IMPROVING STUDENTS’ UNDERSTANDING OF CONDITIONAL SENTENCE TYPE 1 BY USING SUBSTITUTION DRILLS
(A Classroom Action Research in the First Year of SMK Islamiyah Ciputat)

"Skripsi"
Presented to the Faculty of Tarbiyah and Teachers Training
In a Partial Fulfillment of the Requirements
For the Degree of Strata 1 (S.Pd) in English Education

By:
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DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
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FACULTY OF TARBIYAH AND TEACHERS TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2011
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Dosen Pembimbing : Nasrun Mahmud, M. Pd.

Dengan ini menyatakan bahwa skripsi yang saya buat benar-benar hasil karya saya sendiri dan saya bertanggung jawab secara akademis atas apa yang saya tulis. Pernyataan ini dibuat sebagai salah satu syarat menempuh Ujian Munaqasah.

Jakarta, 18 November 2011

Nama : Anita Jayanti
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ENDORSEMENT SHEET

The "Skripsi" (Scientific Paper) entitled "IMPROVING STUDENTS’ UNDERSTANDING OF CONDITIONAL SENTENCE TYPE 1 BY USING SUBSTITUTION DRILLS (A Classroom Action Research in the First Year of SMK Islamiyah Ciputat), written by ANITA JAYANTI, student’s registration number 206014000105 was examined in the examination session of the Faculty of Tarbiyah and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta on November, 11th 2011. The "skripsi" has been accepted and declared to have fulfilled one of the requirements for the degree of “S.Pd” in English Language Education at the English Education Department.

Jakarta, November 18th 2011

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Advisor: Drs. Nasrun Mahmud, M. Pd.

This research is aimed to know the improvement of students’ understanding of conditional sentence type 1 by using substitution drills, it consists of: (1) the improvement of students’ understanding in mastering form of conditional sentence type 1 by using substitution drills, (2) the improvement of students’ motivation in learning conditional sentence type 1 by using substitution drills, and (3) the different achievement of students at SMK Islamiyah Ciputat in learning conditional sentence type 1 with or without using substitution drills. Moreover, this research is a classroom action research and it used the quantitative and qualitative design.

The finding of the research stated that students’ understanding in mastering the conditional sentence type 1 is more improved than before. Their motivations are also improved after using substitution drills in class. Those are proved by the result of questioners and the improvement of students’ percentage from pretest to posttest 1 and posttest 2. It shows that there 15.92% improvement from pretest to posttest and 71.05% improvement from posttest 1 to posttest 2.

Based on the finding above, it can be suggested it would be better for teacher to use substitution drills in teaching conditional sentence type 1.
ABSTRAK


Pembimbing: Drs. Nasrun Mahmud, M. Pd.

Penelitian ini bertujuan untuk mengetahui peningkatan pemahaman siswa dalam mempelajari conditional sentence type 1 dengan menggunakan substitution drills yang terdiri dari: (1) peningkatan pemahaman siswa dalam penguasaan bentuk conditional sentence type 1 dengan menggunakan substitution drills, (2) peningkatan motivasi siswa dalam mempelajari conditional sentence type 1 dengan menggunakan substitution drills, dan (3) perbedaan prestasi siswa SMK Islamiyah Ciputat dalam mempelajari conditional sentence type 1 dengan atau tanpa menggunakan substitution drills. Penelitian ini adalah penelitian tindakan kelas dan dengan menggunakan model kualitatif dan kuantitatif.

Dalam penelitian ini ditemukan bahwa pemahaman siswa dalam penguasaan conditional sentence type 1 lebih meningkat daripada sebelumnya. Begitu pula dengan motivasi siswa yang lebih meningkat dengan menggunakan substitution drills, hal ini dibuktikan dari hasil kuesioner dan dari hasil persentase nilai siswa dari pretest ke posttest 1 dan posttest 2. Dari hasil tersebut terdapat 15.92% peningkatan dari pretest ke posttest 1, dan 71.05% peningkatan dari posttest 1 ke posttest 2.

Dari hasil penemuan diatas, dapat disarankan guru akan lebih baik menggunakan substitution drills dalam mengajarkan conditional sentence type 1.
Praise be to Allah, Lord of the worlds, who gives the writer guidance and strength, so she could finish this skripsi. Peace and blessing be upon prophet Muhammad, his family, his relatives, and his followers.

Many people assisted her in writing this skripsi, and she wants to give her big gratitude to Nasrun Mahmud, M.Pd. as the writer’s adviser for his times, guidance, kindness, contributions, and patience in correcting and helping her to finish this skripsi.

