IMPROVING STUDENTS’ ABILITY IN ADVERBIAL CLAUSE OF TIME THROUGH BERLITZ METHOD

(A classroom Action Research at the Second Year of SMA N 3 Kota Tangerang Selatan)"

The “Skripsi”
Presented to the Faculty of Tarbiyah and Teachers’ Training in partial fulfillment of the requirements for the degree of S.Pd. in English Language Education

By:

Habibah Nirwana Sari
NIM. 206014000128

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS’ TRAINING “SYARIF HIDAYATULLAH”
STATE ISLAMIC UNIVERSITY JAKARTA
2011 M
SURAT PERNYATAAN KARYA SENDIRI

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Jakarta, 01 June 2011
Mahasiswa Ybs.

Habibah Nirwana Sari
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Approved by the Advisor:

Drs. H. Bahrul Hasibuan, M.Ed.

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STATE ISLAMIC UNIVERSITY
JAKARTA
2011 M
ENDORSEMENT BY THE EXAMINATION COMMITTEE

The examination committee of Faculty of Tarbiyah and Teachers’ Training certifies that the ‘skripsi’ entitled “IMPROVING STUDENTS’ ABILITY IN ADVERBIAL CLAUSE OF TIME THROUGH BERLITZ METHOD (A classroom Action Research at the Second Year of SMA N 3 Kota Tangerang Selatan)” written by Habibah Nirwana Sari students register number: 206014000128 was examined on 23 June 2011 and was decelerated to have passed and therefore, fulfilled one of the requirements for degree of S.Pd. in Department of English Education.

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ACKNOWLEDGMENT

All praise be to Allah, the Lord of the words, who has bestowed upon the writer in completing this ‘skripsi’ entitled “Improving Students’ Ability in Adverbial Clause of Time through Berlitz Method” at the Second Year of SMA N 3 Kota Tangerang Selatan. Peace and blessing from Allah be upon to Allah’s Messenger, Prophet Muhammad, his family, his companions, and all of his followers.

This “Skripsi” is proposed as one of the requirements to have Strata 1 degree (S1) of English Education (S.Pd.).

In this occasion, the writer would like to express her great and deep gratitude to her Drs. H. Bahrul Hasibuan, M. Ed, as her advisor who had patiently guided him in writing this ‘skripsi’. The writer also expresses great gratitude to her mother; Hj. Murtinah S.Pd, her father; H. Agus Supriatna, her younger sister Nelly Nirwana Sari and all of her friends who have given the writer support and advice during her study in English Educational Department.

The writer also realizes that she would never finish this ‘skripsi’ without the help of some people. Therefore, she would like to give special thanks to:

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7. All people who have given their help in writing this “Skripsi” that writer could not mention one by one, may Allah bless all of you

The writer does realize that this skripsi cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for her to get critiques and suggestions to make this skripsi better.

Jakarta, 01 June 2011

The writer
ABSTRACT

Sari, Habibah Nirwana, 2011. “Improving Students’ Ability in Adverbial Clause of Time through Berlitz Method (A classroom Action Research at the Second Year of SMA N 3 Kota Tangerang Selatan)”. Skripsi, Department of English Education, Faculty of Tarbiyah and Teachers’ Training “Syarif Hidayatullah” State Islamic University, Jakarta.

Advisor : Drs. H. Bahrul Hasibuan M.Ed

Key words: Students’ Ability, Adverbial Clause of Time, Berlitz Method

This research is aimed to find out whether there is a significant difference of students’ ability in adverbial clause of time between the class which is taught by using Berlitz Method and the class which is taught by using traditional method which has been taught in the school.

This study is categorized as the Classroom Action Research (CAR) in which to identify and to improve students’ grammar ability, in general, and in the adverbial clause of time, in particular it is initiated through the interview the teacher and through the observation in the second grade Social class at SMA N 3 Kota Tangerang Selatan; considered as the class whose grammar test score are very low. The amount of students in that class is 22. In this Classroom Action Research, the writer implements the Kurt Lewin’s design which consists of four phases. Those are planning, acting, observing, and reflecting. Meanwhile, the data is derived among from the test (pretest and posttest), interview, and observation. Therefore, this study is included into quantitative descriptive research.

The findings of this study were of the test, observation, and interview. Related to the test result, there was 9.86% improvement of students’ mean grammar score after using Berlitz Method and gained from the pretest result, there were two students who passed the KKM. Then in the result of posttest in cycle 1, there were 7 (32%) students in the class who passed the KKM considering their mean score of the test was 71.72. Next in the result of posttest in the cycle 2, there were 19 (86%) students who passed the KKM in which their mean score of grammar test derived 77.86. Related to the observation, result showed that the students were more active and interested in learning grammar activity in the classroom. Indeed, they could write and communicated as a real context. Related to the interview result, it could be known that the students’ grammar in term of adverbial clause of time has improved and also assisted the teacher in finding the appropriate strategy in teaching grammar.
ABSTRAK

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Advisor : Drs. H. Bahrul Hasibuan M.Ed

Kata kunci : Students’ Ability, Adverbial Clause of Time, Berlitz Method

Penelitian ini ditujukan untuk mengetahui dapatkah siswa di kelas dua SMA N 3 Kota Tangerang Selatan meningkatkan kemampuan penggunaan adverbial clause of time dengan menggunakan Berlitz Method. Disamping itu, penelitian ini juga ditujukan untuk mendeskripsikan bagaimana pelaksanaan Berlitz Method dalam meningkatkan kemampuan siswa dalam menggunakan adverbial clause of time.


Hasil yang diperoleh dari penelitian ini adalah: (1) berdasarkan hasil tes, terdapat kenaikan 9.86% rata-rata skor grammar siswa setelah menggunakan Berlitz Method. Dengan perolehan; pada hasil pretest terdapat 2 siswa yang melampaui KKM. Kemudian hasil posttest di siklus 1, didapat 7 atau 32% jumlah siswa yang berhasil melewati KKM dengan rata-rata kelas sebesar 71.72. Selanjutnya hasil posttest di siklus kedua, terdapat 19 atau 86 % siswa yang sudah mencapai target KKM dengan rata-rata kelas sebesar 77.86. (2) berdasarkan hasil observasi di kelas didapati bahwa siswa-siswa lebih aktif dan tertarik dalam mempelajari aktivitas grammar di kelas. Terlebih mereka dapat membuat kalimat yang berdasarkan konteks yang nyata. (3) berdasarkan hasil wawancara dengan guru, dapat diketahui bahwa pemahaman membaca siswa akan adverbial clause of time telah berkembang dan juga membantu guru dalam menemukan metode yang cocok dalam mengajarkan adverbial clause of time.
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A. The Background of Study

English as a universal language makes many people believe that it is important for students to learn. In many countries, secondary school and university courses are taught in English. English is also one of the most important international languages; English also gives access to important sectors, for examples, in the areas of business, finance, science, and technology. Students who are fluent in English can have the opportunity to contribute their country development. It is one of the instructional objectives of the teaching English in Indonesia school system.

As a universal language, English has been taught in Indonesia in every level of school education, from primary up to the university- with different status in each level. English is taught as a local content in primary school, as a compulsory subject in secondary school, and as a complementary subject in university. All of these are intended to prepare Indonesia human resources in facing the global challenge.

Grammar is considered as one of several difficulties that are faced by most Indonesia students in English learning process. To most people, the word grammar
means the sort of thing they learned in English class, when they were taught about subject and predicates or parts of speech. According to Penny Ur, grammar is defined as the way a language manipulates and combines word (bits of word) in order to form longer units of meaning.¹ So it can be inferred that without correct grammar, it is impossible to combine words into sentence, and sentence into paragraph, because grammar is the basic knowledge to learn English sentence structure.

Allocation of adverbs in a sentence is one of the smallest things, but it has an affect in the sentence to range in the meaning from words having a strong lexical content or to make the meaning of the sentence is clear. Moreover, Marcella Frank noted as:

adverbs to range in the meaning from words having a strong lexical content (those that describe the action of the verb, or those that indicate such meanings as time and place) to those that are used merely for emphasis. They range in form from words clearly marked as adverbs to those that have the form of other parts of speech. They range in function from close to loose modifiers of the verb; from close modifier of single words, prepositional phrase or clause, to loose modifiers of the entry sentence.²

“Adverb clauses of time” may also be called “dependent or subordinate adverbial clauses.” Words that introduce adverb clauses (e.g., while, when, since) are called “subordinating conjunctions.” They are simply called “words that introduce adverb clauses.” When students have to choose the appropriate tense(s) according to context and meaning, it is important that they have opportunities to discuss their choices and explore misunderstandings. One of the roles is to help them become sensitive monitors and effective editors of their own English use. Now that the foundation for verb tense usage has been laid, the students need both guided and free practice and, most important, lots of out-of-class language experiences as the complex process of adult second language acquisition proceeds.

According to Charles Fries, he believed that learning grammar or structure was the starting point for the students. A lot of students are confused in their sentence, when they want to describe, retell, explain something that is related to the time and occurrence, which has a close relation with students’ ability in adverbial clause of time, may be in Bahasa Indonesia as our language it is not a big problem, but in English it is so complicated and will make different purpose, occurrence, etc. The writer has seen a lot of misunderstanding from the students at the second grade of SMA N 3 Kota Tangerang Selatan, when they want to describe, retell, and explain something that is related to the time and occurrence.

For examples “Telepon berbunyi ketika saya sedang mencari buku saya”

In English: “The phone rang when I was looking for my book” or “The phone was ringing when I was looking for my book”

Although the structure from two sentences is true, but they have different context and occurrence which is described and then have the difference in time and occurrence. At the first sentence when the people search the book then the phone is ringing and the second sentence it means when the people search the book at the same time with the phone ringing. The students must know and understand about it to make easier to explain something that is related by the time and occurrence. The case on above which has a close related with students’ mastery in adverbial clause of time.

During the activities of PPKT (Praktek Profesi Keguruan Terpadu – Integrated Pre-Service Teaching Profession Practice) which took place in February until June 2010 in SMA N 3 Kota Tangerang Selatan, the writer had an opportunity to teach the second grade at the school and in each of the class has 22 students. Based on the writer observation in SMAN 3 Kota Tangerang Selatan, most of students have difficulties to describe, retell, and explain something that is related to the time and occurrence which has a close relation with students’ ability in adverbial clause of time.

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In this case the teacher needs to motivate students through new atmosphere that make the students more interested in improving their understanding and more effective to improving students understanding of adverbial clause with certain method. There are many methods that make students’ improving the ability in adverbial clause of time. In this case the writer tries to offer a one of a kind of variation that the method is expected to enhance the students’ ability in adverbial clause of time. The writer assumption that is Berlitz Method is the effective way to teach adverbial clause of time.

A method that is probably popular to school is the Berlitz Method, a method that was first introduced by Maximilian Berlitz in Berlitz School. The students are encouraged to use target language as their language communication. Berlitz Method as a one of the application of the direct method, sometimes also called *natural method*, is a method that only refers to the use of the target language. The writer assumes that Berlitz Method can be an alternative method besides the other famous methods.

In line with the description above, which talks about English grammar teaching problem and Berlitz Method, the writer would like to discuss the improving students’ ability in adverbial clause of time through Berlitz Method.

Base on the writer’s observation in class XI IPS II students of SMA N 3 Kota Tangerang Selatan, there are many students who got score below 75 in their final semester test. However, there are also some students who had good scores and who had very good scores. Of course, it is not only the grammar components which were tested, but grammar components are the main aspects which are tested in final semester tests. In addition, when the writer interviewed some students, she found that grammar was one of the most difficult aspect in learning English, and adverbial clause of time are some of grammatical components that they feel difficult to learn.

Base on these students’ impressions, the writer believe that it is necessary to apply Berlitz Method in teaching adverbial clause of time so that the students
who had low score can improve their grammar, especially their mastery of adverbial clause of time.

B. The Limitation and the Formulation of the Problem

There are many ways to improve student’s ability in adverbial clause of time. The writer limits this study only focusing on the teaching of adverbial clause of time through Berlitz Method. The method and materials are to be employed at the second year classes of senior high in SMA N 3 Kota Tangerang Selatan.

To bring the focus of the problem the write formulated it to research question: “Can Berlitz Method improve students’ ability in adverbial clause of time?” In addition, “How does Berlitz Method improve students’ ability in adverbial clause of time?”

C. The Objective of the Study

This study is to know whether Berlitz Method can improve students’ ability in adverbial clause of time for the second year of Social class students of senior high in SMA N 3 Kota Tangerang Selatan. In addition, the objective of this study is to describe how the implementation of Berlitz Method can improve students’ ability in adverbial clause of time.

D. The Significance of Research

The contributions of this research are conveyed to: first, for the teacher. It gives the alternative solution in the teaching grammar. Second, is for students. It assists them to solve their problems in grammar especially in adverbial clause of time and it can help their communication in English well. Third, is for the institution of SMAN 3 Kota Tangerang Selatan. It can benefit regarding to improve the education quality.
CHAPTER II
THEORETICAL FRAMEWORK

A. Adverb

1. The Understanding of Adverb

Many people think that they need to master grammar. Veit Richard believes that the main reason we study grammar is that we human beings are curious and want to learn more about ourselves. The study how we create language can provide important insights into the nature of our minds and the way we think. It can help us to understand better what it means to be humans.¹

Mastering grammatical components are important to facilitate communication. By mastering grammar components, the writer believes that students can combine sentence correctly. It can be seen from the opinion from Jeremy Harmer that the grammar of a language is the description of the way in which word can change their form and can be combined into sentence in that language.² In learning English grammar, adverbs are some of grammatical components which are learned by students.

