respond well to the teacher's closing remarks.		✓			

Sintang April 3rd 2026
Observer



Yunetty Lusiana Sinaga, S. Pd

Scale	Description
1.	Very few students participated (1–2 students). Most students did not engage in learning activities.
2.	Only small number of students participated (3–4 students). The majority of students remained passive in learning activities.
3.	Half of the students participated (5–6 students).

	Some students are active, but participation is not yet evenly distributed.
4.	Most students participate actively (7–8 students). Students are involved in activities, but there are still some who are less active.
5.	Almost all students participate actively in activities (9–11). Students answer questions, follow instructions, and engage in speaking practice enthusiastically.

The Percentage of Students Involvement:

Formula: percentage $\frac{59}{85} \times 100 = 69$

Appendix. 19 Observation Checklist Cycle 1 Meeting 2

**OBSERVATION CHECKLIST
(For Students)**

Name of Educational Unit : SMA Joseph Khatulistiwa

Class/Semester : XI/2

Subject : English

Cycle/Meeting : 1/2

Time Allocation : 2 x 45 minutes

No.	Aspects	Indicators	Rating				
			5	4	3	2	1
1.	Pre-Activity	Students respond well to the teacher's greeting.		✓			
		Students pray before starting the lesson.	✓				
		Students answer when the teacher checks attendance list	✓				
		Students pay attention to the explanation of the learning objectives.		✓			
		Students show their preparedness to participate in the lesson.			✓		
2.	While-Activity	Students answer to the teacher's questions to review the simple past tense material learned in the previous meeting.				✓	
		Students pay attention to the teacher's explanation about the speaking test instructions.		✓			
		Students listen carefully to the instructions of the speaking test.		✓			
		Students form pairs as instructed by the teacher.		✓			

		Students choose one theme provided by the teacher.		✓			
		Students complete the dialogue by filling in the blank parts.		✓			
		Student practice the dialogue with their partner.		✓			
		Student perform the dialogue in front of the class		✓			
3.	Post-Activity	Students express their opinions after participating in the lesson.				✓	
		Students and teacher conclude the lesson together				✓	
		Students pay attention to the teacher's explanation about the activities for the next meeting.			✓		
		Students respond well to the teacher's closing remarks.		✓			

Sintang April 8th 2026
Observer



Yunetty Lusiana Sinaga, S. Pd

Scale	Description
1.	Very few students participated (1–2 students). Most students did not engage in learning activities.

2.	Only small number of students participated (3–4 students). The majority of students remained passive in learning activities.
3.	Half of the students participated (5–6 students). Some students are active, but participation is not yet evenly distributed.
4.	Most students participate actively (7–8 students). Students are involved in activities, but there are still some who are less active.
5.	Almost all students participate actively in activities (9–11). Students answer questions, follow instructions, and engage in speaking practice enthusiastically.

The Percentage of Students Involvement:

Formula: percentage $\frac{62}{85} \times 100 = 73$

Appendix. 20 Observation Checklist Cycle 2 Meeting 1

OBSERVATION CHECKLIST
(For Students)

Name of Educational Unit : SMA Joseph Khatulistiwa

Class/Semester : XI/2

Subject : English

Cycle/Meeting : 2/1

Time Allocation : 2 x 45 minutes

No.	Aspects	Indicators	Rating				
			5	4	3	2	1
1.	Pre- Activity	Students respond well to the teacher's greeting.	✓				
		Students answer when the teacher checks attendance list	✓				
		Students participate in the ice-breaking activity led by the teacher.	✓				
		Students pay attention to the explanation of the learning objectives.		✓			
		Students show their preparedness to participate in the lesson.		✓			
2.	While- Activity	Students pay attention to the teacher's explanation of the Simple Past Tense through PowerPoint.		✓			
		Students pay attention to the explanation of Simple Past Tense using verbs and to be (was/were).	✓				

