

## **THE EFFECT OF SUBSTITUTION DRILL TO THE STUDENTS' ABILITY IN UNDERSTANDING SUBJECT-VERB AGREEMENT IN WRITING DESCRIPTIVE TEXT**

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INFO ARTIKEL	ABSTRAK
<p>Sejarah Artikel: (Diisi Editor) Sejarah Artikel: (Diisi Editor) Diterima: 05 Desember 2025 Direvisi: 25 Desember 2025 Disetujui: 30 Desember 2025 Tersedia Daring: 27 Januari 2026</p> <p><b>Kata Kunci:</b> Latihan Penggantian, Kemampuan Siswa, Menulis</p>	<p>Dalam upaya mengatasi masalah ini, latihan substitusi telah diperkenalkan sebagai teknik pengajaran yang efektif untuk penguasaan tata bahasa. Tata bahasa, khususnya kesesuaian subjek-predikat (SVA), memainkan peran penting dalam memastikan ketepatan struktur tulisan siswa. Namun, banyak siswa sering merasa kesulitan menguasai SVA, yang menyebabkan seringnya kesalahan dalam kalimat mereka. Menanggapi masalah ini, penelitian ini menganalisis pengaruh Teknik Latihan Substitusi sebagai strategi pengajaran untuk meningkatkan penguasaan SVA siswa dalam menulis teks deskriptif. Penelitian ini dilakukan di SMP Cinta Rakyat 3 Pematangsiantar, dengan fokus pada siswa kelas delapan. Tujuan penelitian ini adalah untuk menyelidiki apakah Teknik Latihan Substitusi berpengaruh signifikan terhadap kemampuan siswa untuk memahami dan menerapkan SVA dengan benar dalam tulisan mereka. Desain penelitian ini adalah quasi-eksperimental dengan dua kelompok: kelas eksperimen yang diajar menggunakan latihan substitusi dan kelas kontrol yang diajar dengan metode konvensional. Kedua kelompok diberi tes pra-uji dan pasca-uji. Hasil menunjukkan bahwa nilai rata-rata kelas eksperimen meningkat secara signifikan dari 51,74 pada tes pra-uji menjadi 84,52 pada tes pasca-uji, sedangkan kelas kontrol hanya meningkat dari 51,97 menjadi 72,31. Hasil uji t sampel independen mengkonfirmasi nilai signifikansi 0,000 (&lt; 0,05), menunjukkan bahwa Teknik Latihan Substitusi secara signifikan memengaruhi penguasaan SVA siswa. Oleh karena itu, penelitian ini menyimpulkan bahwa latihan substitusi efektif dalam meningkatkan ketepatan tata bahasa siswa, khususnya dalam menerapkan kesesuaian subjek-predikat dalam penulisan teks deskriptif.</p>

ABSTRACT
<p><b>Keywords:</b> Substitution Drill, The Students' Ability, Writing</p>

*In an effort to address these issues, substitution drills had been introduced as an effective teaching technique for grammar mastery. Grammar, particularly subject-verb agreement (SVA), played a crucial role in ensuring the structural accuracy of students' writing. However, many students often found SVA difficult to master, which led to frequent errors in their sentences. In response to this problem, this research analyzed the effect of the Substitution Drill Technique as a teaching strategy to improve students' mastery of SVA in writing descriptive texts. This study was conducted at SMP Cinta Rakyat 3 Pematangsiantar, focusing on eighth-grade students. The objective of this research was to investigate whether the Substitution Drill Technique had a significant effect on students' ability to understand and apply SVA correctly in their writing. The design of this research was quasi-experimental with two groups: the experimental class taught using substitution drills and the control class taught with conventional methods. Both groups were given a pre-test and a post-test. The results showed that the experimental class's mean score increased significantly from 51.74 in the pre-test to 84.52 in the post-test, while the control class only improved from 51.97 to 72.31. The independent samples t-test result confirmed a significance value of 0.000 (< 0.05), indicating that the Substitution Drill Technique significantly affected students' mastery of SVA. Therefore, this study concluded that substitution drills*

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*were effective in enhancing students' grammatical accuracy, particularly in applying subject-verb agreement in descriptive text writing.*

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## 1. Introduction

Writing was one of the essential language skills that allows learners to express their thoughts, knowledge, and experiences in a clear and organized manner. Compared to other language skills, writing is considered more complex because it requires not only sufficient vocabulary and ideas but also mastery of grammar to produce structurally correct sentences. Grammar itself functions as the foundation of language, serving as the building blocks of communication (Amelia et al., 2021). In the context of learning English as a foreign language (EFL), writing plays a crucial role since it is closely related to academic success and communicative competence.