Learning adverbs will help students to give more information about something. Oxford dictionary defines an adverb as a word that adds more information about place, time, circumstance, manner, cause, degree, etc to a verb, an adjective, a phrase or another adverb.³ Beside of that, According to Robert C.

An adverb is a word, a word that behaves in a sentence like the word reddish.  

2. **Kinds of Adverbs**

An adverb can modify a verb, an adjective, another adverb, a phrase, or a clause. An adverb indicates manner, place, time, or degree and answers questions such as "how," "where," "when," etc. According to online English grammar there are eight kinds of adverbs:

a. **Manner**

Some adverbs tell us how an action is or should be performed. They are often formed from adjectives or nouns be adding the suffix -ly.

*For example:*

*The little girl ran quickly.* In this sentence *quickly* modifies the verb *ran* (to run).

b. **Place**

Adverbs of place indicate where something happens. These include; abroad, anywhere, here, outside, somewhere, there, where, nowhere, somewhere, and there.

*For example:*

*My passport is here in my bag.*

c. **Time**

Some adverbs tell us when something happened. These include: *afterwards, later, now, soon, yesterday, etc*

*For example:*

*Yesterday all my troubles seemed so far away.* - In this sentence *yesterday* shows us when.

d. **Frequency**

Adverbs of frequency tell us how often something is done. These include; always, constantly, continually, frequently, infrequently.

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intermittently, normally, occasionally, often, periodically, rarely, regularly, seldom, sometimes

For example:

I always do my homework on time. - In this sentence always shows us the frequency.

e. Adverbs of Certainty

These adverbs express how certain or sure we feel about an action or event. Common adverbs of certainty:

Certainly, definitely, probably, undoubtedly, surely

Adverbs of certainty go before the main verb but after the verb 'to be':

1) He definitely left the house this morning.
2) He is probably in the park.

f. Degree

Adverbs of degree tell us the strength or intensity of something that happens. Many adverbs are gradable, that is, we can intensify them. Basically they answer the sort of question that asks How much ...? or How little...?

Adverbs of degree include; adequately, almost, entirely, extremely, greatly, highly, hugely, immensely, moderately, partially, perfectly, practically, profoundly, strongly, totally, tremendously, very, virtually etc.

For example:-

The man drove badly. = The man drove really badly. - In this sentence really shows us just how badly he drove.

g. Interrogatives Adverbs

Interrogatives adverbs are why, when, where, and now. They are usually placed at the beginning of a question.

Examples:

1) ~ When do you get up?
   ~ 5 a.m.

   As an interrogatives adverb, when means ‘at what time?"
2) ~ Where do you live?
~ Jakarta
As an interrogatives adverb, when means ‘at what place?’
h. Relative Adverbs / Adverb Clause.
The following adverbs can be used to join sentences or clauses.
They replace the more formal structure of preposition + which in a relative clause:

**Where, when, why**
Examples:
- That's the restaurant where we met for the first time.
  *(where = at/in which)*
- I remember the day when we first met.
  *(when = on which)*
- There was a very hot summer the year when he was born.
  *(when = in which)*
- Tell me (the reason) why you were late home.
  *(why = for which, but could replace the whole phrase 'the reason for which')*

Relative adverbs are when, where, and why, but they have different function from when, where, and why as interrogative adverbs. Adverb which joins with a clause, it called adverbial clause. An adverbial clause is a clause that has an adverb -like function in modifying another clause. Adverbial clause is a dependent clause as an adverb; it therefore can modify a verb, an adjective, a verbal, another adverb, or a sentence. There are three kinds of dependent clauses: adjective, noun and adverb clause. A clause is a grammatical unit that (1) includes, at minimum, a predicate and

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6 [http://dir/adverbial+clause+part+i](http://dir/adverbial+clause+part+i) accessed on October 27, 2010


an explicit or implied subject, and (2) expresses a preposition. Some clauses can stand alone as a sentence. The kind of clause is one independent clause. For example: tom loves me. Some clauses however, cannot stand alone as a sentence. It called dependent clause. A dependent clause is a clause that does not express a complete though and not stand alone. A dependent clause must be connected to an independent clause in order to make a complete sentence. The word that begins a dependent clause is called a subordinating conjunction. The following are examples of adverbial clauses with the subordinate conjunction.

<table>
<thead>
<tr>
<th>kind of adverbial clause</th>
<th>common conjunctions</th>
<th>function</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>conditional clauses</td>
<td>if, unless</td>
<td>These clauses are used to talk about a possible situation and its consequences.</td>
<td>If they lose weight during an illness, they soon regain it afterwards.</td>
</tr>
<tr>
<td>purpose clauses</td>
<td>in order to, so that, in order that</td>
<td>These clauses are used to indicate the purpose of an action</td>
<td>They had to take some of his land so that they could extend the churchyard.</td>
</tr>
<tr>
<td>reason clauses</td>
<td>because, since, as, given</td>
<td>These clauses are used to indicate the reason for something.</td>
<td>I couldn't feel anger against him because I liked him too much.</td>
</tr>
<tr>
<td>result clauses</td>
<td>So..that</td>
<td>These clauses are</td>
<td>My suitcase had</td>
</tr>
<tr>
<td>Clause Type</td>
<td>Examples</td>
<td>Definition</td>
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<td>---------------------</td>
<td>----------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>concessive clauses</td>
<td>although, though, while</td>
<td>These clauses are used to make two statements, one of which contrast with the other or make it seem surprising.</td>
<td>I used to read a lot although I don't get much time for books now.</td>
</tr>
<tr>
<td>place clauses</td>
<td>Where, wherever, anywhere, everywhere, etc. (conjunctions that answer the question &quot;where?&quot;)</td>
<td>These clauses are used to talk about the location or position of something.</td>
<td>He said he was happy where he was.</td>
</tr>
<tr>
<td>clauses of manner</td>
<td>as, like, the way</td>
<td>These clauses are used to talk about someone's behavior or the way something is done.</td>
<td>I was never allowed to do things the way I wanted to do them.</td>
</tr>
<tr>
<td>clauses of exclamations</td>
<td>what a(an), how, such, so</td>
<td>Exclamations are used to express anger, fear, shock, surprise etc. They always take an exclamation mark (!).</td>
<td>What horrible News! How fast she types! You lucky man!</td>
</tr>
<tr>
<td>time clauses</td>
<td>When, before, after, since, while, as, as long as, until, till, etc. (conjunctions that answer the question &quot;when?&quot;); hardly, scarcely, no sooner, etc.</td>
<td>These clauses are used to say when something happens by referring to a period of time or to another event.</td>
<td>Her father died when she was young.</td>
</tr>
</tbody>
</table>

From the explanation above an adverb is a part of speech which modifies any main part of language. Adverbs can modify verbs, adjectives, clauses, sentences and other adverbs. Adverbs typically answer questions such as how?, in what way?, when?, where?, etc. Adverb can be joined with a clause, as an adverbial clause which must be connected to another clause in order to make a complete sentence.

B. Adverbial Clause of Time

1. The Understanding of Adverbial Clause of Time

Adverbial clause of time is one kind of adverbial clause which is a dependent clause is a clause that does not express a complete thought and not stand alone. A dependent clause must be connected to an independent clause in order to make a complete sentence. Every sentence is formed from one or more clauses and expresses a complete thought.\(^\text{12}\)

Since the adverbial clause of time as one of adverbial clause is a dependent clause, it cannot stand alone. It must be combined with an independent clause to form of complete sentence. An adverbial clause of time can come either before or after an independent clause. If it comes before an independent clause, a coma is place after it. For example:

Before he leaves for the class, he always reads the novel.

Adverbial clause of time: independent clause

(Dependent clause)

However, if it comes after an independent clause, there is no comma separating it from the independent clause. For example:

He always reads the novel before he leaves for the class.

Adverbial clause of time: independent clause

(Dependent clause)

Thus, it can be formed as follow:

Independent clause + [coordinator conjunction] + independent clauses

Conjunction adverb

A subordinate conjunction introduces the adverbial clause and connects it with a word in the main clause (independent clause). These clauses are introduced by when, when, whenever, while, as, before, after, till, until, since and as soon as are called “subordinating conjunctions.”

2. **Kinds of Adverbial Clause of Time**

Adverbial clause of time is a dependent clause which introduce by adverb as a conjunction. The conjunctions of Adverbial clause of time are when, when, whenever, while, as, before, after, till, until, since and as soon as, according to Modern English book, Marcella frank explain more detail the descriptions of the special usages from each connected in adverbial clause of time.

a. The conjunction “When”

Whenever has a greater generalizing force than “when”. It is equivalent to at any time that.

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13 Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, ............, p.195

14 [http://wikipedia.thefreeencyclopedia.com](http://wikipedia.thefreeencyclopedia.com), accessed on April 18th 2010
Examples: You may begin when (ever) you are ready.

b. The conjunction “Till”

Till, a synonym for until, is probably less common in the written language than until is. Till often has a literally or poetic affect.
Examples: I will love you till the seas run dry.

c. The conjunction As long as
Examples: You may keep my book for as long you need it.

d. The conjunction Now (that)

May express cause, or both time and cause simultaneously
Examples: Now that my replacement has come, I can leave.

e. The conjunction Once

Once is synonymous with after. A conditionally relationship is also implied in this use of once.
Once you have been to Europe, you will always want to go back.

f. The conjunction As, when, while

The conjunction “as” can express several relationships besides time, it should be used sparingly, especially at the beginning of a sentence. In its use as a Conjunction of time, “as” is sometimes a synonymous for when and while it can be seen the example below:

As
When
While

I was walking in the park, I saw two men fighting.

“As” may also synonymous with “as soon as”.
As/ as soon as he stepped into the house, his children rushed over to great him.

g. The conjunction As soon as

When and while are often synonymous, when connoting time in a broad sense, while connoting time that has duration.

When
While

I was in Japan, I bought some beautiful pearls.
A “when” clause introducing a definition after a form of “be” should be avoided in formal usage.

Examples:
1) Automation is when certain processes are operated by machine alone.
   Such a definition should be reworded so that a true nominal appears in the predicate.
2) Automation is certain processes are operated by machine alone.

According to Marcella Frank, adverbial clause of time has special forms in time clauses:

<table>
<thead>
<tr>
<th>Time expressed</th>
<th>verb in main clause</th>
<th>verb in sub clause</th>
<th>sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future</td>
<td>Future tense</td>
<td>present tense</td>
<td>He will go (or is going) straight home after he <strong>closes</strong> his store.</td>
</tr>
<tr>
<td></td>
<td>(or future- Equivalent)</td>
<td></td>
<td>Or</td>
</tr>
<tr>
<td></td>
<td>Future tense</td>
<td>present perfect tense</td>
<td>He will go (or is going) straight home after he <strong>has closed</strong> his store.</td>
</tr>
<tr>
<td></td>
<td>(or future- Equivalent)</td>
<td></td>
<td>Or</td>
</tr>
<tr>
<td></td>
<td>Future perfect tense</td>
<td>present tense</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(emphasis on one future time before another)</td>
<td></td>
<td>We will have finished all the adverbial clause of time by the time the semester <strong>ends</strong>. We will have finished all the adverbial clause of time by the time the semester <strong>has ended</strong>.</td>
</tr>
<tr>
<td>Past</td>
<td>past progressive tense</td>
<td>simple past tense</td>
<td>She was ironing when the telephone <strong>rang</strong>.</td>
</tr>
<tr>
<td></td>
<td>simple past tense</td>
<td>past progressive tense</td>
<td>Or</td>
</tr>
<tr>
<td></td>
<td>past perfect tense</td>
<td>present perfect tense</td>
<td>The telephone rang when</td>
</tr>
</tbody>
</table>
I was watching (or watched) television while my sister was preparing (or prepared) dinner.

Past perfect tense  simple past tense
(one past action completed just before another past action)

I had just dozed off when the telephone rang.

Past perfect tense  simple past tense
(two past continuous actions going on simultaneously)

Past progressive tense  past progressive tense
(simple past tense  simple past tense)

she was ironing.

(one past action in progress interrupted by another past action)

From the explanation above adverbial clause of time is a dependent clause which use conjunction adverb such us when, when, whenever, while, as, before, after, till, until, since and as soon as etc. The function of adverbial clause of time is to modifier independent clause in order to make a complete sentence in terms of time. These adverbs function as subordinating conjunctions by joining a dependent clause to an independent clause. The adverbial clause (adverb + dependent clause) indicates the accurate of the action in the main clause occurs.

C. Berlitz Method

1. The Understanding of Berlitz Method

The Berlitz Method was first developed by Maximilian Berlitz in 1878. The method only focuses on using language as a means of communication. He helped revolutionize learning by introducing one of the first forms of the "direct method", which was based upon the "Natural Method".