		Students repeat the example sentences after the teacher to practice pronunciation.	✓			
		Students pay attention to the list of Verb 1 and Verb 2 provided by the teacher.	✓			
		Students respond to cues by replacing words in the sentences.		✓		
		Students try to create one or two sentences about their past experiences.		✓		
		Students participate in speaking practice using the Single Slot Substitution Drill technique.	✓			
		Students actively respond and follow the teacher's instructions during the drill activity.		✓		
3.	Post-Activity	Students pay attention to the teacher's feedback about the learning activities and students can ask questions if there are parts of the material they do not understand.		✓		
		Students and the teacher summarize the Simple Past Tense material together and students pay attention to the teacher's explanation about the activities for the next meeting.			✓	
		Students and teacher pray together before ending the class.	✓			
		Students respond well to the teacher's closing remarks.	✓			

Sintang, April 22nd 2026
Observer



Yunetty Lusiana Sinaga, S. Pd

Scale	Description
1.	Very few students participated (1–2 students). Most students did not engage in learning activities.
2.	Only small number of students participated (3–4 students). The majority of students remained passive in learning activities.

3.	Half of the students participated (5–6 students). Some students are active, but participation is not yet evenly distributed.
4.	Most students participate actively (7–8 students). Students are involved in activities, but there are still some who are less active.
5.	Almost all students participate actively in activities (9–11). Students answer questions, follow instructions, and engage in speaking practice enthusiastically.

The Percentage of Students Involvement:

Formula: percentage $\frac{76}{85} \times 100 = 89$

Appendix. 21 Observation Checklist Cycle 2 Meeting 2

**OBSERVATION CHECKLIST
(For Students)**

Name of Educational Unit : SMA Joseph Khatulistiwa

Class/Semester : XI/2

Subject : English

Cycle/Meeting : 2/2

Time Allocation : 2 x 45 minutes

No.	Aspects	Indicators	Rating				
			5	4	3	2	1
1.	Pre-Activity	Students respond well to the teacher's greeting.	✓				
		Students pray before starting the lesson.	✓				
		Students answer when the teacher checks attendance list	✓				
		Students pay attention to the explanation of the learning objectives.	✓				
		Students show their preparedness to participate in the lesson.		✓			
2.	While-Activity	Students answer to the teacher's questions to review the simple past tense material learned in the previous meeting.		✓			
		Students pay attention to the teacher's explanation about the speaking test instructions.	✓				
		Students listen carefully to the instructions of the speaking test.	✓				
		Students form pairs as instructed by the teacher.	✓				

		Students choose one theme provided by the teacher.	✓				
		Students complete the dialogue by filling in the blank parts.	✓				
		Student practice the dialogue with their partner.	✓				
		Student perform the dialogue in front of the class	✓				
3.	Post-Activity	Students express their opinions after participating in the lesson.		✓			
		Students listen to feedback from the teacher about their speaking performance.	✓				
		Students and the teacher briefly conclude the learning activities that have been carried out.			✓		
		Students respond well to the teacher's closing remarks.	✓				

Sintang, April 24th 2026
Observer



Yunetty Lusiana Sinaga, S. Pd

Scale	Description
1.	Very few students participated (1–2 students). Most students did not engage in learning activities.
2.	Only small number of students participated (3–4 students). The majority of students remained passive in learning activities.
3.	Half of the students participated (5–6 students).

	Some students are active, but participation is not yet evenly distributed.
4.	Most students participate actively (7–8 students). Students are involved in activities, but there are still some who are less active.
5.	Almost all students participate actively in activities (9–11). Students answer questions, follow instructions, and engage in speaking practice enthusiastically.

The Percentage of Students Involvement:

Formula: percentage $\frac{80}{85} \times 100 = 94$

Appendix. 22 Field Note Cycle 1 Meeting 1

FIELD NOTE

Name of Educational Unit : SMA Joseph Khatulistiwa
 Class/Semester : XI/2
 Subject : English
 Cycle/Meeting : 1/1
 Time Allocation : 2 x 45 minutes

No.	Description
	The teacher started the class with prayer, Attendance, and ice breaking to motivate students and continue explaining simple past tense, the teacher applied Slot Substitution
	Drill. However, students struggled, looked confused, and lacked focus during the practice.