The writer realizes that she would never finish writing this skripsi without the help of some people around her. Therefore she would like to give special thanks to:

1. Drs. Syauki, M. Pd., the Head of English Department
2. Neneng Sunengsih S.Pd., the Secretary of English Department.
3. Prof. Dr. Dede Rosyada, M.A., the Dean of the Faculty of Tarbiyah and Teachers Training Syarif Hidayatullah State Islamic University Jakarta.
4. All lectures in English Department, for teaching precious knowledge, sharing philosophy of life and giving wonderful study experience.
5. Drs. Mas’ud., The Headmaster of SMK İslamiyah Ciputat who permitted the writer to do research.
6. Dian Rostikawati, S.Pd., the English Teacher of SMK İslamiyah Ciputat who guide the writer to do research.

Her special thanks go to her parents, H. Slameet A.R who always supports her to face any obstacles in finishing this skripsi and Hj. Nyai Anna who always prays for the writer in order to get the easy of her actions. They have inspired the writer in her life, especially in finishing this skripsi.
Finally, the writer admits that her writing is still far from being perfect. Therefore, she hopes some suggestions and critiques from the readers for this simple skripsi and it will have some value for her and for a better thing in the future.

Jakarta, September 2011

Writer
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CHAPTER I
INTRODUCTION

A. The Background of study

People were not born with a language, they have to learn how to use and understand it, and so they can gain meaning and communicate with others. When people know a language, they can make choices about the words that they need to use and how to put these words together to create meaning. Their knowledge of words patterns of language allows others to read, write, speak, and listen in a meaningful ways.

Language is an important tool for communication. There are two kinds of communication. Verbal and nonverbal communication, verbal communication means spoken and written form, and non verbal communications for example are gestures and body languages. To communicate means to understand, learn, think, socialize, and express many ideas, information, feelings and also develop science, technology, and culture between speakers and listener or writers and readers.

Although English is not the language with the largest number of native or ‘first’ language speakers, it has become a lingua franca. A lingua franca can be defined as a language widely adopted for communication between two speakers whose native languages are different from each other’s and where one or both speakers are using it as a ‘second’ language.¹

English is one of language which has to learn by people. English is consisting of four skills that should be learned; they are listening, speaking, reading, and writing. Although the actional competences consist of listening, speaking, reading, and writing but writer is mainly focused on grammar.

English plays as an important role in global era as a tool for communication among nations. It is used in many activities such as: education, technology art, and culture. As an international language most people in the world now speak English. This is one of the reasons why the Indonesian government considers English to be taught as the first foreign language starting from elementary school up to the university.

As a foreign language, English is taught in school merely as a subject. It is neither used as a medium of instruction nor as means of communication within the country, in which, student do not have opportunity to practice English outside the classroom. It is essential; therefore, the teacher organizes; the process, which will not be found outside the classroom. The teacher has to learn and master various effective methods or techniques in teaching English as a foreign language.

English is as a foreign language in Indonesia. It must be taught from primary school to university. It is hoped that Indonesian students master English entirely. With English they can develop their science, technology, art, and relations with other countries.

Based on the statement above, teachers, especially English teacher must be able to organize learning – teaching activities. They have to give the materials with suitable method and also master the subject matter. A good method make student’s master grammar, students can speak, read, listen, or write well. English Curriculum for SLTA 1994 states: “Penguasaan unsur-unsur bahasa digunakan untuk mendukung kemampuan berkomunikasi baik lisan maupun tulisan”.2

In grammar, conditional sentences are discussing factual implications, hypothetical situations and their consequences. Languages use a variety of conditional constructions

---

and verb form (such as the conditional mood) to form these kinds of sentences. If Clause or Conditional sentence is supposition sentence that using if as link.³

To get a good understanding, the students of course find the difficulties in learning grammar. One the aspects of grammar are conditional sentences (supposition). Most Indonesian students have insufficient knowledge of conditional sentences. This condition prevents them from being able to read, speak, listen, and write well-structured sentences. Therefore, in this research, the writer tries to analyze and observes the class with improving students understanding of conditional sentences by using audiolingual method. Audiolingualism is a linguistic, or structure-based, approach to language teaching.⁴

Related to that statement, teaching method becomes one of the important points on the teaching learning activities. Basically, method refers to the teaching learning approach, design and procedures. Teaching learning approach covers two specific aspects, which are the nature.