Metode langsung atau (direct method) memberi tekanan pada ketrampilan pendengaran dan ucapan serta menolak cara atau metode terjemahan. Metode langsung dalam pengujianya menekankan ketrampilan pendengaran dan penuturan (speaking) melalui
According to Wilga M. Rivers, the goal of direct method which has the same goal as a Berlitz Method is: to develop the ability to think in language whether conversing, reading, or writing.\(^{16}\) The main principle behind these methods (Berlitz) is that all instruction is given in the target language.

Moreover, Mr. Yasir Burhan noted as:

_Tujuan pengajaran bahasa asing di sekolah-sekolah kita adalah untuk menumbuhkan keterampilan murid berbahasa asing untuk menumbuhkan itu ia dapat:_

a. Berkomunikasi dengan bahasa asing tersebut.

b. Mengenal dan memahami bahasa dan kebudayaan asing tersebut.

c. Mmpilajari ilmu dan kebudayaan asing melalui buku yang di tulis dalam bahasa asing itu dalam rangka studinya.\(^{17}\)

Based on the definition above, it can be seen that really important to teach foreign language to bring the students in the real contexts of the target language it’s self and additionally, the Berlitz Method has always presented language in context of real-life situations, with extra targeted practice of grammar and vocabulary. Today, there are a variety of derivative methods and theories which find their beginnings in the natural and communicative elements that were pioneered by Berlitz.

The Berlitz Method uses a variety of instruction techniques which address different learning styles and maintains a balance between fluency and accuracy that is consistent with the needs of each student. To ensure that students reach their language learning goals, Berlitz provides professional guidance on learning strategies and focuses on motivating students to actively participate in the learning process.

\(^{15}\) S.U. Subyakto Nababan.: _Metode Pengajaran Bahsa Inggris Dahulu, Sekarang Dan Masa Depan_ (Jakarta: seminar methodology pengajaran bahasa inggris SMP-SMA di jakrta, 1983) p.3.


\(^{17}\) Yasir Burhan : _Politik Bahsa Nasional dan Pengajaran Bahasa, dalam Amran Halim: Politik Bahsa Nasional_ (Jakarta, P.N. Balai pustaka, 1984) hal. 76.
2. The Characteristics of Berlitz Method

Berlitz method has some characteristic which is the method only focuses on using language as a means of communication. Learning by introducing one of the first forms of the "direct method", this was based upon the “Natural Method”. The main principle behind these methods is that all instruction is given in the target language.

- Speaking-focused classrooms. We focus on speaking, the quickest and most effective way to learn another language.

- Small groups or one-on-one classes with the instructors. Individual attention helps the learners reach their goals.

- Results-oriented lessons. We teach practical language that can be applied to real-life situations and build in checkpoints to evaluate progress.18

The Berlitz Method only focus on using language as a means of communication, just as it did when Maximilian Berlitz first developed it in 1878. He helped revolutionize learning by introducing one of the first forms of the

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18 www.berlitz.com, accessed on April 16th 2010
"direct method", which was based upon the "Natural Method". The main principle behind these methods is that all instruction is given in the target language.

Additionally, the Berlitz Method has always presented language in context of real-life situations, with extra targeted practice of grammar and vocabulary. There are a variety of derivative methods and theories which find their beginnings in the natural and communicative elements that were pioneered by Berlitz.

With this communicative approach to language learning, Berlitz students learn through listening and speaking, supported by reading and writing. They learn grammar as a means of communication. Their needs and interests are central to Berlitz’s instruction. The Berlitz Method uses a variety of instruction techniques which address different learning styles and maintains a balance between fluency and accuracy that is consistent with the needs of each student. To ensure that students reach their language learning goals, Berlitz provides professional guidance on learning strategies and focuses on motivating students to actively participate in the learning process. As a mention before that Berlitz Method are modified of Direct Method / Natural Method. The Method is subsequently modified by Maximilian Berlitz with the load characteristics of the Direct Method paraphrase. Moreover Richards and Rodgers noted as:

The natural language learning principles provided the foundation for what came to be known as the direct method, which refers to the most wieldy known of the natural methods. It became widely known in the US through its use by Sauveur and Maximilian Berlitz in successful in commercial language schools (Berlitz in fact, never use the term; he referred to the method used in his school as the Berlitz Method) in practice it stood for the following principles and procedure:

a. Classroom instructions are conducted exclusively in the target language.
b. Only everyday vocabulary and sentences are taught.
c. Oral communication skills are built upon in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
d. Grammar is taught inductively.
e. New teaching points are introduced orally.
f. Concrete vocabulary is taught through demonstration, objects, and pictures; abstract vocabulary is taught by association of ideas.
g. Both speech and listening comprehensions are taught.
h. Correct pronunciation and grammar are emphasized.
i. Student should be speaking at least 80% of the time during the lesson.

j. Students are taught from inception to ask questions as well as answer them.

These principles are seen in the following guidelines for teaching oral language, which are still followed in contemporary Berlitz School.

Never translate: demonstrate
Never explain: act
Never make a speech: ask question
Never imitate mistakes: correct
Never speak with single words: use sentence
Never speak too much: make students speak much
Never use the book: use your lesson plan
Never jump around: follow your plan
Never go too fast: keep the face of the student
Never speak too slowly: speak normally
Never speak too quickly: speak normally
Never speak too loudly: speak normally
Never be impatient: take it easy

3. The Advantage and Disadvantage of Berlitz Method

Berlitz Method has many advantages. Some advantages of Berlitz Method are:

a. The emphasis placed on training lessons heard (capture) and speaks (produce) language being studied, and then this method is great for oral language learning purposes.

b. Since the learner has obtained a good basic oral language, so this method is also good for the written language. Compared with the method of translation, children will more easily learn to read and write with this method.

c. Teachers who know only the language to be taught that alone will be able to teach classes the aspect of the learning is different mother tongues, like most schools are located in the cities.

The disadvantages from this method are:

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a. Because of all the lessons given orally in a language that is taught, the teacher must fully fluent (master) to speak in the language. In practice this requirement is generally difficult to be fulfilled.

b. The number of learners in a class should not be large.

c. Demonstration lessons needed to explain very helpful teacher, especially if teachers have to teach a lot. Apart from that another danger, that the realization of the learner may be different than expected. So it is possible lessons to be turned into a play joke that is teachers who act as the main perpetrator.

d. Often provide information and demonstrate means wasting time, being able to walk more rapidly and misunderstandings can be avoided and the accuracy of teachers can be reduced.\[20\]

From the explanation above, it is clear that Berlitz Method is a method which uses target language as a means of communication. The principles of the method are provided the foundation for what came to be known as the direct method, which refers to the most wieldy known of the natural methods.

Berlitz Method has many benefit for students to improve their ability in the target language as a naturally by focuses on motivating students to actively participate in the learning process, they can understand and more able in the target language in it.

B. The Steps of Berlitz Method

The following is steps of Berlitz Method in teaching grammar which writer use to teach adverbial clause of time:

**Step 1:** Introduce the concept of an adverbial clause of time together with what the benefits for students are. Tell them that adverbial clause of time would be helpful to explain something that related to the time and occurrence.

**Step 2:** Explain the major components of adverbial clause of time. A teacher needs to give the interactive instruction for adverbial clause of time component clearly. Build questioning to students before or after teaching adverbial

\[20\] http://wikipedia.thefreeencyclopedia.com, accessed on April 16th 2010
clause of time to construct their motivation or check their ability in adverbial clause of time. After that, let them fill out section of the worksheet.

**Step 3:** When students commit errors, direct them to recheck the major components of adverbial clause of time using guidance question even modeling to help them come up with an appropriate response.

**Step 4:** The teacher bring the students in the real contexts of the target language it’s self and additionally, presented language in context of real-life situations, with extra targeted practice of grammar and vocabulary. Encourage them to practice their ability in adverbial clause of time. The theory which is finds their beginnings in the natural and communicative elements. Then give specific praise to students for appropriately identifying adverbial clause of time elements.

**Step 5:** After students are able to use adverbial clause of time independently, ask them through selected stories and complete the adverbial clause of time worksheet on theirs. Check students’ responses and conference individually with those students requiring additional guidance and support.

**Step 6:** Give students an evaluation. It is necessary to check their grammar comprehension of a story using a printed test to gain working individually.
A. The Method of Research

The method used in this study is Classroom Action Research (CAR) method which is derived from the root an action research. Because it occurs in the classroom frame, it is called CAR. According to Michael J. Wallace, CAR is a type of classroom research carried out by the teacher in order to solve problems or to find answers toward context-specific issue.¹ It means that to begin the CAR, the researcher or the teacher needs to identify any problems real found in the classroom concerning students’ condition in learning. Meanwhile Geoffrey E. Mills defines action research as following:

Action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching/learning environment to gather information about how their particular schools operate, how they teach, and how well their students learn. This information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment, and improving student outcomes and the lives of those involved.²

Based on that statement, CAR is carried out as a tool to overcome diagnosed problems in learning activity in the class. It might be essential for learning innovations that lead to improve the quality of school in education. In this sense, Arikunto also states that CAR is viewed as a device to improve the quality of teaching learning ability in the physical classroom. Beside of solving diagnosed problems in conditional classroom activity, CAR helps the teacher through any new methods, skills and helps to build self-awareness especially through pair-teaching regarding as collaborative study between the researcher and the teacher. Here, the subjective approach is better as an alternative to overcome problems happening in the classroom.

In realizing a worthwhile process of teaching and learning in educational activities area, automatically CAR can generate genuine and sustained improvements in schools and can give educators new opportunities to reflect on and asses their teaching.

B. The Subject and the Object of Study

1. The Subject of Study

The subject of study is students at grade XI Social class II in SMA N 3 Kota Tangerang Selatan in the 2010/2011 academic years which consists of 22 (twenty-two) students. It is chosen based upon the unstructured interview result with the English teacher at that class proving that they have the lowest achievement of grammar test among the other second grade classes. That is why they need an appropriate method to help them improve their scores toward grammar. In addition, this class must get 75 score to fulfill the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) in English lesson.

2. The Object of Study

The object of this study is the using of Berlitz Method to improve students’ ability in adverbial clause of time.

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C. The Time and Place of the Study

This research is carried out for a months started from January 2011 up to February. The place is at second grade of Senior High School in SMA N 3 Kota Tangerang Selatan, the 2010/2011 academic year.

D. The Research Design

The Classroom Action Research (CAR) procedure used in this research is Kurt Lewin’s design. In conducting the research, the researcher was assisted by the English teacher of Senior High School in SMA N 3 Kota Tangerang Selatan. Besides, she makes a lesson plan and the assessment in each final cycle. Furthermore, the writer also collects and analyzes data then reporting the result of study. On the other side, the teacher carried out the action based upon the lesson plan has been made. Therefore, the writer works collaboratively with the English teacher.

The designed of classroom action research in this study used Kurt Lewin’s designed. It consists of two cycles in which each cycle contains four phases; planning, acting, observing, and reflecting. The designed of this present research is illustrated as following:

Figure 3.1
Kurt Lewin’s Action Research Design

(Adapted from Wijaya Kusumah, 2009)
Based on the Kurt Lewin’s action research design above, the writer would like to describe further concerning the implementation of Classroom Action research (CAR) in the cycle one and cycle two as following:

**Figure 3.2**
The phases of Classroom Action Research modified by the writer

- **Planning:** After interviewing the teacher, observing the class, and holding the pretest, then the teacher & the writer collaborate to prepare the instruments such as: lesson plan, observational guidelines, and the posttest.

- **Acting:** The teacher implements the lesson plan that has been made; that is teaching adverbial clause of time by using Berlitz Method.

- **Observing:** The writer observes the teaching learning process in the classroom. It includes the teacher’s performance, the class situation, and the students’ response. Meanwhile, at last of cycle 1 the students are given the posttest 1. Furthermore, the writer computes the students’ grammar score result to find if there some students’ improvement scores from the pretest or not.

- **Reflecting:** The teacher and the writer discuss about the result (drawbacks and superiorities) of the implementation in the action. Next, they make some modification strategies to revise the founded obstacles that will occur within carrying out the Berlitz Method in the first cycle.

- **Planning:** The teacher and the writer collaborate to prepare some instruments such as: the new lesson plan (with some modifications of Berlitz Method), observational guidelines, and the posttest.

- **Acting:** The teacher implements the new lesson plan; where students need to be emphasized on making paraphrase in analyzing the adverbial clause of time into the text and discussing within the entire group related to students’ work.

- **Reflecting:** The teacher and the writer discuss about the result (drawbacks and superiorities) of the implementation of the modified action. If the Classroom Action Research (CAR) target could not be achieved yet, the action would be continued (moved to cycle 3), but if the students’ test result has completed the criterion of the action success, the cycle would be stopped.

- **Observing:** The writer observes the teacher’s performance, the class situation, and the students’ response. In the end of cycle two, the students are given the test (posttest 2). Next, the writer calculates the students’ grammar score result all at once the students’ improvement score from the previous test.
E. The Classroom Action Research (CAR) Procedures

The Classroom Action Research using Kurt Lewin’s design consists of four phases within one cycle. Those are planning, acting, observing, and reflecting. After accomplishing the first cycle, it will be probably found a new problem or the previous unfinished problems yet. Therefore, it is necessary to continue to the second cycle in line with the same concept of the first cycle.