Sintang, 1 April 2026

Observer .



Yunetty Lusiana Sinaga, S. Pd

Appendix. 23 Field Note Cycle 1 Meeting 2

FIELD NOTE

Name of Educational Unit : SMA Joseph Khatulistiwa
Class/Semester : XI/2
Subject : English
Cycle/Meeting : 1/2
Time Allocation : 2 x 45 minutes

No.	Description
	Student engagement is looking great at this stage, with most of the class really taking the initiative to join in. Having 7-8 students actively involved has
	Really helped the class come to life. The only minor point is that a few students are still a bit shy or quiet, so participation isn't quite spread across the whole class just yet.

Sintang, 8 April 2026

Observer


Yunetty Lusiana Sinaga, S. Pd

Appendix. 24 Field Note Cycle 2 Meeting 1

FIELD NOTE

Name of Educational Unit : SMA Joseph Khatulistiwa
 Class/Semester : XI/2
 Subject : English
 Cycle/Meeting : 2/1
 Time Allocation : 2 x 45 minutes

No.	Description
	During the class, almost all Students Joined the Learning activities. They answered questions and followed the teacher's instructions. In the Speaking activity, many students tried to speak English with their friends.
	Overall, the Students were very active in the class.

Sintang, April 22nd 2016
Observer



Yunetty Lusiana Sinaga, S. Pd

Appendix. 25 Field Note Cycle 2 Meeting 2

FIELD NOTE

Name of Educational Unit : SMA Joseph Khatulistiwa
 Class/Semester : XI/2
 Subject : English
 Cycle/Meeting : 2/2
 Time Allocation : 2 x 45 minutes

No.	Description
	All students came to the front of the class for the speaking test they had prepared before. They tried to say the dialogue clearly and smoothly. Most students spoke loudly than
	before and showed effort to remember the words they had learned. Overall, the students were more active than before in the second meeting of cycle 1

Sintang, April 24th 2026
 Observer



Yunetty Lusiana Sinaga, S. Pd

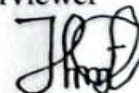
Appendix. 26 Interview Guideline for Student in Cycle 1

**INTERVIEW GUIDELINE
(For Students)**

Name of Educational Unit : SMA Joseph Khatulistiwa
 Class : XI
 Cycle/Meeting : 1/2
 Date : April 13th 2026

No	Questions for the interview
1.	How do you feel about the English lessons you have been taking in class?
2.	How do you feel when participating in English speaking activities?
3.	What do you think about learning speaking using the Single Slot Substitution Drill technique?
4.	What makes the Single Slot Substitution Drill technique interesting or not interesting for you in speaking lessons?
5.	In what ways does the use of the Single Slot Substitution Drill technique influence your participation during speaking lessons in class?
6.	How does the Single Slot Substitution Drill technique help you practice your English-speaking skills in class?
7.	How does the use of the Single Slot Substitution Drill technique influence your motivation to learn English?
8.	What changes have you experienced in your speaking skills after practicing using the Single Slot Substitution Drill technique?

Sintang, April 13th 2026
 Interviewer



Maria Santika
 Nim. 220607176

Appendix. 27 Transcript of an Interview Student 1

Interviewer: How do you feel about the English lessons you have been taking in class?

ED: When I attend English classes, I feel happy and enjoy learning English because it helps me improve my knowledge and skills in the language.

Interviewer: How do you feel when participating in English speaking activities?

ED: When I participated in the English-speaking activity, I felt happy and a little nervous, and I was also able to improve my speaking skills because previously I wasn't very good at speaking English fluently.

Interviewer: What do you think about learning speaking using the Single Slot Substitution Drill technique?

ED: I'm very happy because this single-slot substitution drill technique has helped me improve my speaking skills.

Interviewer: What makes the Single Slot Substitution Drill technique interesting or not interesting for you in speaking lessons?

ED: This technique is interesting because when I use it, I can speak and remember sentences in English.