However, despite having learned English for years at school, many Indonesian students still encountered difficulties in using English correctly, both orally and in writing. This problem often arises due to insufficient mastery of grammar rules, which are the foundation of English sentence construction. One of the most fundamental grammatical components that students frequently struggle with is subject-verb agreement (SVA). Subject-verb agreement ensures that verbs agree with their subjects in number and person, and failure to apply this rule leads to ungrammatical sentences that hinder meaning and communication clarity (Husna & Multazim, 2019).

The importance of mastering subject-verb agreement lies in its role as a basic requirement for producing structurally correct sentences. Accurate use of SVA not only enhances students' writing quality but also supports their speaking fluency, as correct grammar facilitated confidence in language use (Hidayati, 2017, p. 56). Despite its importance, errors related to SVA are still commonly found in students' written tasks. For instance, students frequently produce sentences such as "She go to school every day" instead of "She goes to school every day," indicating a lack of understanding in applying the SVA rules consistently.

Various factors influence students' mastery of subject-verb agreement. These include their prior knowledge of grammar, frequency of practice, exposure to authentic English input, learning motivation, and most importantly, the teaching techniques applied by their teachers. Conventional grammar teaching methods often emphasize explanation and memorization without engaging students in structured and repetitive practice, resulting in low retention and application of grammar rules in actual language production (Purwanti, 2021).

In an effort to address these issues, substitution drills had been introduced as an effective teaching technique for grammar mastery. Substitution drill is a technique where the teacher provides a model sentence, and students are instructed to replace one word

or phrase in the sentence with another word given by the teacher while maintaining the grammatical structure of the sentence. This technique is derived from the audio-lingual method, which is based on behavior theory emphasizing repetition and habit formation to achieve automaticity in language use.

The application of substitution drills had shown promising results in previous studies. Fitriani (Muliani et al., 2022) reported that substitution drills significantly improved students' mastery of simple present tense, as this technique provided intensive structured practice that helped students internalize grammatical patterns. Similarly, Nhu . found that substitution drills were effective in enhancing students' speaking fluency, as students became accustomed to using correct sentence structures rapidly and confidently. Another study by Kurniawan and Safitri (2018, p.110) confirmed that substitution drills increased students' speaking skills by fostering structural accuracy and language readiness.

However, research results regarding the effectiveness of substitution drills remained inconsistent. While many studies reported significant positive effects, other studies such as Hidayati (Latifah & Rahmawati, 2019) indicated that substitution drills alone might not be effective for complex grammar structures or in contexts where students lack sufficient vocabulary to perform substitutions meaningfully (p. 59). This inconsistency indicated a research gap concerning the use of substitution drills, particularly for specific grammar aspects such as subject-verb agreement in writing classes.

Moreover, most studies on substitution drills have focused on speaking or general grammar mastery, while limited research specifically examines the effect of substitution drills on students' mastery of subject-verb agreement in writing. Writing requires higher grammatical accuracy compared to speaking, as written texts are subject to formal evaluation and less tolerance for errors. Therefore, there is an urgent need to investigate whether substitution drills can effectively improve students' application of subject-verb agreement rules in their writing tasks (Asmayanti & Hajaruddin, 2022). Considering this gap, this study was conducted to examine the effect of using substitution drill technique on students' mastery of subject-verb agreement in writing at SMP Cinta Rakyat 3 Pematangsiantar. The findings of this study are expected to provide empirical evidence on the effectiveness of substitution drills in grammar teaching, enrich theoretical references in EFL teaching methodology, and contribute practically by offering an alternative teaching strategy for English teachers to enhance their students' grammatical accuracy in writing (Abdullah et al., 2021).

Based on the problems, the researcher was interested in conducting quasi-experimental research with the title: "The Effect of Substitution Drill to the Students' Ability in Understanding Subject-Verb Agreement in Writing Descriptive Text at SMP Cinta rakyat 3 Pematangsiantar.