To make clear what happens in every phase. Here are the explanations:

1. Planning Phase

After identifying and diagnosing students’ grammar problem especially students’ ability in adverbial clause of time occurred in the class proven by observing and interviewing, furthermore in this phase the planning is divided into two types. Those are general planning and specific planning. The general planning is aimed at organizing whole aspects referred to Classroom Action Research (CAR). Meanwhile the specific planning is aimed at organizing the plan related to cycle-to-cycle. The organized planning will be formed into lesson planning based on the current used syllabus. The lesson plan has been prepared to be implemented in the second grade of Senior High School in SMA N 3 Kota Tangerang Selatan, the 2010/2011 academic year. It has been mentioned some instructions regarding procedures of teaching, media, resources, and evaluation.

2. Acting Phase

In this phase, both the writer and the teacher collaborate to carry out the planned action. The teacher used the determined method as she is teaching while the writer observes the class condition during teaching learning activity. Here, it begins the process of going more deeply into the issue being researched. Related to the condition of limited teaching learning period, that is why the writer and the teacher take the action phase
during two weeks within two cycles in which each cycle consists of two meetings in action. The schedule is as follows:

Table 3.1
Schedule of the Research

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>January</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>Interview</td>
<td>X</td>
</tr>
<tr>
<td>2</td>
<td>Observation</td>
<td>X</td>
</tr>
<tr>
<td>3</td>
<td>Proposal</td>
<td>X</td>
</tr>
<tr>
<td>4</td>
<td>Instrument</td>
<td>X</td>
</tr>
<tr>
<td>5</td>
<td>Cycle I</td>
<td>X</td>
</tr>
<tr>
<td>6</td>
<td>Cycle II</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Report</td>
<td></td>
</tr>
</tbody>
</table>

3. Observing Phase

In this phase, the writer carries out observation toward implementation of the action using field note or unstructured observation sheet. The writer observed the outcomes of the intervention and reflecting on its effectiveness. When observing, the observer should notice and note all of activities in the physical classroom. It may be about the teacher’s performance, class situation, students’ response, etc. In this phase, it also collects the data derived from evaluation or post-test.

4. Reflecting Phase

This phase is aimed to reflect the completely done action based upon data that have been collected, and then it is necessary to hold evaluation for completing the next cycle. This phase is carried out
collaboratively, that is to discuss further some problems occurred in the class. Thus, the reflection is able to be determined after implementing the action and observation outcomes. If there still might have found some problems, so it needs to move to the next cycle concerning re-planning, reacting, and re-observing. Therefore, the unfinished problems yet could be solved.

F. The Technique of Collecting Data

Technique of collecting data in this research used qualitative data (experience-based) and quantitative data (number-based). The qualitative data consists of observation within the physical activity in the classroom and interview to be presented for the teacher. On the other side, the quantitative data uses pre-test and post-test. The completely explanation as follows:

1. Observation

In this case, the writer uses the unstructured or opened observation, and to know the occurrence within learning process. It may be about the teacher’s performance during Classroom Action Research (CAR), class situation as grammar activity, and students’ response concerning the use of Berlitz Method. In general, all of the need aspects that should be noticed is to make sure whether the teaching learning process in line with the lesson plan or not.

2. Interview

Before implementing Classroom Action Research, the writer asks the teacher to know students’ difficulties in grammar skill, students’ condition involving in grammar activity, and the method or kinds of strategies usually adopted by the teacher in teaching grammar. The interview also will be carried out after accomplishing Classroom Action Research (CAR) to know the teacher’s response toward the idea of Berlitz Method in teaching grammar.

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3. Test

The test used in this study is pre-test and post-test. The pre-test is done before implementing Berlitz Method. It is to measure students’ adverbial clause of time at first. Meanwhile, the post-test is implemented after using Berlitz Method. In this study, the test is done in form of multiple choices. The test is held on every second action of each cycle.

G. The Technique of Data Analysis

The analysis qualitative data used in this study is the observation of students’ activities during teaching learning process, and the interview before and after Classroom Action Research (CAR). In this case, the writer collected the entire data which have gained. In analyzing the numerical data, first the writer tries to get the average of students’ grammar score per action within one cycle. It is used to know how well students’ score as a whole on grammar skill. It uses the formula:\[^5\]

\[
\bar{X} = \frac{\sum x}{n}
\]

\(\bar{X}\) : mean \\
x : individual score \\
n : number of students

Second, the writer tries to get the class percentage which pass the minimal mastery level criterion (KKM) considering English subject gains score 75

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(seventy-five) which is adapted from the school agreement in SMA N 3 Kota Tangerang Selatan, the 2010/2011 academic year. It uses the formula: \(^6\)

\[
\frac{F}{P} = \frac{N \times 100\%}{\quad}
\]

\(P\) : the class percentage  
\(F\) : total percentage score  
\(N\) : number of students

Third, after getting mean of students’ score per actions, the writer identifies whether or not there might have students’ improvement score on grammar from pre-test up to posttest score in cycle 1 and cycle 2. In analyzing that, the writer uses the formula: \(^7\)

\[
\frac{y_1 - y}{P} = \frac{y_2 - y}{\quad} \times 100\% 
\]

\(P\) : percentage of students’ improvement  
\(y\) : pre-test result  
\(y_1\) : post-test 1

\[
\frac{y_2 - y}{P} = \frac{y_2 - y}{\quad} \times 100\% 
\]

P : percentage of students’ improvement
y : pre-test result
y2 : post-test 2

H. The Validity of Data

Validity is an essential criterion for evaluating the quality and acceptable of the research. Regarding validity in action research, the writer adopts Anderson, Herr, and Nihlen’s criteria that mention the validity of action research including democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.\(^8\) In this study, the writer uses democratic, process, and dialogic validity. Anderson defines outcome validity as:

Outcome validity requires that the action emerging from a particular study leads to the successful resolution of the problem that was being studied, that is, your study can be considered valid of you learn something that can be applied to the subsequent research cycle.\(^9\)

Based on the explanation above, the outcome validity could be seen from the result of the test. When the result of cycle two is better than cycle one, it means that the study is successful. Then, Process validity is “the validity that requires a study has been conducted in a “dependable” and “competent” manner.”\(^10\) It could be seen from the outcome of observation. In this case, the writer notes all events happening during the CAR. When there might have some mistakes in the method of teaching, then the writer discusses with the teacher to modify the further strategies. Next, the dialogic validity; “it involves having a critical conversation with peers about research findings and practices.”\(^11\) In this case, the writer and the teacher discuss and assess the students’ test result of cycle one and cycle two together. It is done in order to avoid invalid data.

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I. Criteria of the Action Success

CAR is able to be called successful if it can exceed the criteria which have been determined, and fail if it is cannot exceed the criteria which have been detained. In this study, based on the agreement between the researcher and the teacher, when there is 75% of students achieve any improvement; gaining score 75 (seventy five) of grammar especially in adverbial clause of time test started from the pre-test until the second post-test in cycle two. It means that this research could be called success. Then the next action would be stopped, but if this condition has not been reached yet, the alternative action would be done in the next cycle.
A. Before Implementing the Action

This chapter presents the result of research. In this case, it discusses the way to improve students’ ability in adverbial clause of time through Berlitz Method at XI IPS II class of SMA N 3 Kota Tangerang Selatan, the 2010/2011 academic year. Related to the discussion of the result, it was divided into three parts. Those were before implementing the action, the implementation of the action, and discussion of all the data after implementing the action. There were three parts related to before implementing the action. Those were interview, observation, and pretest. Those explanations as following:

1. The Result of Interview Before CAR

The interview conducted in this study was the unstructured interview. It was held on Monday, January 10th 2010 started at 08.00 a.m. and finished at 09.00 a.m. The writer asked to the teacher some questions. The questions were divided into three categories of questions, involving: the general condition in English class primarily on students’ English grammar achievement and performance, the difficulties faced by students in their English grammar skill, and the kinds of strategies implemented by the teacher previously before Classroom Action Research (CAR) in solving the students’ difficulties in English grammar.

First category discussed the general condition in English class primarily on students’ English grammar achievement of the test. Most of
students who did not like English class, they gained low competence in English. Besides, they still faced obstacle in following the English lesson. They thought English as a complicated then considered that grammar as the most difficult one in learning English primarily on XI IPS II grade which got the lowest score of English grammar test among the other second grade classes. Moreover, the teacher stated that most of them were difficult to pass the criterion of minimum completeness (KKM) concerning the school policy.

The second category discussed the students’ difficulties in English grammar. The teacher mentioned the difficulties in English grammar for some students in XI IPS II were confused in their sentence, when they want to retell, described and explained something that was related to the time and occurrence, which has a close related with student’s ability in adverbial clause of time. They got sleepy while English grammar lesson because they did not understand and they thought it was a kind of boring activity. The teacher had given sufficient time for students made a sentence base on the form of adverbial clause of time, then they wrote the task which had given by the teacher on whiteboard which had explained previously by the teacher, but they still did not understand and felt so confused. Based on those kinds of students’ difficulties in English grammar, the teacher believed that the major problems arose in they got less of practice and then the teacher also said that she did not find yet an appropriate teaching method to solve those problems.

The third category was related to the teacher’s method in teaching English grammar previously to solve the students’ difficulties in English grammar. It was found that the teacher often took the English grammar materials from students’ handbook and the English text book served by the school. Up to now, the teacher had been looking for an alternative way to teach English grammar. At last, the teacher suggested the writer to implement Berlitz Method in assisting students’ difficulties in English grammar.
2. The Result of Observation Before CAR

The observation was conducted to observe the process of teaching learning in English grammar activity before implementing the action. It was held on second grade of Senior High School in SMA N 3 Kota Tangerang Selatan, the 2010/2011 academic year. There consisted of 22 students in the class. The observation was conducted on the 10th January 2011. It was started at 09.15 a.m. and finished at 10.45 a.m. In general, during the teaching learning process in the classroom, the teacher liked to dominate the class. Hence, there was less opportunity for students to be active in the class. Next, the teacher merely asked the students’ wrote the form and the example of the form, and then they had to translate it into Bahasa Indonesia. After that, the students performed their works in front of the class wrote another example base on the form. When the teacher asked students to perform in front of the class, they seemed not to have motivation moreover most of them were hardly to finish the task. In other words, they could not finish the work on time and the teacher often ignored that behavior. Instead, he asked students to continue the task at home.

Furthermore, as the teacher was explaining the form of adverbial clause of time, most of students did not care of the teacher. Consequently, the students could not analyze the form of adverbial clause of time on the text or test because of their difficulties in comprehending the text which had related with adverbial clues of time.

3. The Result of Pre Test

The pretest was conducted on Monday, January 10th, 2011. It started at 09.15 a.m. and finished at 10.05 a.m. There were actually 50 questions in multiple-choice and essay form in which the students carried out the test during 50 minutes.

Based on the result of the pre test, the data showed that the mean score of pretest was 62.36. There were only two students who was derived the score above the criterion of minimum completeness (KKM) meanwhile
the other 22 students were below that criterion. From that analyzing, it could be seen that almost of the XI Social II students’ English grammar was still very low.

B. The Implementation of Classroom Action Research (CAR)

1. CYCLE 1

a. Planning

In this phase, the writer and the teacher made a planning for the action based upon the problems faced by students toward English grammar. In this case, the writer determined the selected material and exercises into a lesson plan. Therefore, introduce the concept of an adverbial clause of time. Told them that adverbial clause of time would be helpful to explain something that related to the time and occurrence. In the lesson plan, there were some texts, PowerPoint, picture strip story, jumble sentence, picture and text that related to occurrence to be identified into the adverbial clause of time sheet. Beside of making lesson plan, the writer also prepared unstructured observation sheet to observe the students’ and the teacher’ activities in teaching learning process whether it was in line with the lesson plan had been made before or not. And the writer also prepared the post test to collect the data; to know whether there were some students’ improvement scores from pretest to posttest.

b. Acting

The action of the cycle 1 was done on January 14th, 2011. The teacher implemented the teaching learning process based on the lesson plan had been made. Here, after the teacher started to convey what materials that would like to be learned by students, she began to explain the major components of adverbial clause of time. A teacher gave the interactive instruction for adverbial clause of time component clearly. Build questioning to students before or after teaching adverbial clause of time to constructed their motivation or checked their ability in adverbial
clause of time. After that, let them fill out section of the worksheet. Then, to make sure students understand how to analyze the structures of adverbial clause of time, the teacher gave some paragraphs and then the students should analyze the adverbial clause of time from the text.

Afterwards, to know how well students’ comprehend of the adverbial clause of time text given, the teacher explained firstly what the adverbial clause of time was and asked students did the exercises into an adverbial clause of time work sheet. This task was done by the students individually.

c. Observing

In this phase, the observer tried to notice all activities in the physical classroom activity. It might be about the teacher’s performance, class situation, and students’ response. Related to the teacher’s performance, as a whole, she had been accomplished the task in line with the lesson plan had been made. However, in a part of explaining the used of adverbial clause of time through Berlitz Method, it probably seemed unclear because the teacher’s direction was too fast. It could be seen from students’ task result which still wrote all sentences into the work sheet. Meanwhile, the class situation was still under control. It means that most of students still did not pay attention to the teacher’s explanation, some of them also did not work together in group work, moreover they cheated each other when they were asked to answer some English grammar questions and the teacher even ignored their behavior.