Interviewer: In what ways does the use of the Single Slot Substitution Drill technique influence your participation during speaking lessons in class?

ED: Using this technique has influenced my participation; it helps me stay active in learning and improves my speaking skills and memory.

Interviewer: How does the Single Slot Substitution Drill technique help you practice your English-speaking skills in class?

ED: This technique helps me practice my English-speaking skills because the teacher repeats the sentences, allowing me to understand them and repeat them back.

Interviewer: How does the use of the Single Slot Substitution Drill technique influence your motivation to learn English?

ED: Using this technique has greatly influenced and motivated me in learning English, because with this technique I can practice my speaking skills, understand vocabulary, and speak fluently.

Interviewer: What changes have you experienced in your speaking skills after practicing using the Single Slot Substitution Drill technique?

ED: The change I experienced while using this technique is that initially I could not speak English fluently, but eventually I was able to improve my speaking skills to become more fluent.

Appendix. 28 Transcript of an Interview Student 2

Interviewer: How do you feel about the English lessons you have been taking in class?

MD: I enjoy learning English because I find it very interesting. It also helps me understand my English lessons.

Interviewer: How do you feel when participating in English speaking activities?

MD: I enjoy participating in English conversation activities so I can speak English more fluently.

Interviewer: What do you think about learning speaking using the Single Slot Substitution Drill technique?

MD: The single-slot substitution technique is a great technique because it makes it easier for me to learn to speak. It also helps improve my speaking skills so I can speak more fluently.

Interviewer: What makes the Single Slot Substitution Drill technique interesting or not interesting for you in speaking lessons?

MD: The technique used is interesting because I can immediately practice speaking English directly, besides that, it also makes it easier for me to memorize the vocabulary.

Interviewer: In what ways does the use of the Single Slot Substitution Drill technique influence your participation during speaking lessons in class?

MD: The technique used has influenced my participation in learning; I've become more active in class, and I'm more confident when asked to come to the front because I can speak English more fluently than before.

Interviewer: How does the Single Slot Substitution Drill technique help you practice your English-speaking skills in class?

MD: The technique is very helpful for me in memorizing vocabulary. It also helps me learn the pronunciation of various English words.

Interviewer: How does the use of the Single Slot Substitution Drill technique influence your motivation to learn English?

MD: This technique motivates me to learn English and makes it easier for me to speak better when talking to foreigners. It also motivates me to learn to speak English more fluently.

Interviewer: What changes have you experienced in your speaking skills after practicing using the Single Slot Substitution Drill technique?

MD: The change I've noticed after using this technique is that when I speak English, my pronunciation has become smoother; I don't make mistakes when speaking English, and I'm not stiff.

Appendix. 29 Transcript of an Interview Student 3

Interviewer: How do you feel about the English lessons you have been taking in class?

EL: I enjoy learning English; it's quite fun and interesting because I like learning English.

Interviewer: How do you feel when participating in English speaking activities?

EL: When I participate in speaking activities in class, I feel nervous because I'm not yet able to pronounce English vocabulary.

Interviewer: What do you think about learning speaking using the Single Slot Substitution Drill technique?

EL: This technique can improve my speaking skills and help me speak English more fluently.

Interviewer: What makes the Single Slot Substitution Drill technique interesting or not interesting for you in speaking lessons?

EL: I think this technique is interesting because it allows me to remember the sentences the teacher says and practice them by speaking directly.

Interviewer: In what ways does the use of the Single Slot Substitution Drill technique influence your participation during speaking lessons in class?

EL: I'm more active in learning English; especially by using this technique, I can speak English more fluently than before.

Interviewer: How does the Single Slot Substitution Drill technique help you practice your English-speaking skills in class?

EL: This technique helps me practice my speaking skills and improve my courage and confidence in using vocabulary I've never heard before.

Interviewer: How does the use of the Single Slot Substitution Drill technique influence your motivation to learn English?

EL: Using this technique influences my motivation to learn; for example, when my friends can speak English fluently, it motivates me to practice so that I can speak fluently too

Interviewer: What changes have you experienced in your speaking skills after practicing using the Single Slot Substitution Drill technique?