## **2. Method**

The method used in this research was a quantitative method. A quantitative research design is a type of research methodology that involves collecting and analyzing

numerical data to test hypotheses and answer research questions. Quantitative methods are research approaches that use numerical data and statistical analysis to test hypotheses, identify patterns, and draw conclusions. Alan (Ayu & Anggraeni, 2020) defines quantitative methods as research approaches that emphasize the measurement of variables and data analysis using statistical techniques. This method aims to produce generalizations that can be applied to a wider population.

In this research, a quasi-experimental quantitative method was used to measure the effect of a certain intervention on the dependent variable. Quasi-experimental designs fare better in that they employ a means to compare groups. According to Napitupulu et al. (Pardiyono, 2022) a quasi-experiment means to compare a group between a control group and an experimental group, where both groups are compared. Creswell and Creswell (Febiyanti et al., 2021) state that "Quasi-experimental designs involve comparing two or more groups (e.g., an experimental and a control group) that receive different treatments, but without random assignment of participants to groups." Rather than using randomness, the groups were selected and assigned based on convenience. In order to identify changes in the phenomena that research participants experienced, such as differences in students' grammar exam scores before and after the test in both experimental and control groups, this study used the Substitution Drill Technique.

The design chosen was a non-equivalent control group design, where two pre-formed groups were used as experimental and control groups. The experimental group received the intervention, namely the use of the Substitution Drill technique, while the control group used a traditional method. Before the intervention, both groups were given a pre-test to measure their initial abilities. After the intervention had been going on for a certain period, both groups were given a post-test to test their improvement in students' subject-verb agreement. The data obtained were analyzed using an independent t-test to compare the differences in score increases between the experimental and control groups. This design was chosen because it allows research to be conducted in a natural setting without the need for randomization (Risan & G, 2019). Thus, this research was expected to provide a valid and reliable picture of the effectiveness of the technique in improving subject-verb agreement in writing descriptive text.

This research was conducted at SMP Cinta Rakyat 3 Pematangsiantar, Jl. Kain Batik, Bane, District. Siantar Utara. Based on preliminary observations from a field experience practice, this location was chosen because students still lacked confidence and had grammar errors when learning English. Furthermore, schools still needed to do a better job of using media in their instruction. The research was started after the faculty issued a research degree. Only observations were made at SMP Cinta Rakyat 3 Pematangsiantar, Jl. Kain Batik, Bane, District. Siantar Utara, North Sumatra Province, after the research was issued.

In quantitative research, determining the population and sample is a very important step because it forms the basis for the data collection process. With a clear population and sample, research is conducted in a targeted manner and the results accurately reflect the actual conditions. The population in this research was the eighth-grade students of SMP Cinta Rakyat 3 Pematangsiantar in the 2025/2026 academic year. The population of this research consisted of all grade VIII students of SMP Cinta Rakyat 3 Pematangsiantar, which amounted to 5 classes. The selection of the grade VIII population by the researcher was based on the consideration that the researcher had conducted the Internship Program (PPL) at that level (Manik et al., 2022).

A research sample is a subset of a population selected to represent the entire population, enabling researchers to draw conclusions applicable to the broader group when the population is too large to be studied as a whole (Meinawati et al., 2021). Experts generally agree that samples must be representative and chosen through systematic and precise methods to ensure the accurate generalization of research findings. This study employed a quasi-experimental method with a non-equivalent control group design.

The research sample was selected using purposive sampling, based on specific considerations relevant to the research objectives. Class VIII-B was chosen as the experimental group, while Class VIII-D was designated as the control group for the academic year 2025/2026. This selection was primarily based on preliminary observations, English teacher recommendations, and initial pre-test results, which indicated that Class VIII-B had a relatively lower initial score in English writing, particularly concerning subject-verb agreement in descriptive text, compared to Class VIII-D.

The experimental group (Class VIII-B) received the intervention, which involved the application of the Substitution Drill Technique to enhance their subject-verb agreement skills. Conversely, the control group (Class VIII-D) proceeded with conventional learning methods without this specific technique. The primary aim of this approach was to measure the extent to which the Substitution Drill Technique could improve the experimental group's understanding and application of subject-verb agreement in writing (Ismayanti & Kholiq, 2020). By comparing the outcomes between these two pre-formed groups, the researcher sought to obtain a clear and valid understanding of the technique's effectiveness in the context of English language learning at SMP Cinta Rakyat 3 Pematangsiantar

### **3. Result and Discussion**

The research data obtained from the pre-test and post-test in the experimental class and control class were systematically organized and presented. These data formed the basis for the presentation of the research results.