Furthermore, there were found some students who actively answered the teacher’s questions correctly related to the material. In the second action of the first cycle, the students seemed more enthusiastic did the exercise. After teaching learning process finished, in this phase, it was also carried out the posttest 1 exactly on the second action of the first cycle to measure how well the students’ ability in adverbial clause of time that had been studied. Based on the result of the posttest 1, the mean
score of the class derived 71.72 in which there were 7 students who passed the KKM 75 (seventy five).

d. Reflecting

The writer and the teacher discussed the conclusion of implementing the action. Then, they tried to modify the action in order students increase the English grammar ability in concerning adverbial clause of time and in order 75% of students in the class could pass the KKM because in the result of posttest 1 showed only 30% of students who passed the KKM.

However, regarding the first cycle, the writer and the teacher felt satisfied enough because their efforts to improve students’ ability in adverbial clause of time had increased although not all the targets could be accomplished yet. Beside of that, the students seemed to accept the material easily by using Berlitz Method. Most of them were not too much complicated anymore in determining and analyzing the structures of adverbial clause of time form the text.

Next, the teacher and the writer had to still reflect the improper implementation of using Berlitz Method. Here, the writer gave her perceptions of the teaching learning process related to the last observation phase. First, the teacher still had difficulties in implementing the Berlitz Method in the class. In this case, the writer suggested to the teacher to walk around the class; to check students’ worksheet to avoid nothing all sentences from the text into work sheet. Second, the teacher’s explanation toward the lesson was too fast, at times it led students confuse and asked her to repeated the explanation. To solve this problem, the writer suggested giving explanation more clearly and slowly. Third, the teacher still had difficulty in managing the class. In this case, the class was noisy even some students cheated each other in doing tasks. Hence, the writer suggested to the teacher to give more attention to the
entire group and the teacher should be stricter in order the students did not cheat any longer.

From the reflecting phase above, there must be more efforts to improve students’ ability in adverbial clause of time by using Berlitz Method. It needed to be improved again in the next cycle. This effort was done in the next lesson plan of cycle two.

2. CYCLE 2

a. Planning

The planning phase of the second cycle was implemented into a lesson plan. In this case, the writer modified the previous lesson plan based on the result of reflecting phase in the first cycle. The lesson plan which was used still related to Berlitz Method in learning adverbial clause of time. However, there were some modifications in the second cycle; that was the teacher needed to gave more time to the students in doing exercises of adverbial clause of time and to explore the students English grammar by practicing the sentence which the students’ had been made. It was caused to ensure their English grammar ability in concerning adverbial clause of time. Beside of that, the writer still also prepared the unstructured observation sheet to note the classroom activities. And the writer also prepared the posttest 2 to collect the data.

b. Acting

The action of the cycle two was done on January 17th 2010. After reviewing the previous lesson, before the students gather the power point that related to the adverbial clause of time which given by the teacher, they were given some minutes to identify and to look up the difficult words appeared in the text. And then, the students determined the structures of the text which has close related with adverbial clause of time by themselves. Afterwards, the teacher asked students some questions related to that passage. Then, the students initiated to did
exercises into adverbial clause of time sheet by using their own words. Here, the teacher limited the time, it was about 10 minutes to accomplish the assignment, and hence they were courageous to finish the task on time. Furthermore, the students discussed the work result of adverbial clause of time sheet with the entire group in which for each group consists of three students. In this case, they matched the answers whether there were different answers or not. Then, the teacher gave the correct answers of the questions based on the material discussion in the adverbial clause of time sheet.

c. Observing

In the second cycle, generally the class condition in learning process was better than the previous cycle. It could be seen from the students who were ready to follow the lesson and when they followed the English grammar lesson, most of them were enthusiastic to answer some questions given by the teacher. In doing task of adverbial clause of time, they enjoyed doing the individual exercises. Then, when they had a group work to discuss the structures which was made into adverbial clause of time sheet, they were actively to participate within their group and try to discuss with another group in the target language. Furthermore, when they were given exercises by the teacher, they did it individually without cheating one another. Related to the teacher’s performance, she showed some progresses. It meant that students could understand easily because the teacher’s explanation was explicit and not so fast. Automatically, it led a good feedback from students’ response in conveying their opinions. Shortly, most of students seemed quite active in the classroom and in doing the English grammar exercises. In the second action of cycle two, the teacher was held on posttest 2 regarding students’ ability in adverbial clause of time. Based on the result of the posttest 2, the mean score of the class in grammar
test gained 77.90 in which there were 20 students who passed the KKM 75 (seventy five)

d. Reflecting

The reflection of Classroom Action Research (CAR) was carried out after getting the score result of grammar test. The writer and the teacher felt satisfied inasmuch their efforts to improve the students’ ability in adverbial clause of time text had been realized. The students could write sentence which has close relation with adverbial clause of time. It was proven by their improving scores from the pretest 1. Furthermore, they could easily to analyze the structures of the text. Indeed, they seemed more interesting during the teaching learning process.

After achieving the target research of where minimally 75% students who passed the KKM, therefore the writer and the teacher decided to stop the Classroom Action Research (CAR) because it had already succeeded. Hence, the writer and the teacher did not have to revise the plan.

According to the result of the evaluation between the writer and the teacher, it could be assumed that the implementing of Classroom Action Research in improving students’ ability in adverbial clause of time through Berlitz Method was appropriate with the planning that had been discussed by the writer and the teacher previously. In this case, every action was planned as good as possible so that the English grammar activities could be accomplished well.

C. The Discussion of the Data after Classroom Action Research (CAR)

The discussion of the data after implementing the action consisted of two parts. Those were the result of interview after CAR and the result of posttest. For further descriptions as following:
1. The Result of Interview after CAR

After implementing Berlitz Method, the writer carried out the unstructured interview with the teacher. It was conducted on Friday, January 21st, 2010 after accomplishing cycle 2. It started at 12.30 a.m. and finished at 13.00 a.m. It was to know the teacher’s response concerning Berlitz Method through Classroom Action Research (CAR) that had been done. In this case, the writer divided into three criteria of questions. Those were the general condition in English class during Classroom Action Research, the difficulties in implementing Berlitz Method during Classroom Action Research (CAR), and the method that had been used to overcome the revised plan.

The first category was the general condition in English class during the action. The teacher said that the students’ condition were better than before. In this sense, they could more active and focus on doing the exercises individually rather than before carried out the Classroom Action Research (CAR) and of course, they more comprehend the structures of adverbial clause of time text. Beside of their improving grammar ability in adverbial clause of time, the teacher also believed that the Berlitz Method was able to create students’ creative thinking ability. Then, the teacher assumed that Berlitz Method was a good way to teach adverbial clause of time text because when students were enjoying the English class, they could had wrote and analyzed the part of text itself which had related to the adverbial clause of time.

The second category was the difficulty of the teacher in implementing Berlitz Method during Classroom Action Research (CAR). The teacher said that at the first time, she got difficulty in explaining the concept and the use of Berlitz Method. The teacher was confused because all of students had not studied yet what adverbial clause of time was. Moreover, most of students at first had been confused how explain adverbial clause of time in used of target language. Hence, the teacher should be more explicit in explaining the adverbial clause of time use and
the structures. Another difficulty was the spending time toward students’ work in accomplishing the adverbial clause of time exercises.

The third category was how the teacher overcomes the problems and difficulties used Berlitz Method during Classroom Action Research (CAR). In this case, the teacher and the writer kept collaborating to discuss the resolution of those problems above such as the existing of used of target language in English class. Besides, for the problems whose most of students could not understand the used of adverbial clause of time structures and the consequently in every meeting of action at least the teacher kept reviewing the concept of the structures in the previous lesson.

2. The Result of Post Test

Before the students carried out the test, the writer had done the trustworthiness of the test using discriminating power and difficulty item among pretest, posttest 1, and posttest 2. It was found that there consisted of four items should be revised either the stem or the distracters of the item. It could be seen in the appendix.

The data on students’ achievement score were obtained from students’ pretest, posttest 1, and posttest 2. The students’ score of pretest, posttest 1, posttest 2, are illustrated into a table as following:

<table>
<thead>
<tr>
<th>STUDENTS' NUMBER</th>
<th>PRE TEST</th>
<th>CYCLE 1 POST TEST 1</th>
<th>CYCLE 2 POST TEST 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60</td>
<td>69</td>
<td>74</td>
</tr>
<tr>
<td>2</td>
<td>65</td>
<td>73</td>
<td>78*</td>
</tr>
<tr>
<td>3</td>
<td>67</td>
<td>77*</td>
<td>83*</td>
</tr>
<tr>
<td>4</td>
<td>60</td>
<td>65</td>
<td>76*</td>
</tr>
<tr>
<td>5</td>
<td>75*</td>
<td>78*</td>
<td>85*</td>
</tr>
<tr>
<td>6</td>
<td>60</td>
<td>65</td>
<td>74</td>
</tr>
<tr>
<td>7</td>
<td>65</td>
<td>73</td>
<td>77*</td>
</tr>
<tr>
<td>8</td>
<td>70</td>
<td>77*</td>
<td>83*</td>
</tr>
<tr>
<td>9</td>
<td>55</td>
<td>68</td>
<td>73</td>
</tr>
</tbody>
</table>

Table 3.1
The Students’ grammar Score of Pretest, Posttest 1, and Posttest 2
The student who passed the KKM (75)

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>10</td>
<td>60</td>
<td>73</td>
<td>76*</td>
</tr>
<tr>
<td>11</td>
<td>70</td>
<td>78*</td>
<td>85*</td>
</tr>
<tr>
<td>12</td>
<td>60</td>
<td>73</td>
<td>78*</td>
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<tr>
<td>13</td>
<td>55</td>
<td>63</td>
<td>75*</td>
</tr>
<tr>
<td>14</td>
<td>60</td>
<td>73</td>
<td>77*</td>
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<tr>
<td>15</td>
<td>60</td>
<td>73</td>
<td>77*</td>
</tr>
<tr>
<td>16</td>
<td>75*</td>
<td>78*</td>
<td>85*</td>
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<td>17</td>
<td>65</td>
<td>75*</td>
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<td>18</td>
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<td>77*</td>
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<tr>
<td>20</td>
<td>60</td>
<td>71</td>
<td>76*</td>
</tr>
<tr>
<td>21</td>
<td>50</td>
<td>63</td>
<td>75*</td>
</tr>
<tr>
<td>22</td>
<td>65</td>
<td>75*</td>
<td>75*</td>
</tr>
</tbody>
</table>

\[
\bar{X} = \frac{\sum x}{n}
\]

\[
\bar{X} = \frac{62.3636 + 71.7273 + 77.8636}{22}
\]

*: The student who passed the KKM (75)

Base on the table of the students’ score in pretest, posttest 1 and posttest 2, the writer would like to give some explanations. The pretest was held on before the implementing of the action. It functions to measure students’ ability in adverbial clause of time. The test was conducted on Monday, January 11\textsuperscript{th}, 2011. There were actually 50 questions. It started at 09.15 a.m. until at 10.05 a.m.

After getting students’ score, the writer calculated to get the mean score of the pre test and the percentage of students who passed the KKM. The calculation was used as following:

\[
\bar{X} = \frac{\sum x}{n}
\]

\[
\bar{X} = \frac{1372}{22}
\]
From that computation, the mean score of the class in pretest was 62.36. It means that the students’ achievement score of adverbial clause of time before implementing Classroom Action Research (CAR) was 62.36.

The second step was to get the percentage of students who passed the KKM score. The writer computes by used the formula as follows:

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{2}{22} \times 100\% \]

\[ P = 9.09\% \]

From that computation, the students’ score percentage in the pretest was 9.09%. It means that there were 2 students who pass the KKM and there were 20 students were still below the KKM. It could be seen that students’ ability in the adverbial clause of time was still low because the score did not fulfill yet the target score that was students could pass KKM (75).

Furthermore, in cycle 1, after getting students’ score in the posttest 1, the writer analyzed the data in order to compare the result between pretest and posttest 1. First of all, the writer wants to know the mean score of the posttest 1. It was calculated as follow:
From that calculation, the result showed that the mean score of the post test 1 was 71.72. It proved that there were some improvements from the pretest mean score. It could be seen from the pretest mean score (62.36) to the mean score of posttest 1 (71.72). It improved 9.35 (71.72–62.36).

The second step was to get the percentage of students’ improvement score from pretest to posttest 1. The writer computes by using as follows:

\[ P = \frac{y_1 - y}{y} \times 100\% \]

\[ P = \frac{71.71 - 62.36}{62.36} \times 100\% \]

\[ P = \frac{9.35}{62.36} \times 100\% \]

\[ P = 14.99\% \]
Based on that computation, the percentage of the students’ improvement score from pretest to posttest 1 was 14.99%. It showed that the score in the cycle 1 has improved 14.99% from the pretest score.

The third step was to know the percentage of students who pass the KKM. The calculation by using as follow:

\[ F = \frac{P}{N} \times 100\% \]

\[ 7 \]

\[ P = \frac{31.81}{22} \times 100\% \]

\[ P = 31.81\% \]

From that calculation, the class percentage which passes the KKM was 31.81%. It means that in the cycle 1 of Classroom Action Research (CAR), there were 7 students who passed the KKM and there were 15 students whose score were below the KKM. The class percentage of posttest 1 shows some students’ improvement of the class percentage in the pretest (9.09%). The students’ improvements which pass the KKM was 22.72% (31.81% - 9.09%) Even though it was still needed more improvement because it could not achieved yet 75% as the target of success Classroom Action Research.