EL: The change I've experienced after using this technique is that I've become braver in speaking English and no longer hesitate to use vocabulary that was initially difficult for me

Appendix. 30 Transcript of an Interview Student 4

Interviewer: How do you feel about the English lessons you have been taking in class?

ER: I'm happy because I enjoy learning English, and it also helps me improve my English skills.

Interviewer: How do you feel when participating in English speaking activities?

ER: I'm happy because it helps me practice speaking English. Even though I'm a bit stiff when speaking, I'm glad because it helps me practice speaking English.

Interviewer: What do you think about learning speaking using the Single Slot Substitution Drill technique?

ER: I like learning with this technique because it helps me practice and gain the courage to speak English, even though I'm a bit stiff and make many mistakes.

Interviewer: What makes the Single Slot Substitution Drill technique interesting or not interesting for you in speaking lessons?

ER: This technique is interesting because it helps improve my speaking skills and builds my confidence to speak English.

Interviewer: In what ways does the use of the Single Slot Substitution Drill technique influence your participation during speaking lessons in class?

ER: Learning with this technique makes me more active and confident in learning English; it also helps me speak more fluently and understand what the teacher has explained.

Interviewer: How does the Single Slot Substitution Drill technique help you practice your English-speaking skills in class?

ER: Using this technique is very helpful because I was afraid to speak English before, but now I'm more confident and braver to speak even though I make many mistakes.

Interviewer: How does the use of the Single Slot Substitution Drill technique influence your motivation to learn English?

ER: It's very motivated me, because before I was afraid to learn English since I didn't know what English was like; now I enjoy learning English and I'm happy to learn it

Interviewer: What changes have you experienced in your speaking skills after practicing using the Single Slot Substitution Drill technique?

ER: The change I've experienced after learning using this technique, I remember what the teacher explains more quickly and feel more confident speaking, even if I'm a bit stiff and nervous.

Appendix. 31 Transcript of an Interview Student 5

Interviewer: How do you feel about the English lessons you have been taking in class?

SN: I feel happy because I also enjoy learning English

Interviewer: How do you feel when participating in English speaking activities?

SN: I feel nervous because I'm not yet very good at speaking English in real life

Interviewer: What do you think about learning speaking using the Single Slot Substitution Drill technique?

SN: By using this technique, it helps me speak English more easily

Interviewer: What makes the Single Slot Substitution Drill technique interesting or not interesting for you in speaking lessons?

SN: This technique is interesting because it allows me to speak English in real life, for example, when talking with friends who already speak English.

Interviewer: In what ways does the use of the Single Slot Substitution Drill technique influence your participation during speaking lessons in class?

SN: This technique has influenced my participation in class; I've become more active because I can speak English directly with friends.

Interviewer: How does the Single Slot Substitution Drill technique help you practice your English-speaking skills in class?

SN: This technique helps me practice my English-speaking skills; initially, I struggled to speak English in person, but now, using this technique, I've become able to.

Interviewer: How does the use of the Single Slot Substitution Drill technique influence your motivation to learn English?

SN: This technique can motivate me because, by learning with this technique, I can better understand how to speak English correctly.

Interviewer: What changes have you experienced in your speaking skills after practicing using the Single Slot Substitution Drill technique?

SN: After learning using this technique, I feel better at speaking English; the vocabulary that I previously couldn't pronounce, I can say now.

Appendix. 32 Interview Guideline for Student in Cycle 2

**INTERVIEW GUIDELINE
(For Students)**

Name of Educational Unit : SMA Joseph Khatulistiwa

Class : XI

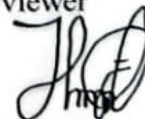
Cycle/Meeting : 2/2

Date : April 24th 2026

No	Questions for the interview
1.	How do you feel about the English lessons you have been taking in class?
2.	How do you feel when participating in English speaking activities?
3.	What do you think about learning speaking using the Single Slot Substitution Drill technique?
4.	What makes the Single Slot Substitution Drill technique interesting or not interesting for you in speaking lessons?
5.	In what ways does the use of the Single Slot Substitution Drill technique influence your participation during speaking lessons in class?
6.	How does the Single Slot Substitution Drill technique help you practice your English-speaking skills in class?
7.	How does the use of the Single Slot Substitution Drill technique influence your motivation to learn English?
8.	What changes have you experienced in your speaking skills after practicing using the Single Slot Substitution Drill technique?