This section presents statistical data from the pre-test and post-test results in the experimental and control classes. The data was obtained through a written exam that focused on students' ability to write descriptive texts. The exam aims to determine the extent to which students' writing skills develop after being given different treatments in each group. Therefore, the data generated from the pre-test and post-test became the basis for analyzing the differences in learning outcomes between the experimental and control groups. In this study, the experimental group was given treatment by applying the substitution drill technique as an effort to improve students' writing skills, while the control group continued to use conventional methods. In this study, the treatment was given twice (Erniwati et al., 2022). Through this design, the researchers could compare the students' learning outcomes in both groups. The results of these two tests were used as the main data to determine the effect of using the substitution drill technique on students' writing skills in descriptive text in class VIII at SMP Cinta Rakyat 3 Pematangsiantar. The experimental group consisted of 27 students of class VIII B at SMP Cinta Rakyat 3 Pematangsiantar. The students took pre-test and post-test written exams in answering multiple choice questions and writing descriptive texts with different

themes (Haudina, 2020). The results of students' pre-test and post-test exams in the experimental class can be seen as follows.

### The Analysis of Data

Pre-tests and post-tests from each sample, both the experimental class and the control class, were collected as part of this quantitative study and then analyzed further. The researchers obtained the students' writing test results on descriptive texts using a quasi-experimental research method. The assessment was based on writing skill assessment criteria.

### Normality test of pre test

**Table 1. Normality test of pre-test**

#### Tests of Normality

elas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	f	sig.	Statistic	f	sig.
Pre test control class VIII D	.02	9	.00*	.41	9	.08
Pre test experimental class III B	.21	7	.00*	.42	7	.35

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the normality test results above, the significance value of the Kolmogorov-Smirnov test on the experimental class pre-test results is  $.200 > 0.05$  and on the control class pre-test results is  $.200 > 0.05$ . Based on the Kolmogorov-Smirnov test decision criteria, both significance values are above the 0.05 significance level. This means that H1 is rejected and H0 is accepted. Thus, it can be concluded that the pre-test data in the experimental and control classes are normally distributed (Purwaningsih et al., 2022).

### Normality of post test

**Table 2. Normality of post-test**

#### Tests of Normality

elas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	f	sig.	Statistic	f	sig.
Post test control class VIII D	.152	29	.086	.955	29	.247
Post test experimental class III B	.182	27	.022	.929	27	.066

This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The normality test results above show that the significance value of the Kolmogorov-Smirnov test in the post-test results obtained in the experimental class is  $0.22 > 0.05$  and the post-test results in the control class are  $0.88 > 0.05$ . Based on the Kolmogorov-Smirnov test decision criteria, H0 is accepted and H1 is rejected. Thus, the post-test data in both the experimental and control classes are declared to be normally distributed.

## Homogeneity test

The test of variance homogeneity in research is a statistical procedure used to assess the similarity of variances (data diversity) between sample groups, as one of the basic requirements in analysis. In parametric analysis, this test serves to ensure that differences in results between groups are actually caused by the treatment or intervention given, not due to differences in data variance. The homogeneity test is included in the prerequisite tests that determine whether two or more sample groups come from populations with the same variance (Sipayung et al., 2021). Based on the Levene test results, a significance value greater than  $>0.05$  was obtained, so it can be concluded that the data variance between groups is homogeneity. Thus, the homogeneity assumption required for parametric analysis has been fulfilled.

**Table 3. Homogeneity test**

Test of Homogeneity of Variance		Levene Statistic	df1	df2	Sig.
hasil belajar	Based on Mean	3.232	1	54	.078
	Based on Median	2.951	1	54	.092
	Based on Median and with adjusted df	2.951	1	44.368	.093
	Based on trimmed mean	3.267	1	54	.076

Based on the test results above, a significance value of 0.078 was obtained for the based on mean section. Since  $0.078 > 0.05$ , it can be concluded that the student learning outcome data is homogeneous. Thus, the assumption of variance homogeneity is fulfilled, allowing us to proceed to the analysis stage using the T-test.