Furthermore, in the cycle 2 of Classroom Action Research (CAR) the writer also calculates the result of posttest 2 to know further the score improvement either from the result of pretest or posttest 1. There were three steps to know this improvement. Those were to calculate the mean score of the class, to calculate the percentage of the students’ improvement score, and to calculate the class percentage which pass the KKM (75).
Firstly was to calculate the mean score of the class in posttest 2. The calculation using as follows:

\[
X = \frac{\sum x}{N}
\]

\[
X = \frac{1713}{22}
\]

\[
X = 77.86
\]

From that calculation, the mean score of posttest 2 was 77.86. It means that there were some students’ improvements scores (15.5) from the mean score of pretest 1 (62.36).

The second step was to know the calculation of the percentage of students’ improvement score. Here, the writer computes by using the formula:

\[
P = \frac{y_2 - y}{y} \times 100\%
\]

\[
77.86 - 62.36
\]

\[
P = \frac{15.5}{62.36} \times 100\%
\]

\[
62.36
\]
Based on that computation, it could be seen that the posttest 2 had 24.85% improvement from the pretest or 9.86% (24.85 - 14.99) improvement from the pretest 1. Meanwhile, to know the percentage of the class that passed the KKM, it could be calculated as following:

\[
\frac{F}{P} \times 100\%
\]

\[
\frac{19}{P} \times 100\%
\]

\[
P = 86.36\%
\]

From that calculation, the class percentage was 86.36%. It means that in the cycle 2 there were 19 students who pass the KKM and there were only 3 students were below the KKM. The class percentage of posttest 2 obviously showed some improvements from the previous test; the improvement was 77.72% from the pretest (9.09%) or 62.36 from the class percentage of posttest 1.

As a whole, the interpretation of the data results among the pretest, the posttest of cycle 1 and the posttest of cycle 2 were as following:

In the pretest, the mean score of students on grammar test before carried out Classroom Action Research (CAR) was 62.36. It is the students’ grammar especially adverbial clause of time score before they used Berlitz Method. Meanwhile, the class percentage which passed the KKM was 9.09%. It means that that there were only 2 students who were able passed the KKM (75) and there were 20 students were out of the target.
Furthermore, the mean score in the posttest of cycle 1 was 71.72. It meant that there were some students’ score improvement from the previous test (pretest), that was 9.35 \( (71.72 - 62.36) \) or 14.99\%. Meanwhile, the class percentage which passes the KKM in posttest 1 was 31\%. It showed there were 7 students who passed the KKM and there were 15 students whose score still under KKM. However, it was still needed more improvement because it could not achieve the target yet of success CAR, that was 75\% (or at least 15 students) from the class percentage. That was why the writer and the teacher continue to the second cycle.

Next, the mean score in the posttest of second cycle was 77.86. It showed the students’ improvement score 6.14 \( (77.86 - 71.72) \) from the posttest 1 \( (71.72) \) or 24.85\% students’ improvement in the score percentage from the pretest or 9.86\% students’ improvement from the pretest 1. Meanwhile, the class percentage which passes the KKM was 86.36\%. It means there were 19 students whose score passed the KKM and there were 3 students were under the target of KKM. This class percentage showed some improvements 77.72\% from the pretest (9.09\%) or posttest 1 (31.38\%) in the class percentage. The posttest of cycle 2 has fulfilled the target of Classroom Action Research (CAR) success, that was above 75\% students could passed the KKM. Automatically, it could be said that the Classroom Action Research (CAR) was success and the cycle was stopped.

D. Data Interpretation

1. The Interpretation of Interview

In this part the writer would like to interpret the data results from the interview before the action and the interview after implementing the action. According to the pre interview result with the English teacher of SMAN 3 Kota Tangerang Selatan it could be said that some students class XI IPS II of SMAN 3 Kota Tangerang Selatan have some difficulties in learning English grammar, it was caused because some of them thought that English
is difficult subject. Furthermore, they have a difficulty in understanding adverbial clause of time.

Furthermore, after implementing the action the teacher realized that the teaching learning process was better than before implementing the action. It was seen from students’ involvement during teaching learning activity and the result of students’ score. However, there are some difficulties faced by the teacher in implementing the action such as managed the time in order to make teaching learning activity run well. To overcome those difficulties the teacher had been tried some ways to overcome the problems, such us use the time keeper to manage the time.

2. The Interpretation of Observation
Related to the observation results, the writer assumed that one of students’ difficulties was caused by the teaching learning process in the classroom, such as the teacher used inappropriate method in delivering the material. In the observation the writer found the teacher dominated the classroom during the teaching learning. Beside of that, the teacher explained material deductively which made students had a little chance in constructing their ideas. As a whole, that teaching learning process seemed uninteresting which affect students’ motivation and enthusiastic in learning adverbial clause of time.

But, there are some improvements found during the teaching learning process. Some students seemed more active and enthusiastic in learning process. In addition, the teacher explained the material inductively and he gave more attention to the students. Furthermore, the teacher gave the students more chance to express and to construct their idea. It made the teaching learning activity was better, and the teacher not the only one who act actively in the teaching learning process.
3. The Interpretation of the Test

Here, the writer would like to interpret the data results among the pretest, the posttest of cycle 1 and the posttest of cycle 2 are as following:

As a whole, the interpretation of the data results among the pretest, the posttest of cycle 1 and the posttest of cycle 2 were as following:

In the pretest, the mean score of students on grammar test before carried out Classroom Action Research (CAR) was 62.36. It is the students’ grammar especially adverbial clause of time score before they used Berlitz Method. Meanwhile, the class percentage which passed the KKM was 9.09%. It means that that there were only 2 students who were able passed the KKM (75) and there were 20 students were out of the target.

Furthermore, the mean score in the posttest of cycle 1 was 71.72. It meant that there were some students’ score improvement from the previous test (pretest), that was 9.35 (71.72 – 62.36).Meanwhile, the class percentage which passes the KKM in posttest 1 was 31%. It showed there were 7 students who passed the KKM and there were 15 students whose score still under KKM. However, it was still needed more improvement because it could not achieve the target yet of success CAR, that was 75% (or at least 15 students) from the class percentage. That was why the writer and the teacher continue to the second cycle.

Next, the mean score in the posttest of second cycle was 77.86. It showed the students’ improvement score 6.14 (77.86 – 71.72) from the posttest 1 (71.72) or 24.85% students’ improvement in the score percentage from the pretest or 9.86% students’ improvement from the pretest 1. Meanwhile, the class percentage which passes the KKM was 86.36%. It means there were 19 students whose score passed the KKM and there were 3 students were under the target of KKM. This class percentage showed some improvements 77.72% from the pretest (9.09%) or posttest 1 (31.38%) in the class percentage. The posttest of cycle 2 has fulfilled the target of Classroom Action Research (CAR) success, that was above 75%
students could passed the KKM. Automatically, it could be said that the Classroom Action Research (CAR) was success and the cycle was stopped.
REFERENCES


http://dir/adverbial+clause+part+i

http://wikipedia.thefreeencyclopedia.com

## Schedule of the Research

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
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<td>Interview</td>
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</tr>
<tr>
<td>2</td>
<td>Observation</td>
<td>X</td>
</tr>
<tr>
<td>3</td>
<td>Proposal</td>
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</tr>
<tr>
<td>4</td>
<td>Instrument</td>
<td>X</td>
</tr>
<tr>
<td>5</td>
<td>Cycle I</td>
<td>X</td>
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<tr>
<td>6</td>
<td>Cycle II</td>
<td>X</td>
</tr>
<tr>
<td>7</td>
<td>Report</td>
<td>X</td>
</tr>
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# APPENDIX 2

## Table 3.1

The Students’ grammar Score of Pretest, Posttest 1, and Posttest 2

<table>
<thead>
<tr>
<th>STUDENTS' NUMBER</th>
<th>PRE TEST</th>
<th>CYCLE 1 POST TEST 1</th>
<th>CYCLE 2 POST TEST 2</th>
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<tbody>
<tr>
<td>1</td>
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<td>69</td>
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<td>85*</td>
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<tr>
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</tr>
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<td>83*</td>
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<td>63</td>
<td>75*</td>
</tr>
<tr>
<td>22</td>
<td>65</td>
<td>75*</td>
<td>75*</td>
</tr>
</tbody>
</table>

\[
\bar{x} = \frac{\Sigma x}{n}
\]

\[
\begin{align*}
\text{men} &= \frac{\Sigma x}{n} \\
&= \frac{62.3636 + 71.7273 + 77.8636}{3} \\
&= 71.7273
\end{align*}
\]

*: The student who passed the KKM (75)
APPENDIX 3

The Improvement of Students’ adverbial clause of time Score during CAR
APPENDIX 6

Observational Notes for Need Analysis

Action: Pre-observation
Date: January, 10th 2011
Time: 09.00 A.M – 10.30 A.M
Topic: Adverbial Clause of Time Text

<table>
<thead>
<tr>
<th>What learners do</th>
<th>What this involves</th>
<th>Teacher’s purpose</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening to the teacher’s explanation about the form of adverbial clause of time</td>
<td>Students’ are involved into individual work.</td>
<td>The teacher explained the form of adverbial clause of time and engages students to the function of adverbial clause of time in the context.</td>
<td>Most of students didn’t pay attention to the teacher’s explanation</td>
</tr>
<tr>
<td>Writing the adverbial clause of time sentence one by one in front of the class</td>
<td></td>
<td></td>
<td>Most of students didn’t do the exercises and some was out of the class</td>
</tr>
<tr>
<td>Translating the sentence into Bahasa Indonesia</td>
<td></td>
<td></td>
<td>Students are rarely active because they didn’t opportunity to participate in the classroom</td>
</tr>
<tr>
<td>Doing exercises of some questions related to the form of adverbial clause of time</td>
<td></td>
<td></td>
<td>The teacher mostly liked to dominate the classroom.</td>
</tr>
</tbody>
</table>

---

APPENDIX 7

Observational Notes for Need Analysis

Action: 1st cycle
Date: Friday, January 14th 2011
Time: 10.30 A.M – 12.00 A.M
Topic: Adverbial Clause of Time Text

<table>
<thead>
<tr>
<th>What learners do</th>
<th>What this involves</th>
<th>Teacher’s purpose</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Listening to the teacher’s explanation about the form of adverbial clause of time. Doing exercise in group work (group of three); to make a procedure text.</td>
<td>▪ Students’ are involved in: - Group work - Individual work ▪ Students response to the teacher on PPT of served adverbial clause of time: ▪ And teacher gives the instruction in front of the class and the students must to follow it. - <em>How to Make a paper snowflake</em> - <em>How to make a cup of tea.</em></td>
<td>The teacher explained the form of adverbial clause of time text and engage students to organize the procedure text of the dish that was be practice.</td>
<td>▪ Most of students didn’t pay attention to the teacher’s explanation ▪ Most of students didn’t work together ▪ Most of students cheated each other and the teacher ignored them ▪ Most of students seemed not understand how to write the procedure because the teacher’s direction was probably so fast and unclear</td>
</tr>
</tbody>
</table>
APPENDIX 8

Observational Notes for Need Analysis

Action: 2\textsuperscript{nd} cycle

Date: Monday, January 18\textsuperscript{th} 2011

Time: 09.00 A.M – 10.00 A.M

Topic: The Schematic Structure of Narrative Text

<table>
<thead>
<tr>
<th>What learners do</th>
<th>What this involves</th>
<th>Teacher’s purpose</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Reviewing the form of adverbial clause of time text.</td>
<td>▪ Students’ are involved in: - Individual work - Group work</td>
<td>The teacher explained again the form of adverbial clause of time text and engages students to make in other sentence base on their language and their activities</td>
<td>▪ The teacher asked some question related to the concept of adverbial clause of time text and most of students could answer the teacher’s questions correctly</td>
</tr>
<tr>
<td>▪ Doing exercise in organizing the form of the adverbial clause of time sheet</td>
<td>▪ Ss pay attention to the PPT any kinds of served adverbial clause of time text selection with the title: - How to make a fired potato - How to make a Sandwich - How make a Fired rice.</td>
<td></td>
<td>▪ Some students seem enthusiastic and feel easy to write the adverbial clause of time sentence sheet.</td>
</tr>
<tr>
<td>▪ Discussing the result of written form in adverbial clause of time text with other friends in the group.</td>
<td></td>
<td></td>
<td>▪ The students discussed actively in their group; most of them spoke out their arguments.</td>
</tr>
<tr>
<td>▪ Scoring for group work</td>
<td></td>
<td></td>
<td>▪ The students did the post-test 2 of CAR individually,</td>
</tr>
</tbody>
</table>
APPENDIX 9

Interview Guidelines for the Needs Analysis (Before CAR)
(Monday, 10th 2011)

R : The researcher
t : The teacher

A. Kategori kondisi umum kelas

R : Bagaimana tangan siswa Bapak selama ini dalam proses pembelajaran Bahasa Inggris?