In teaching English there are many ways method that give a solution for teachers’ problem. Exactly, they use the easiest and simplest method to their problem in the learning process, such as applied to language instruction, and often within the context of the language lab, this means that the instructor would present the correct model of a sentence and students would have to repeat it. The teacher would then continue by presenting new words for the students to sample in the same structure. In Audiolingualism, there is no explicit grammar instruction; everything is simply memorized in form. The idea is for the students to practice the particular construct until they can use it spontaneously. In this manner, the lesson are built on static drills in which the students have a little or no control on their own output; the teacher is expecting a particular response and not providing that will result in a student receiving negative feedback. This type of activity, for the foundation of language learning, is in direct opposition with communicative language teaching.⁵

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⁵ Wikipedia, the free encyclopedia.
B. The Limitation of the Problem

The writer limits her study on the subject matter in learning conditional sentences. To make the writer’s study more effective, she limits it only to conditional sentence type 1 of location for the first grade students of SMK Islamiyah Ciputat.

C. The Formulation of the Problem

Based on the discussion above, the writer would like to formulate this problem: “Is there a significant difference between pre-test and post-test in improving students understanding of conditional sentence type 1 by using substitution drill?”

D. The Objective of the research

With the reference to the statement of the problem mentioned before, the writer wants to know the difference between pre-test and post-test in improving students understanding of conditional sentence type 1. If post-test scores are better than pre-test scores, she wants to present an alternative method in teaching English. It can become guidance to English teacher in classroom teaching.

E. The Method of the Research

The researcher must prepare everything that is needed in research to get good result. To do this research, he uses library research and field research to get good result. To do this research, he uses library research and field research.

In field research, the writer tries to observe first grade of SMK Islamiyah Ciputat by improving students understanding of conditional sentence type 1 by using substitution drills. Before teaching, she prepares the books that have any relation to the lesson. And then, makes tests and analyzes the data. Beside that, the writer interviews the English teacher to know her method used in language teaching.
F. The Organization of the Paper

To give more explanations of this paper, the writer divides it into four chapters.

Chapter I is introduction. In this chapter, the writer describes reasons for choosing the topic, limitation and formulation of the problem, objective of the research, method of the research and organization of the paper.

Chapter II explains theoretical framework consisting of definitions, types, forms, and functions of conditional sentences; definitions and background of substitution drills; improving students understanding of conditional sentence type 1 by using substitution drills.

Chapter III explains research methodology and research finding which consists of object of the research, place and time of the research, population and sample, research instrument, data analysis, validity of data, and criteria of the action success.

Chapter IV is result and discussion. In this chapter, the writer explains about the previous implementation of CAR, the implementation of CAR, the result of posttest, the result of questionnaire, and the interpretation after CAR.

Chapter V deals with conclusions and some suggestions that might be useful for students, teachers, and readers in general.
CHAPTER II
THEORETICAL FRAMEWORK

A. Conditional Sentences

1. Definition of Conditional Sentences

Conditional sentence is supposition sentence which consist of two part that are Main clause and If clause. If clause contains condition which must fulfill situation which there are in Main clause can form.¹

If clause or conditional sentence is supposition sentence form that use if as link. If clause and result clause Meaning is:

(1.) If.., so.. (If.., will/ would/ would have..)
(2.) ... will.. If... (... will/ would/ would have.. if..).²

² Hartono, Rudi, Belajar cepat Bahasa Inggris. (Cileungsi-Bogor), 2003 p.107
According to Marcella Frank the conditional sentences are divided into three; (a.) Real conditions are conditions that are possible to be realized. They often refer to one event in the future., (b.) Real conditions may be used in general statements about repeated events, (c.) Such Conditions are either impossible to realize or are not likely to be realized in the near future.³

2. Types of conditional sentences

The types of conditional sentences are:

**Type I**

Table 2.1

Form and Example of Future Possible

<table>
<thead>
<tr>
<th>Result Clause</th>
<th>If Clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Future/ Simple Present</td>
<td>Simple Present</td>
</tr>
<tr>
<td>S + will + V1 + O/A/C</td>
<td>If + S V1 + O/A/C</td>
</tr>
<tr>
<td>S + V1 + O/A/C</td>
<td></td>
</tr>
<tr>
<td>I will go to school.</td>
<td>If it does not rain.</td>
</tr>
<tr>
<td>I write to my parents every week.</td>
<td>If I have enough time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Simple Present</th>
<th>Simple Future/ Simple Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>If + S V1 + O/A/C</td>
<td>S + will + V1 + O/A/C</td>
</tr>
<tr>
<td>If it does not rain.</td>
<td>S + V1 + O/A/C</td>
</tr>
<tr>
<td>If I have enough time.</td>
<td>I will go to school.</td>
</tr>
<tr>
<td></td>
<td>I write to my parents every week.</td>
</tr>
</tbody>
</table>