## Hypothesis Test

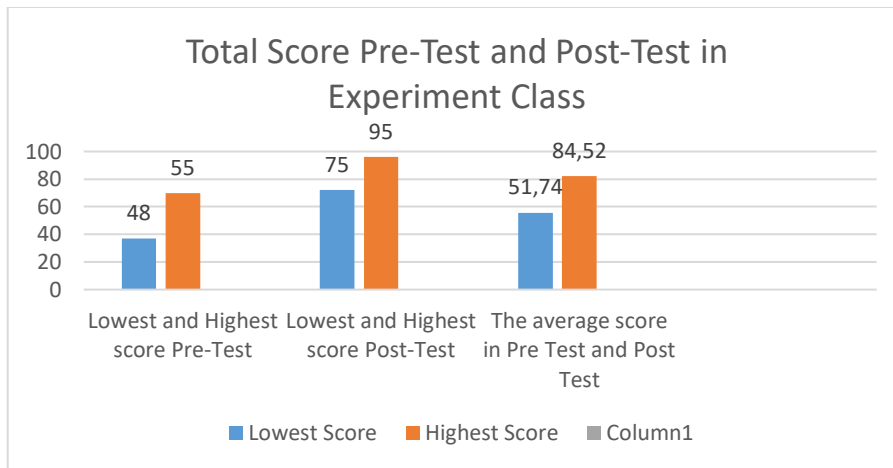
### Hypothesis test to be carried out:

- a) Null Hypothesis ( $H_0$ ): The Substitution Drill Technique does not significantly influence the students' ability in understanding subject-verb agreement in writing descriptive texts at SMP Cinta Rakyat 3 Pematangsiantar.
- b) Alternative Hypothesis ( $H_a$ ): The Substitution Drill Technique significantly influences the students' ability in understanding subject-verb agreement in writing descriptive texts at SMP Cinta Rakyat 3 Pematangsiantar

## Research Findings

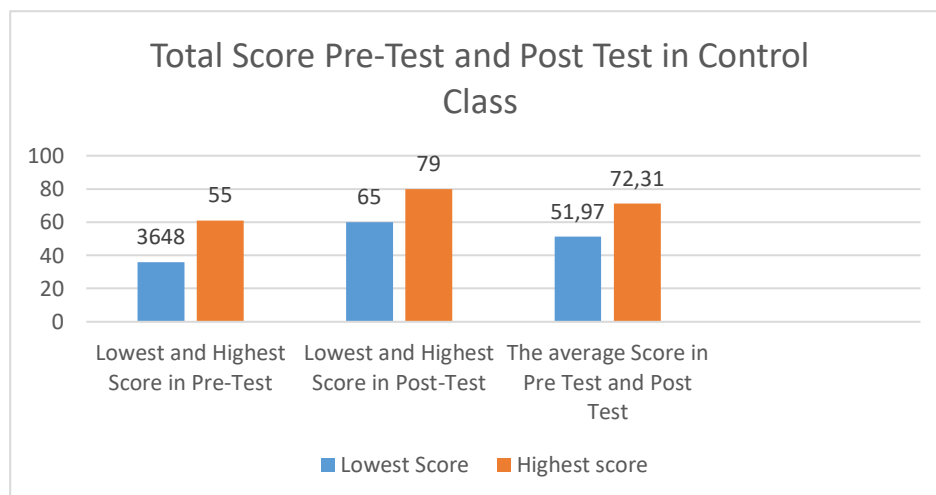
Base on the data analysis, the research question in answered as follows:

1. Students' writing ability in doing assignments on Subject-verb Agreement and writing descriptive text through learning using the substitution drill technique in class VIII-B at SMP Cinta Rakyat 3 Pematangsiantar can be seen in Figure 4.1.



**Figure 1. Score in Experimental**

Based on Figure 1, it can be seen that the ability to write descriptive texts of eighth grade students of SMP Cinta Rakyat 3 Pematangsiantar who were taught using the substitution drill technique experienced a significant increase. In the pre-test, students' lowest score was 48 and the highest score was 55 with an average of 51.74. After being treated with the substitution drill technique, the post-test results showed a clear improvement, where the lowest score rose to 75, the highest score reached 95, and the class average increased to 84.52. This data proved that the application of substitution drill has a positive effect on the writing skills of descriptive texts in eighth grade students of SMP Cinta Rakyat 3 Pematangsiantar (Zulaikah et al., 2018). The students writing ability in descriptive text without using the substitution drill technique in class VIII at SMP Cinta Rakyat 3 Pematangsiantar can be seen in Figure 4.2.