R : Berapa standar nilai KKM untuk pelajaran Bahasa Inggris? Dan bagaimana hasil perolehan nilai Bahasa Inggris siswa Bapak?
g : KKM untuk pelajaran Bahasa Inggris yaitu 75 (tujuh lima). Itu berdasarkan kesepakatan pihak sekolah sejak tahun 2008. Untuk siswa kelas Bina Prestasi yang memang kebanyakan dari mereka pintar-pintar, hampir 70% sudah bisa melampaui KKM. Sedangkan untuk kelas yang
regular masih perlu ditingkatkan lagi karena nilai mereka banyak yang belum mencapai KKM.

R : Skill Bahasa Inggris apa yang dianggap paling sulit oleh siswa?


R : Dari keseluruhan kelas yang Bapak ajar, kelas manakah yang kemampuan pemahaman grammar-nya sangat rendah?

T : Kelas XI. Tidak hanya pemahaman mereka dalam grammar saja, skill lain seperti listening, speaking, reading dan writing pun masih kurang. Ya tapi memang di skill grammar-lah mereka sangat lemah mengingat skor hasil belajar mereka pada tes grammar yang paling rendah.

R : Untuk semester ini, bentuk grammar apa saja yang harus mereka kuasai? dan jenis linguistic apa yang sudah Bapak berikan?

T : Untuk semester genap ini mereka harus mempelajari adverbial clause of time. Minggu-minggu yang lalu saya sudah memberikan penjelasan mengenai adverbial clause time, untuk saat ini sih masih me-review adverbial clause of time.

R : Darimana Bapak mendapatkan sumber pengajaran tersebut?


B. Kategori kesulitan siswa yang dialami dalam hal Tatabahasa (grammar)

R : Ketika di berikan penjelasan tentang adverbial clause of time, kesulitan apa yang kiranya dialami oleh siswa?
T : Cukup banyak yang saya temui selama mengajar di kelas. Diantaranya mereka hanya mengetahui sedikit tentang conjunction adverbial clause of time dalam kata-kata yang terdapat didalam teks secara oral dengan lantang, akan tetapi ketika mereka di minta kembali untuk membuat kalimat berdasarkan context yang saya berimereka sedikit sekali anak yang dapat menjawab jawabannya dengan benar. Selain itu, mereka sangat sulit sekali untuk berkonsentrasi pada saat pelajarn grammar berlangsung. Mungkin karena ada beberapa teman mereka yang menjadi trouble maker di kelas; suka mengganggu teman-temannya. Suasana kelas jadinya malah ribut ga karuan bahkan ada juga yang malah ngantuk pada saat berada dalam kelas. Ketika saya berikan siswa waktu beberapa menit untuk menulis kembali form yang telah saya jelaskan sebelumnya, kemudian mereka saya perintahkan untuk menelaah yang sebelumnya sudah saya jelaskan, akan tetapi mereka masih saja belum mengerti.

R : Menurut Bapak, apa saja penyebab kesulitan yang dialami oleh siswa Bapak?

T : Penyebab dari kesulitan itu ya mungkin karena mereka kurang latihan yah mbak, dan sayapun belum menemukan stategi pembelajaran apa yang tepat untuk menangani masalah ini.

C. Kategori strategi pengajaran didalam grammar

R : Memangnya, teknik mengajar seperti apa yang sudah Bapak gunakan dalam hal grammar skill?

T : Sejauh ini saya hanya mengajar sesuai dengan materi yang ada di LKS atau buku paket. Pernah waktu itu saya menggunakan group work dalam aktifitas grammar, tapi tetap saja malah siswa yang pintar saja yang aktif sementara siswa yang lain malas untuk mengerjakan tugas. Sampai saat inipun, saya masih mencari alternatif yang cocok untuk mengajarkan grammar.

R : Untuk saat ini, apakah Bapak mempunyai rencana lain untuk mengatasi kesulitan siswa dalam hal memahami grammar?
T: Saya banyak mendengar tentang metode-metode pengajaran bahasa inggris namun dalam hal ini terust erang baru pertama kalinya mungkin saya mendengar yang namanya Berlitz Method. Dan saya mulai banyak membaca teori yang berkaitan dengan Berlitz Method, sepertinya akan membahankan hasil.
APPENDIX 10

Interview Guidelines for the Needs Analysis (After CAR)
(Friday, January 21th 2011)

R : The researcher
T : The teacher

A. Kategori kondisi umum kelas

R : Bagaimana kondisi siswa Bapak dalam pembelajaran grammar setelah menggunakan Berlitz Method?

T : Setelah menggunakan Berlitz Method dalam pelajaran pemahaman adverbial clause of time, tentu saja respond siswa saya menjadi lebih baik. Mereka lebih active untuk mengerjakan tugas dan yang pasti mereka lebih memahami adverbial clause of time structure dalam sebuah kalimat yang terdapat adverbial clause of time-nya. Di samping pemahaman adverbial clause of time siswa yang meningkat, Berlitz Method-pun ternyata mampu mengembangkan creative thingking skill siswa. Itu bisa dibuktikan dari note-taking siswa dalam lembar worksheet mereka yang menyiratkan pemahaman mereka dalam mengorganisasikan event-event dalam sebuah cerita yang cukup panjang dengan penggunaan waktu.

R : Apakah Bapak merasa termotivasi setelah menggunakan Berlitz Method dalam pembelajaran di kelas?

T : Awal sebelum menggunakan Berlitz Method, saya hampir putus asa dan kewalahan menangani siswa saya yang hampir sebagian besar di kelas tidak memperhatikan penjelasan saya dan malas mengerjakan tugas, yang ada mereka malah ribut ga karuan. Akan tetapi, untungnya diawali dengan Berlitz Method dapat menampilkan a good way dalam proses belajar mengajar. Itu merupakan tantangan dan pengalaman baru untuk saya. Saya jadi bisa mempraktekkan pengajaran secara runtut.
R : Bagaimana kemampuan pemahaman grammar khususnya adverbial clause of time siswa Bapak setelah menerapkan Berlitz Method?

T : Kemampuan pemahaman adverbial clause of time siswa saya tentu saja meningkat setelah menggunakan strategi ini. Bisa dilihat dari hasil test yang sudah diberikan. Mereka dapat menentukan conjunction yang tepat dengan context dan tensisnya sehingga terlihat begitu jelas

R : Begitu banyak jenis conjunction dalam adverbial clause of time yang seharusnya siswa ketahui. Setelah Bapak mengetahui akan pentingnya hal ini, apa tindakan Bapak selanjutnya? Apakah Bapak masih mengandalkan metode yang lama?

T : Setelah saya mempelajari lebih jauh Berlitz Method, hal tersebut membuat saya sadar bahwa semestinya saya memberikan bermacam-macam interkite langsung dengan menggunakan bahasa target agar siswawpun active dan langsung mengetahui dalam konteks mana sebuah kosakata maupun bentuk kalimat dengan structurenya yang secara tidak langsung mengena dalam sebuah pengajaran bahasa tanpa harus memaksa mereka menghafalkan form dari structure bahasa.

B. Kategori kesulitan siswa yang dialami

R : Apakah Bapak mengalami kesulitan dalam menerapkan Berlitz Method?

T : Ya, pada awalnya saya mengalami kesulitan tapi setelah pertemuan ke-2 sih mulai terbiasa.

R : Apa penyebab dari kesulitan dalam menerapkan Berlitz Method?

T : Pertama kali saya sempat bingung, karena yang terkonsep di benak saya Berlitz Method sama halnya dengan direct method yang haruslah native yang menggunakan metode ini. Tetapi setelah mempelajari lebih jauh, ternyata kedua hal tersebut berbeda. Selanjutnya, ketika di dalam praktiknya, saya hampir kewalahan juga untuk menggunakan metode ini kepada siswa, belum lagi siswa yang banyak bertanya bagaimana cara menulis kalimat yang menggunakan adverbial clause of time dengan tensis dan conjunction yang tepat ke dalam induk kalimat; siswa pun masih
kebingungan apakah harus seluruh kalimat yang dibuat harus menggunakan tensis yang sama dengan induk kalimat, nah untuk peggunaan conjuction saya harus menjelaskan dahulu masing-masing penjodohan yang sesuai dengan kalimat dan kontekt yang tepat apa yang harus diperhatikan lalu apa yang tepat di gunnakan dengan kata-kata sendiri. Tapi lambat laun, siswa mulai terbiasa dan terlatih dengan metode ini. Kesulitan berikutnya yakni waktu yang digunakan siswa terlalu lama dalam merumuskan langkah-langkah retorika ke dalam lembar Berlizt Method. Ada beberapa alasan mengapa menghabiskan waktu yang cukup lama, pertama hal ini disebabkan karena siswa sendiri belum faham tentang bahasa inggris secara menyeluruh jadi membuat metode ini jadi sangat cocok untuk meningkatkan pemahaman pembalajaran bahasa target yang langsung di gunnakan dalam interaksi kelas. Kedua, kemungkinan besar siswa sangat bingung bagaimana mengungkapkan dan/atau memulai kata-kata untuk menulis di lembar worksheet seperti yang sudah saya jelaskan tadi.

C. Kategori strategi untuk mengalami kesulitan

R : Setelah mengetahui beberapa kesulitan yang Bapak hadapi dalam penggunaan Berlizt Method, maka bagaimana cara Bapak mengatasi kesulitan-kesulitan tersebut?

T : Setelah siklus 1 beserta posttest dilaksanakan, saya kan langsung berdiskusi sama mbak. Lalu kita bersama-sama mendapatkan resolusinya yakni permasalahan pertama yang terkait dengan siswa belum sepenuhnya memahami batasan-batasan event yang terdapat pada langkah retorika, oleh karenanya untuk setiap pertemuan paling tidak saya tetap harus me-review konsep adverbial clause of time dalam sebuah cerita procedure yang saya sajikan.
## APPENDIX 9

**KISI – KISI PENULISAN SOAL PRETEST CLASSROOM ACTION RESEARCH (CAR)**

**TAHUN PELAJARAN 2010/2011**

<table>
<thead>
<tr>
<th>Nama Sekolah</th>
<th>SMA N 3 Kota Tanerang Selatan</th>
</tr>
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<tr>
<td>Mata Pelajaran</td>
<td>Bahasa Inggris</td>
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<tr>
<td>Kurikulum Acuan</td>
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<td>Semester</td>
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<table>
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<th>Kompetensi Dasar</th>
<th>Main material</th>
<th>Class</th>
<th>Indicator</th>
<th>Topic</th>
<th>Number of Question</th>
<th>Number of Question Order</th>
<th>Test item form</th>
<th>Tingkat kesulitan</th>
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<tbody>
<tr>
<td>1</td>
<td>Writing</td>
<td>Menulis</td>
<td>Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar, dan berterima dengan menggunakan ragam bahasa tulis dalam konteks</td>
<td>Grammar: Adverbial clause of time</td>
<td>XI</td>
<td>Mengidentifikasi Dan Menentukan conjunction adverbial clause of time dengan benar</td>
<td>Statement</td>
<td>10</td>
<td>A. 10</td>
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<tr>
<td>2.</td>
<td>Writing</td>
<td>Menulis makna dan langkah-langkah retorika secara akurat, lancar, dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</td>
<td>Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar, dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</td>
<td>XI</td>
<td>Conjunctio of adverbial clause of time</td>
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APPENDIX 10

Nama :  
Kelas/ Jurusan :  
Sekolah : SMA N 3 Kota Tangerang Selatan  
Tanggal :  

Adverb Clauses of Time Test.

**A.** An adverb clause is a dependant clause (incomplete sentence) with a subject and a verb, and marked with an adverb. The clauses makers can indicate:
- time (when, while, whenever, as soon as)
- concessions (in spite of, despite, although, even though)
- reason (as, because, in case, so)
- purpose (in order that, so, so that)
- manner (as, as if, as though, like)
- place (where, wherever, everywhere)
- conditions (even if, if, only if, unless)

Choose the correct clause mark to give the right meaning of each sentences.

1. The people danced………… the music played.
    A- like B- while C- unless D- in case.

2. David goes swimming…….. his illness.
    A – even if  B- when C- though D- whereas.

3. ………… I looked, I found fingerprints.
    A- until B- whereas C- because D- wherever.

4. This region is called “land of apple”………… it yields a lot of apples.
    A- because B- although C- until D- only if

5. Lucy can’t attend the meeting…….. she finds a baby-sitter.
    A- unless B- even if C- only if D- if.

6. ………… the fire started blazing, the skewers were tilted toward the flames.
    A- so that B- as if C- such as D- as soon as.

7. pandas mostly eat bamboo, they are also carnivorous.
    A- not only B- until C- although D- as soon as.

8. Seat belts were introduced………… traffic fatalities would be reduced.
A- as if  B- then  C- so that  D- only if.

9. ............ his parents disapprove, he said he won’t go to university.
A- even though  B- until  C- as if  D- despite.

10. .......... running, grizzly bears are capable of attaining a speed of 35 miles an hour.
A- so that  B- when they are  C- so  D- though.

B. Exercise:
Underline the adverbial clause of time in the following sentences.

1. Since I first met Sheila and her, she has always been very polite.
2. After the whale beached itself, some local citizens rescued it.
3. Since the maple trees were damaged in the storm, they will be cut down.
4. Before they read the instructions, they couldn’t fix it themselves.
5. After the lecture, the students asked if they could stay.
6. After he won the gold medal, he turned pro.
7. You just answered my questions before I asked them.
8. Fred sat on the fence and ate his lunch while the others went into town.
9. They had been writing their essays before they went there.
10. After they had mowed the lawn, they bought lunch.
11. Since the accident, the victims have recovered quite well.
12. Thieves broke in while we were away.
13. While Nuna was cooking, she was listening to music.
14. Until anton got promotion in our company, I had ever noticed him.
15. Once she makes up her mind, she never changes it

C. For each sentence above, put brackets around the subordinate conjunction and all the words that belong with it. The first one is done for you.