Sintang, April 24th 2026

Interviewer



Maria Santika

Nim. 220607176

Appendix. 33 Transcript of an Interview Student 1

Interviewer: How do you feel about the English lessons you have been taking in class?

ED: I enjoy learning English because it's very interesting, and it helps me expand my knowledge. I also want to understand the material and master English in greater detail.

Interviewer: How do you feel when participating in English speaking activities?

ED: I feel nervous when speaking English because I'm afraid of using the wrong words. I lack confidence when speaking, but I'll try to practice speaking English.

Interviewer: What do you think about learning speaking using the Single Slot Substitution Drill technique?

ED: I really enjoy using this technique because it's very easy to understand, and when I speak English, I'm not as stiff and I speak more fluently.

Interviewer: What makes the Single Slot Substitution Drill technique interesting or not interesting for you in speaking lessons?

ED: This technique is interesting; I can speak more fluently, use vocabulary accurately and confidently, and it helps improve my memory.

Interviewer: In what ways does the use of the Single Slot Substitution Drill technique influence your participation during speaking lessons in class?

ED: This technique influences my participation; I've become more active in speaking, in memorizing vocabulary, and by repeating sentences, making them easier to understand and allowing me to practice them directly.

Interviewer: How does the Single Slot Substitution Drill technique help you practice your English-speaking skills in class?

ED: This technique helps improve my memory and my pronunciation of English vocabulary, and I can speak English fluently.

Interviewer: How does the use of the Single Slot Substitution Drill technique influence your motivation to learn English?

ED: This technique motivates me to learn English because it is very helpful and encourages me to master the language, especially in speaking.

Interviewer: What changes have you experienced in your speaking skills after practicing using the Single Slot Substitution Drill technique?

ED: The changes I've experienced in speaking and practicing with this technique have improved my ability to speak English, particularly in terms of remembering English vocabulary.

Appendix. 34 Transcript of an Interview Student 2

Interviewer: How do you feel about the English lessons you have been taking in class?

MD: I'm happy because, during the English lessons, I found it pretty easy. After taking the lessons and learning the vocabulary and how to pronounce the words, I was able to practice what I learned by speaking directly to my classmates in English.

Interviewer: How do you feel when participating in English speaking activities?

MD: I'm happy because I can also speak English directly with my friends, and I'm already fairly fluent in speaking English—though sometimes I struggle to pronounce new vocabulary I've just heard in English.

Interviewer: What do you think about learning speaking using the Single Slot Substitution Drill technique?

MD: In my opinion, using this technique helped me a lot with speaking, mainly because it taught me how to pronounce the vocabulary and helped me memorize English words.

Interviewer: What makes the Single Slot Substitution Drill technique interesting or not interesting for you in speaking lessons?

MD: This technique is very interesting because it is very helpful for students learning English, especially those who cannot pronounce English sentences correctly.

Interviewer: In what ways does the use of the Single Slot Substitution Drill technique influence your participation during speaking lessons in class?

MD: This technique has greatly influenced my participation in class; I've become more active in speaking, and in terms of pronouncing vocabulary correctly, the technique helps me become more fluent in saying the words.

Interviewer: How does the Single Slot Substitution Drill technique help you practice your English-speaking skills in class?

MD: This technique helped me practice my speaking skills, specially made me able to speak fluently; it helped me construct sentences correctly so that I could more easily pronounce the words.

Interviewer: How does the use of the Single Slot Substitution Drill technique influence your motivation to learn English?

MD: This technique motivated me greatly; by using this technique, I was able to improve my confidence in speaking. I was motivated mainly because the practice using this technique is simple and I could feel the results immediately.