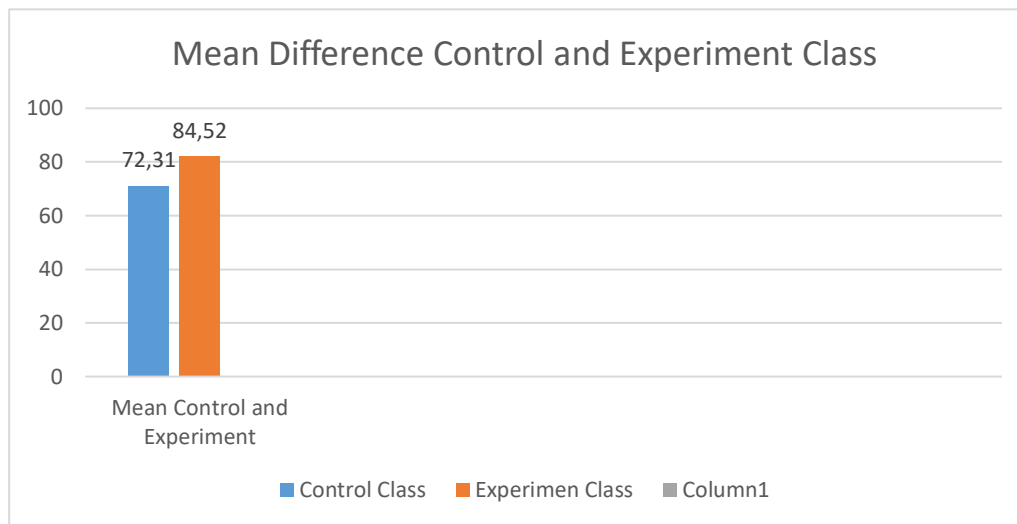


**Figure 2. Score in Control**

Based on figure 2 showed the results of the control class, where students were taught with conventional methods. In the pre-test, the lowest score was 48 and the highest score was 55, with an average of 51.97 (Jayanti, 2019). After the learning process, the post-test showed an improvement, with the lowest score rising to 65, the highest

score reaching 79, and the average increasing to 72.31. These results show that although students' descriptive text writing ability developed through conventional learning, the improvement was not as great as that achieved by the experimental class with the substitution drill technique strategy (Rasiska, 2022).

The significant influence of the drill substitution technique on students' writing ability in descriptive texts in class VIII at SMP Cinta Rakyat 3 Pematangsiantar can be seen in Figure



**Figure 3. Mean Difference Control Nad Experiment Class**

Based on figure 3 showed the comparison of the average post-test scores between the control class and the experimental class. The control class obtained an average of 72.31, while the experimental class taught with the substitution drill technique achieved a higher average of 84.52. The T-test results based on the above values using IBM SPSS V.24 showed a significance value of 0.000, where  $0.000 < 0.05$ , which means that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. Thus, it can be concluded that the substitution drill technique is able to improve the descriptive text writing skills of class VIII students of SMP Cinta Rakyat 3 Pematangsiantar.

## Discussion

From the data collected, this research was conducted on two groups of eighth-grade students at SMP Cinta Rakyat 3 Pematangsiantar: the experimental class (VIII-B) and the control class (VIII-D). Both groups were given a pre-test to measure their initial ability in applying subject-verb agreement within descriptive text writing. The experimental class was then taught using the Substitution Drill Technique, while the control class received instruction through conventional teaching methods. After several meetings, a post-test was administered to both groups (Liunokas, 2020).

The results revealed that both groups showed improvement, yet the magnitude of progress was markedly different. The experimental class increased from an average pre-test score of 51.74 to a post-test average of 84.52, with the highest score reaching 95. Meanwhile, the control class rose from 51.97 in the pre-test to 72.31 in the post-test.

These findings clearly indicate that the Substitution Drill Technique provided a more significant impact on students' mastery of subject-verb agreement in descriptive writing compared to conventional instruction. The independent sample t-test supported this conclusion, showing a significance value of 0.000 ( $< 0.05$ ). Thus, the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted: the Substitution Drill Technique has a significant effect on students' ability to apply subject-verb agreement correctly in descriptive texts.

These findings are consistent with several previous studies. Lutfiyah et al. (Khairunnisa, 2020) found that the use of substitution drills improved students' understanding of the simple present tense. Although their study focused more generally on tense mastery, the similarity lies in the positive effect of substitution drills on students' grammar learning. Likewise, Jubhari (Tullu, 2019) also confirmed that substitution drills helped students overcome difficulties in mastering tenses, particularly verb endings and auxiliary usage. This aligns with the present study, where students trained through repetitive substitution demonstrated greater accuracy in applying subject-verb agreement rules.