1. Do not talk while she is singing.
2. When I command this ship, there will be good discipline.
3. He came after night had fallen.
4. After the law was passed, this type of crime ceased.
5. Do it before you forget.
6. Before you go, bring me some water.
7. I have not been well, since I returned from New York.
8. There was silence as the leader spoke.
9. As he came into the room, all rose to their foot.
10. The Doctor always comes whenever he is sent for.
11. They were commanded to wait till the signal was given.
12. As soon as he heard the news he wrote to me.
13. We’ll do nothing future in the matter till we hear from you.
14. As he was walking in the park, he noticed a very pretty girl.
15. I’ll go to the office as soon as I wrap this package.

D. The future simple is not used in time clauses, the simple present tense being used instead. Complete the sentences with the verb in the right tense.

1. When he ……… (return) I’ll give him the key.
2. He’ll be ready as soon as you ……… (be).
3. I’ll stay in bed till the clock ……… (strike) 7.00.
4. I shan’t buy tomatoes till the price ……… (come) down.
5. The lift ……… (start) as soon as you press that button.
6. He ……… (be) here before you go.
7. He will wash up before he ……… (go) to bed.
8. We’ll have to stay here till the tide ……… (go) out.
9. When the Queen ……… (arrive) the audience will stand up.
10. I’ll go on doing it until he ……… (tell) me to stop.
APPENDIX 11
The Answer Key:
A.
1. B
2. B
3. D
4. A
5. A
6. D
7. C
8. C
9. A
10. B
B.
1. Since I first met Sheila and her
2. After the whale beached itself
3. Since the maple trees were damaged in the storm
4. Before they read the instructions
5. After the lecture
6. After he won the gold medal, he turned pro.
7. Before I asked them.
8. While the others went into town.
9. Before they went there.
10. After they had mowed the lawn
11. Since the accident
12. While we were away.
13. While Nuna was cooking
14. Until anton got promotion in our company
15. Once she makes up her mind
C.

1. RETURNS
2. ARE
3. STRIKES
4. COMES
5. WILL START
6. WILL BE
7. GOES
8. GOES
9. ARRIVES
10. TELLS
## APPENDIX 12

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(Untuk butir-butir soal pilihan ganda dan essay)

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<tr>
<td>46</td>
<td>6</td>
<td>2</td>
<td>8</td>
<td>4</td>
<td>12</td>
<td>0.67</td>
<td>BAIK</td>
<td>0.7</td>
</tr>
<tr>
<td>47</td>
<td>6</td>
<td>2</td>
<td>8</td>
<td>4</td>
<td>12</td>
<td>0.67</td>
<td>BAIK</td>
<td>0.7</td>
</tr>
<tr>
<td>48</td>
<td>6</td>
<td>3</td>
<td>9</td>
<td>3</td>
<td>12</td>
<td>0.50</td>
<td>BAIK</td>
<td>0.8</td>
</tr>
<tr>
<td>49</td>
<td>6</td>
<td>1</td>
<td>7</td>
<td>5</td>
<td>12</td>
<td>0.83</td>
<td>BAIK</td>
<td>0.6</td>
</tr>
</tbody>
</table>
Keterangan :
1. BA = Jumlah jawaban benar dari kelompok atas
2. BB = Jumlah jawaban benar dari kelompok bawah
3. n = Jumlah seluruh siswa kelompok atas dan bawah
4. Indeks DP = \[ \frac{BA - BB}{1/2 \cdot n} \]

Tingkat Kesukaran
DP = \[ \frac{BA}{n} + \frac{BB}{n} \]

Kualifikasi :
DP :
- Baik = 0,40 ke atas
- Kurang Baik = 0,21 - 0,39
- Jelek = 0,20 ke atas
- Sukar = 0,29 ke bawah
- Sedang = 0,30 - 0,69
- Mudah = 0,70 ke atas

Revisi:
2. David goes to school…….. his illness.
   A – even if     B - when     C- though     D- whereas.
22. Thieves broke in while we were away.
22. While we were away the thieves broke in.

31. Before you go, bring me some water.
31. Bring me some water before you go.

43. I'll stay in bed till the clock ........ (strike) 7.00.
43. I'll stay in bed until the clock ........ (strike) 7.00.

45. The lift ........ (start) as soon as you press that button.
45. The lift ........ (start) as soon as you press the button.
APPENDIX 13

LESSON PLAN I
(Cycle 1 of CAR)

School : SMA N 3 Kota Tangerang Selatan
Subject matter : English
Skill : writing
Theme / sub theme : recipe / adverbial clause of time
Class / semester : XI
Meeting :
Class allocation : 2 X 45 minutes

I. Standard Competency
1.1 Writing: To express the meaning in the form of short functional text and simple essay in the form of adverbial clause of time in the daily living context and to access the knowledge.

II. Basic Competency
1.11 Writing: to express the meaning and steps rhetorical in the form of simple essay with accuracy, fluency in daily life and to access the knowledge in text which content of adverbial clause of time.

III. Indicators
1. Responding the monologue adverbial clause of time of the text
2. Identifying adverbial clause of time of the text
3. Demonstrating / practicing to writing using adverbial clause of time

IV. Learning Outcomes (Objective Learning)
1. To give students hand-on experience in using the adverbial clauses of time to show the time link between the actions of cooking their favorite dish, e.g. “as soon as” and “until”.
2. By the end of the lesson, students are expected to have consolidated their knowledge of adverbial clauses of time, e.g. “when” and “while”.
3. Students’ reading skill is developed by reading the model recipe.
4. Students can practice their listening skill by trying to comprehend the presentation conducted by their classmates related to their favorite dish.

V. Methods of learning
- Asking and answering
- Discussing
- Presentation

VI. Procedure of activities

Opening activities:

<table>
<thead>
<tr>
<th>Teacher’s activities</th>
<th>Student’s activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Greetings</td>
<td>1. Answer the greeting from the teacher</td>
</tr>
<tr>
<td>Morning students how are you today?</td>
<td>2. Response the teachers</td>
</tr>
<tr>
<td>2. Teacher show some snowflake to get students response.</td>
<td></td>
</tr>
</tbody>
</table>

Main activities:

<table>
<thead>
<tr>
<th>Teacher’s activities</th>
<th>Student’s activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher asks to the students to follow the instruction how to make a paper snowflake while the teacher gives the introduction about AVC of time.</td>
<td>1. Students response to the teacher read the story on PPT</td>
</tr>
<tr>
<td>2. Teachers show the PPT about adverbial clause of time and give explanation.</td>
<td>2. Students answer the question base on PPT</td>
</tr>
<tr>
<td>3. Teacher give the assignment</td>
<td>3. Students response to the teacher read the story on PPT</td>
</tr>
<tr>
<td>4. Teacher the explanation</td>
<td>4. Students answer the question base on PPT</td>
</tr>
<tr>
<td>5. Teacher show the question on PPT and ask to the student to answer the question</td>
<td>5. Students make a group.</td>
</tr>
<tr>
<td>6. Teacher divide class into some</td>
<td>6. Students makes a report from the picture</td>
</tr>
<tr>
<td></td>
<td>7. All of the groups presenting in front of the class.</td>
</tr>
</tbody>
</table>
A teacher gives the student picture and they must to make a sentence about the picture by using the adverbial clause of time.

All of the group must to present the report in front of the class.

### Closing activities: 30’

<table>
<thead>
<tr>
<th>Teacher’s activities</th>
<th>Student’s activities</th>
<th>Rationales Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher gives the chance to the student to share their problem base on the context of the material or motivated the students.</td>
<td>1. Students give the response to the teacher.</td>
<td>1. To give Students a chance to present in front of the class, thus boosting Students’ confidence in using English to express themselves.</td>
</tr>
<tr>
<td>2. Teacher close the meeting by saying alhamdalah and say sallam</td>
<td>2. Students say alhamdalah too and salam</td>
<td></td>
</tr>
</tbody>
</table>

### VII. Learning material (media)

1. Syllabus
2. Look a head English book
3. Bridge English book
4. Dictionary
5. ESL worksheet
6. Adverbial clause of time

### XI. Type and Instrument of Evaluation

1. Listening test
2. Written essay
3. Grouping
4. Oral test

### XII. Score

1. Technique: writing and listening
2. Form: writing and listening question
3. Instruments: herein enclosed
XIII. Score line

1. Maximal score: 10

2. Students’ score: achievement score \times 10

Pamulang,
Teacher,

Habibah Nirwana Sari
NIM: 206014000128
LESSON PLAN I
(Cycle 2 of CAR)

School: SMA N 3 Kota Tangerang Selatan
Subject matter: English
Skill: writing
Theme / sub theme: recipe / adverbial clause of time
Class / semester: XI
Meeting:
Class allocation: 2 X 45 minutes

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1. Responding the monologue adverbial clause of time of the text
2. Identifying adverbial clause of time of the text
3. Demonstrating / practicing to writing using adverbial clause of time

IV. Learning Outcomes (Objective Learning)

1. To give students hand-on experience in using the adverbial clauses of time to show the time link between the actions of cooking their favorite dish, e.g. “as soon as” and “until”.
2. By the end of the lesson, students are expected to have consolidated their knowledge of adverbial clauses of time, e.g. “when” and “while”.
3. Students’ reading skill is developed by reading the model recipe, i.e., “fried potatoes”.
4. Students can practice their listening skill by trying to comprehend the presentation conducted by their classmates related to their favorite dish.

V. Methods of learning
- Asking and answering
- Discussing
- Presentation

VI. Procedure of activities
Opening activities:

<table>
<thead>
<tr>
<th>Stage &amp; Time</th>
<th>Teacher’s activities</th>
<th>Student’s activities</th>
<th>Rationales Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>introduction /Motivation</td>
<td>1. Greetings Teacher asks Students questions using <em>adverbial clauses of time</em>:</td>
<td>1. Answer the greeting from the teacher</td>
<td>→ Revision on Students’ previously learnt knowledge to consolidate their memory, e.g. “when”</td>
</tr>
<tr>
<td>(5 mins.)</td>
<td>1. “What do you usually do before the examination?”</td>
<td>2. Response the teachers question</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. “What will you do after school today?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. “What do you do when you are happy?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>→ Teacher show the PPT and points out that the function of <em>adverbs of time</em> is to</td>
<td>Students learn about the function of <em>adverbs of time</em></td>
<td>→ To get Students involved in the lesson by asking them questions, thus arousing their interest and motivation to learn</td>
</tr>
<tr>
<td></td>
<td>show the time link between two actions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Main activities:

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Development Understanding Adverbs of Time (10 mins)</td>
<td>Teacher introduces the six <em>adverbs of time</em> and explains their usage: ‘before’, ‘after’, ‘when’, ‘while’, ‘until’ and ‘as soon as’ → Teacher distributes Handout 1 to Students and asks them to complete the exercise with <em>adverbs of time</em> - Teacher checks answers with Students</td>
<td>→ Students learn the six <em>adverbs of time</em> and their usage → Students try to complete the exercise</td>
<td>→ To let Students get a general idea of what <em>adverbs of time</em> are → To help Students familiarize themselves with the usage of <em>adverbs of time</em> → To check Students’ Understanding</td>
</tr>
<tr>
<td>Development Learning to write a recipe with <em>adverbs of time</em> (5 mins)</td>
<td>→ Teacher shows Students the picture of her favorite dish—‘fried potatoes’ → Teacher distributes Handout to Students and shows them how to use appropriate <em>adverbs of time</em> to write a recipe</td>
<td>→ Students look at the picture → Students learn about the format of a recipe and the technique of writing a recipe with the 6 <em>adverbs of time</em></td>
<td>→ To arouse Students’ curiosity to learn with a picture → To facilitate Students’ learning with a model recipe which serves as a reference when they are writing their own</td>
</tr>
<tr>
<td>Production (10 mins)</td>
<td>→ Teacher asks Students to write the recipe of their favorite dish with the 6 <em>adverbs of time</em> learnt in the lesson (5 mins)</td>
<td>→ Students write the recipe</td>
<td>→ To let Students apply the learnt materials to write the recipe</td>
</tr>
</tbody>
</table>
Closing activities: 30’

<table>
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</thead>
<tbody>
<tr>
<td>1. Teacher asks some Students to do a presentation of the cooking steps of their favorite dish (5 mins)</td>
<td>1. Certain Students present and others listen to their classmates’ presentation</td>
<td>1. To give Students a chance to present in front of the class, thus boosting Students’ confidence in using English to express themselves</td>
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<td>2. Teacher gives the chance to the student to share their problem base on the context of the material or motivated the students.</td>
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XI. Score

1. Technique: writing and listening
2. Form: writing and listening question
3. Instruments: herein enclosed.

XII. Score Line

1. Maximal score: 10
2. Students’ score: achievement score \( \times 10 \)

Maximal score

Teacher,

Habibah Nirwana Sari
NIM: 206014000128