### Type II

#### Table 2.2

**Form and Example of Present Unreal**

<table>
<thead>
<tr>
<th>Result Clause</th>
<th>If Clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would + simple form</td>
<td>Simple Past</td>
</tr>
<tr>
<td>S + would + V1 + O/A/C</td>
<td>If + S + V2 + O/A/C</td>
</tr>
<tr>
<td>I would go to school.</td>
<td>If it did not rain.</td>
</tr>
<tr>
<td>I would write to my parents.</td>
<td>If I had enough time now.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IF Clause</th>
<th>Result Clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Past</td>
<td>Would + simple form</td>
</tr>
<tr>
<td>If + S + V2 + O/A/C</td>
<td>S + would + V1 + O/A/C</td>
</tr>
<tr>
<td>If it did not rain.</td>
<td>I would go to school.</td>
</tr>
<tr>
<td>If I had enough time now.</td>
<td>I would write to my parents.</td>
</tr>
</tbody>
</table>
Type III

Table 2.3

Form and Example of Past Unreal

<table>
<thead>
<tr>
<th>Result Clause</th>
<th>If Clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would + have + V3</td>
<td>Past Perfect</td>
</tr>
<tr>
<td>S + would + have + V3</td>
<td>If + S + V3 + O/A</td>
</tr>
<tr>
<td>I would have gone to school.</td>
<td>If it had not rained.</td>
</tr>
<tr>
<td>I would have written to my parents yesterday.</td>
<td>If I had had enough time now.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IF Clause</th>
<th>Result Clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past Perfect</td>
<td>Would + have + V3</td>
</tr>
<tr>
<td>If + S + V3 + O/A</td>
<td>S + would + have + V3</td>
</tr>
<tr>
<td>If it had not rained.</td>
<td>I would have gone to school.</td>
</tr>
<tr>
<td>If I had had enough time now.</td>
<td>I would have written to my parents yesterday.</td>
</tr>
</tbody>
</table>

3. Forms of Conditional Sentences

Conditional sentences is formed by the use of the present simple in the if clause followed by a comma the present simple in the result clause. You can also put the result clause first without using a comma between the clauses.

Example: If he comes to town, we have dinner.

OR

We have dinner if he comes to town.

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4 Hartono, Rudi, Belajar cepat Bahasa Inggris. (Cileungsi-Bogor), 2003. p.107
Conditional 1 is formed by the use of the present simple in the if clause followed by a comma will verb (base form) in the result clause. You can also put the result clause first without using a comma between the clauses.

Example : If he finishes on time, we will go to the movies.
OR
We will go to the movies if he finishes on time.

Conditional 2 is formed by the use of the past simple in the if clause followed by a comma would verb (base form) in the result clause. You can also put the result clause first without using a comma between the clauses.

Example : If they had more money, they would buy a new house.
OR
They would buy a new house if they had more money.

Conditional 3 is formed by the use of the past perfect in the if clause followed by a comma would have past participle in the result clause. You can also put the result clause first without using a comma between the clauses.

Example : If Alice had won the competition, life would have changed OR Life would have changed if Alice had won the competition.

4. Functions of Conditional Sentences

a. True in the Present / Future Time

Form

if + Simple Present, will-Future

Example: If I find her address, I will send her an invitation.

The main clause can also be at the beginning of the sentence. In this case, don't use a comma.
Example: I will send her an invitation if I find her address.

The function is to show / explain plan, advice, and possibility / probability

For example

• If you don't have breakfast, you will be hungry.
• If the magazine is on my table, you can take it.
• If you come early you will not get punish from our headmaster.

Use

Conditional Sentences Type I refer to the future. An action in the future will only happen if a certain condition is fulfilled by that time. We don't know for sure whether the condition actually will be fulfilled or not, but the conditions seems rather realistic – so we think it is likely to happen.

Example: If I find her address, I'll send her an invitation.

I want to send an invitation to a friend. I just have to find her address. I am quite sure, however, that I will find it.

Example: If John has the money, he will buy a Ferrari.

I know John very well and I know that he earns a lot of money and that he loves Ferraris. So I think it is very likely that sooner or later he will have the money to buy a Ferrari.

b. Untrue in the Present / Future Time

Form

*If + Simple Past, main clause with Conditional I (= would + Infinitive)*

Example: If I found her address, I would send her an invitation.