Zumrah and Manurung (2021), through a literature review, emphasized that substitution drills generally strengthen students' grammatical competence. Although their study did not provide direct experimental data, the present research empirically validates their theoretical claims by showing clear statistical evidence of improvement. Similarly, Mulyadi, Saefudin, and Bakhtiar (2021) reported a significant improvement in speaking skills as a result of substitution drills. While their focus was on oral production at a lower educational level, the parallel outcome highlights the broad applicability of substitution drills across skills and grade levels.

Further, the study by Pehang, Minggele, and Kistoro (2024) revealed that WhatsApp-based substitution drills improved comprehension of simple present tense declarative sentences in an online learning context (Dewi et al., 2019). Although their research employed digital media integration, the underlying principle remains the same: repetitive substitution fosters structural accuracy. In contrast, the present research did not rely on technology but still achieved a similar enhancement in grammatical mastery, demonstrating the inherent strength of the technique regardless of the medium.

Additional support comes from Saefudin, Mulyadi, and Nurani (Kirana et al., 2018) who found that substitution drills significantly increased students' vocabulary mastery. Similarly, Situmorang, Lumban Raja, and Ginting (Muamaroh et al., 2020) confirmed the effectiveness of substitution and cued response drills in vocabulary acquisition. Although these studies differ in focus-vocabulary instead of subject-verb agreement-they reinforce the conclusion that substitution drills, by nature of their structured and repetitive design, are powerful tools in language learning.

Taken together, the findings of this research not only affirm the effectiveness of substitution drills but also extend their scope by demonstrating that they can specifically improve the application of subject-verb agreement in descriptive text writing. Unlike most previous research that concentrated on speaking, general grammar, or vocabulary,

this study narrows the focus to a critical grammatical component-subject-verb agreement-within a writing context, thereby filling a notable research gap.

#### 4. Conclusion

Based on the findings and discussion presented in the previous chapter, several conclusions can be drawn:

- a. The application of the Substitution Drill Technique significantly improved students' ability in applying subject-verb agreement within descriptive text writing. This is evidenced by the increase in the experimental class's mean score from 51.74 in the pre-test to 84.52 in the post-test, compared to the control class which only increased from 51.97 to 72.31.
- b. The results of the independent sample t-test indicated a significance value of 0.000 ( $< 0.05$ ), confirming that the difference in improvement between the experimental and control groups is statistically significant. Thus, the alternative hypothesis ( $H_a$ ) is accepted, and the null hypothesis ( $H_0$ ) is rejected.
- c. The findings of this research were consistent with previous studies, such as those conducted by Lutfiyah et al. (2022), Jubhari (2018), and Zumrah & Manurung (2021), which also confirmed the effectiveness of substitution drills in improving students' grammar. However, this research extends prior work by focusing specifically on subject-verb agreement within a writing context, thereby filling a research gap.
- d. Overall, this research demonstrates that substitution drills are not only effective for general grammar or oral production but also play a crucial role in enhancing grammatical accuracy in students' written texts.

#### Suggestion

In reference to the conclusion stated, the researcher proposes some subsequent suggestions to English teachers, students, and other researchers in order to comprehend the significance of the utilization of the Substitution Drill Technique for enhancing students' ability to apply subject-verb agreement in writing descriptive text:

1. **For Teachers.** The researcher suggests English educators to implement the Substitution Drill Technique when they teach grammar material, particularly subject-verb agreement, in writing descriptive texts. In regard to the research finding, it was shown that the use of substitution drills helped students practice grammatical structures repetitively, encouraged them to construct sentences accurately, and supported them in producing well-formed descriptive text.
2. **For Students** The Substitution Drill Technique can improve students' ability in writing, especially in mastering subject-verb agreement rules. Moreover, it can motivate students to be more active in grammar practice, to minimize errors, and to develop confidence in expressing their ideas in English both in spoken and written forms.
3. **For Other Researchers.** This research is intended to serve as a reference and motivation for future researchers who wish to conduct related research with the same subject matter and scope. It may be used to demonstrate that the use of the Substitution Drill Technique can enhance students' grammatical accuracy in writing. Future studies may also expand this research by applying substitution drills to other aspects of grammar or combining them with communicative methods and technology-based learning.

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