Interviewer: What changes have you experienced in your speaking skills after practicing using the Single Slot Substitution Drill technique?

MD: The change I experienced was in terms of speaking English; I became more fluent and less stiff when speaking, and I was able to use sentences and vocabulary correctly.

Appendix. 35 Transcript of an Interview Student 3

Interviewer: How do you feel about the English lessons you have been taking in class?

EL: I enjoy learning English because, right now, I feel I can say some English words even though my pronunciation isn't always perfect but I'm very happy and I feel I can speak better than before.

Interviewer: How do you feel when participating in English speaking activities?

EL: I enjoy participating in English speaking activities in class because I feel I already say some words without feeling nervous or afraid to speak. I feel that now I'm brave enough to speak up and say the words I know.

Interviewer: What do you think about learning speaking using the Single Slot Substitution Drill technique?

EL: I'm very happy to learn using this technique, and I like it because it has made me brave enough to speak and say words that were hard to pronounce before. Now I feel I can do it because I've learned to say various words that were initially difficult to pronounce.

Interviewer: What makes the Single Slot Substitution Drill technique interesting or not interesting for you in speaking lessons?

EL: In my opinion, this technique is very interesting because it really helps my memory and my speaking skills, especially my speaking ability.

Interviewer: In what ways does the use of the Single Slot Substitution Drill technique influence your participation during speaking lessons in class?

EL: This technique has greatly influenced my participation in class, especially when it comes to speaking; this technique has been very influential for me, particularly in helping me gain the confidence to speak in front of the class.

Interviewer: How does the Single Slot Substitution Drill technique help you practice your English-speaking skills in class?

EL: This technique helps me speak English fluently; it also helps me improve my memory skills in learning English, especially when it comes to speaking.

Interviewer: How does the use of the Single Slot Substitution Drill technique influence your motivation to learn English?

EL: This technique has greatly motivated me in learning English; initially, I couldn't speak English well, but now I'm more capable and confident in speaking.

Interviewer: What changes have you experienced in your speaking skills after practicing using the Single Slot Substitution Drill technique?

EL: The change I've experienced has been that I've become more fluent in speaking English and more confident in using vocabulary that was previously difficult for me.

Appendix. 36 Transcript of an Interview Student 4

Interviewer: How do you feel about the English lessons you have been taking in class?

ER: I enjoy learning English, and I'm also interested in attending class because the English lessons are quite varied, so I don't get bored and I'm motivated to keep learning.

Interviewer: How do you feel when participating in English speaking activities?

ER: I enjoy participating in speaking activities in class. Although I was a little nervous at first because I was afraid of making mistakes, after trying a few times I felt more confident and challenged to improve my speaking skills.

Interviewer: What do you think about learning speaking using the Single Slot Substitution Drill technique?

ER: In my opinion, this technique is very helpful for speaking English, especially for beginners, because the repetitive patterns make it easier for me to memorize sentence structures without feeling overwhelmed by difficult vocabulary.

Interviewer: What makes the Single Slot Substitution Drill technique interesting or not interesting for you in speaking lessons?

ER: This technique is very interesting because it's simple and gets straight to the point; I can immediately apply new vocabulary into existing sentence structures quickly.

Interviewer: In what ways does the use of the Single Slot Substitution Drill technique influence your participation during speaking lessons in class?

ER: This technique makes me more active in participating because the pattern is easy to follow; this is what makes me more active in speaking, answering, and practicing directly in class.

Interviewer: How does the Single Slot Substitution Drill technique help you practice your English-speaking skills in class?

ER: This technique helps me practice fluency and pronunciation; by repeating the same structure but with different words, I've become more accustomed to speaking English sentences correctly.

Interviewer: How does the use of the Single Slot Substitution Drill technique influence your motivation to learn English?

ER: This technique can increase my motivation to learn because its simple and repetitive structure makes it easier for me to form sentences correctly and makes the learning process feel more enjoyable and less boring.

Interviewer: What changes have you experienced in your speaking skills after practicing using the Single Slot Substitution Drill technique?