The main clause can also be at the beginning of the sentence. In this case, don't use a comma.

Example: I would send her an invitation if I found her address.

*Were instead of Was*

In IF Clauses Type II, we usually use 'were' – even if the pronoun is *I, he, she or it* –.

Example: If I were you, I would not do this.

The function of conditional sentence type two is to explain our imagination.
For Example
• If the price of gasoline were only Rp. 1000 I would be very happy.
• What would you do if you found $100.00 on the street.
• If I had a lot of money, I wouldn't stay here.

Use

Conditional Sentences Type II refer to situations in the present. An action could happen if the present situation were different. I don't really expect the situation to change, however. I just imagine „what would happen if ...“

Example: If I found her address, I would send her an invitation.

I would like to send an invitation to a friend. I have looked everywhere for her address, but I cannot find it. So now I think it is rather unlikely that I will eventually find her address.

Example: If John had the money, he would buy a Ferrari.

I know John very well and I know that he doesn't have much money, but he loves Ferraris. He would like to own a Ferrari (in his dreams). But I think it is very unlikely that he will have the money to buy one in the near future.

c. Untrue In the Past Time

Form

if + Past Perfect, main clause with Conditional II

Example: If I had found her address, I would have sent her an invitation.

The main clause can also be at the beginning of the sentence. In this case, don't use a comma.

Example: I would have sent her an invitation if I had found her address.

Use

Conditional Sentences Type III refer to situations in the past. An action could have happened in the past if a certain condition had been fulfilled. Things were different then, however. We just imagine, what would have happened if the situation had been fulfilled.

Example: If I had found her address, I would have sent her an invitation.
Sometime in the past, I wanted to send an invitation to a friend. I didn't find her address, however. So in the end I didn't send her an invitation.

Example: If John had had the money, he would have bought a Ferrari.

I knew John very well and I know that he never had much money, but he loved Ferraris. He would have loved to own a Ferrari, but he never had the money to buy one.5

B. Substitution Drills

1. The Definition of Substitution Drills

There are so many methods and techniques which can be used by the teachers to teach their students about English in the classroom. And one of those techniques is substitution drills. And the writer would like to apply this technique in this study, especially in teaching conditional sentence type 1. According to Oxford dictionary “Drill is through training by practical experiences, usually with much repetition”.6

Drilling is a repetition by a student of a model which is given by a teacher. Students can be drilled individually or in a group. Teacher uses drills in order to train their students’ pronunciation, intonation, or to practice new grammar and vocabulary. Drilling is a controlled practice activity, so it is a good way to get the students’ interesting in the lesson.7

Substitution drills is one technique which can be used by the teacher in order to practice their students’ pronunciation, intonation, new vocabulary and of course to practice English grammar. It becomes the real reason why the writer would like to try applying this technique in her research.

Besides, it is also stated that substitution drills can be used at all levels, even from elementary level to the level of university students. Furthermore, it

5 http://hitsuke.blogspot.com/if-conditional-sentence/2009/05/e.html


7 http://www.teachingenglish.org.uk/think/knowledge/-wiki/substitution-drill
is said as a good for practicing English because it allows the teacher to check the students’ errors. Using drills is not necessary boring. Here the teacher can find lot of ways to make it more interesting and challenging for students.

In addition, substitution drills is the technique which is used to correct grammar point or stress using much repetition of the sentence. It involves the teachers’ and the students’ action. Firstly, the teacher models a word or a sentence and then the learner repeats it. So, language learners are required to replace a cue word.

2. **The Procedure of Substitution Drills**

   This technique has been used in foreign language classroom for many years. It s a key of audio lingual approaches to language teaching which replacing a cue word and repeating structural patterns through oral or written practice.

   Based on the definitions above, the teacher may practice these activities when using substitution drills technique in his/her class:
   a. The teacher presents the rule of substitution drills that need to be practiced by the student.
   b. The teacher become first modeling sentence and then the students repeat it.
   c. The teacher then substitutes one or more key words, or changes the prompt.
   d. The teacher gives the cue word.
   e. The students say new structure which must be suitable with the cue word.