ER: The most noticeable change for me is the improvement in my fluency and grammatical accuracy because I've gotten used to replacing one word within the correct sentence pattern.

Appendix. 37 Transcript of an Interview Student 5

Interviewer: How do you feel about the English lessons you have been taking in class?

SN: I'm happy because I enjoy learning English.

Interviewer: How do you feel when participating in English speaking activities?

SN: I feel nervous because I'm afraid to make mistakes.

Interviewer: What do you think about learning speaking using the Single Slot Substitution Drill technique?

SN: I'm happy because this technique helps me improve my English vocabulary.

Interviewer: What makes the Single Slot Substitution Drill technique interesting or not interesting for you in speaking lessons?

SN: This technique is interesting because it helps me improve my English vocabulary.

Interviewer: In what ways does the use of the Single Slot Substitution Drill technique influence your participation during speaking lessons in class?

SN: This technique influences my participation in learning, especially when it comes to speaking practice.

Interviewer: How does the Single Slot Substitution Drill technique help you practice your English-speaking skills in class?

SN: This technique can help me practice my speaking skills because it allows me to replace one word in a sentence with another word while keeping the sentence structure the same, so with this technique I can learn to speak well.

Interviewer: How does the use of the Single Slot Substitution Drill technique influence your motivation to learn English?

SN: Learning using this technique greatly affects my motivation to learn because it reduces my fear of making mistakes and improves my thinking speed.

Interviewer: What changes have you experienced in your speaking skills after practicing using the Single Slot Substitution Drill technique?

SN: After practicing with this technique, the change I've noticed is that I can construct sentences and feel more confident.

Appendix. 38 Documentation



Picture. 1 Submission of observation letter



Picture. 2 Submission of the research permit



Picture. 3 Interview with the teacher before the research



Picture. 4 Interview with the student before the research



Picture. 5 Interview with student in cycle 1



Picture. 6 Interview with student in cycle 2



Picture. 7 Teaching the first meeting in cycle 1



Picture. 8 Students speaking performance test in cycle 1



Picture. 9 Teaching the first meeting in cycle 2



Picture. 10 Students speaking performance test in cycle 2

Appendix. 39 Biography

BIOGRAPHY

Maria Santika was born in Suak Terentang on May 10th 2005. The writer is the eldest of three siblings, the daughter of Mr. Daniel Set and Mrs. Mudiana Gemma. The writer began her formal education at the age of five at SD Negeri 42 Suak Terentang in 2010 and graduated in 2016. After that, the writer continued her education at SMP K Santo Gabriel Sekadau in 2016 and completed her studies in 2019. After that, the writer continued her education at SMA Karya Sekadau in 2019 and graduated in 2022. In the same year, the writer continued her education at the STKIP Persada Khatulistiwa Sintang College of Teacher Training and Education in the English Language Education Study

Program and successfully completed her studies in 2026. During her education, the writer actively participated in various organizational and personal development activities. In elementary school, the writer actively participated in activities organized by Wahana Visi Indonesia (WVI). While in junior high school, the writer was an active member of Wahana Visi Indonesia (WVI). In high school, the writer actively participated in sports-related extracurricular activities. While attending STKIP Persada Khatulistiwa Sintang, the writer was an active member of the Catholic Student Association (KMK), served on the executive board of the UKM Cana Choir for the 2023–2024 and 2024–2025 terms, and served on the executive board of the English Education Study Program (ELISA) Student Association for the 2023–2024 and 2024–2025 terms. In addition to being active in campus organizations, the writer also joined the Santo Agustinus Sintang Branch of the Indonesian Catholic Student Association (PMKRI). In 2025, the writer had the opportunity to participate in the Student Mobility Program organized by STKIP Persada Khatulistiwa Sintang to Sarawak, Malaysia. In addition to being active in organizations, the writer also frequently participated in various solo and group vocal competitions and successfully won several awards from the competitions entered. These diverse experiences have equipped the writer to continue developing academic abilities, leadership, and social skills as a prospective professional educator.