3. **The Purpose of Substitution Drills**

   There are many purposes of using substitution drills. The purposes of substitution drills are:
   a. To make the students’ control of the pattern sentences automatic and reflexive, in order to develop fluency in actual free conversation.
   b. To provide students with intensive practice in hearing and saying particular words or phrases. Because it can help learners get their tongues
around difficult sound or help them imitate intonation that may be rather different from that of their first language.

c. It may help build students’ confidence particularly among them.
d. To give an opportunity for students to get immediate feedback on their accuracy in sentences.\(^8\)

C. Teaching Conditional Sentence Type 1 by Using Substitution Drills

Before teaching learning process the teacher has to encourage the students’ motivation in order to give some motivation in learning English, because usually the students do not interest when they have English lesson. After that, the writer begins to explain about the material. According to Penny Ur there are some points in presenting a new grammatical structure:

1. A good presentation should include both oral, and written forms, and both form and meaning.
2. It is important for learners to have plenty of contextualized examples of the structure and to understand them. Visual materials can also contribute to understanding.
3. The learners will benefit more from the use of terminology.

The explanation should cover the great majority of instances learners are likely to encounter.\(^9\)

Then, here are the steps in teaching conditional sentence type 1. First, in this teaching activity, the writer only teaches conditional sentences type 1. Before beginning the lesson, the teacher introduces the method they will use to study conditional sentences. She explains in Bahasa Indonesia “You will study English in way that similar to the way you learn Bahasa Indonesia.”

Second, the teacher starts off by asking students about become number in the class. She could even make the whole lesson themed around this, maybe with

\(^8\) http://www.teachingenglish.org.uk/think/articles/drilling-1

a text about become number one in the class to start off for some reading comprehension.

After that, ask students what they will do if they become number one in the class. Do not worry about correct form in their answer at this – the important thing is that they get the gist of question (“if you become number one in the class, what will you do?”). Develop some of their answer, maybe making another question out of it: “Oh, so if you ask a present from your parents what kind of present will you ask?”

After a time, ask the students if they think they are going to become the number one in the future, or if it isn’t just imagination. Most, hopefully, will say it is not just imagination, it is not extremely unlike they will ever get.

Now, highlight the form on the board, and then ask them some other examples: “If you win lottery, what will you do?” “If you go to the library, what kind of book will you borrow?”, etc. This time, make sure they answer with the correct form.

Then, have the students’ think of five questions to ask their partner. By making they form their own question. The teacher is making sure that they understand we are talking about the future, and about hypothetical situations.

When the students make a mistake, the teacher corrects orally and directly. **Third,** the teacher begins to substitute the word and giving the cue words, so she ask the student to replace word on the model sentences by using that cue words with necessary changes.
A. Research Methodology

1. Object of the research

Object of this research is the first grade students of SMK Islamiyah Ciputat. The students enter the class six days week, beginning on Monday and ending on Saturday. They study in 8 terms which 40 minutes in each term except Friday. On this day they study in 6 terms. They begin their studies at 7.00 and ending at 12.30 where there is a time for them break after four terms.

2. Place and Time of the research

This research was held at SMK Islamiyah Ciputat which is located on Jl. KH. Dewantara, Ciputat, Tangerang Selatan. It took for about two weeks – May 23 up to 4 June 2011 to get the data from field. The researcher entered the class three times. In the first meeting, she gave pre-test. In the second meetings, she taught conditional sentence type 1 and gave post test 1. And the last meeting, she taught conditional sentence once again and gave post test 2.

3. The population and Sample

The population in the first grade of SMK Islamiyah Ciputat is 70 students consisting of two classes. Class X TKJ-1 consists of 32 students. Class X TKJ-2 consists of 38 students. In this research, the writer only took X TKJ-2 from two class of X TKJ.
4. Research Instrument

As mentioned before that to get the data for this research, the writer does library research and field research. In the library research, the writer read some books relating with the topic (see bibliography). In the field research, the writer uses some instruments. They:

a. Interview

The writer interviewed the English teacher of the first grade of SMK Islamiyah Ciputat to know the difficulties of the students in learning English, especially conditional sentence type 1 through her method. The main points of the interview can be seen in appendixes.

b. Test

The writer gave three tests of conditional sentence type 1. The first test was given before teaching and the cycle 1 and 2 was given after teaching. Each test consist of 20 items, which consist 10 multiple choices and 10 essays form. Each item valued 10 points. The students who can answer the entire question will get 100 points.

c. Questioner

The questionnaire is given to the students after CAR. The observer collects the data by using list of questions about the condition after CAR. In this study, the questionnaire used to get information concerning students’ understanding toward the activities in the classroom. The questionnaire consists of 10 questions with 2 choices.

B. Research Finding

1. Data Analysis

In analyzing the data from teaching conditional sentence type 1 by using substitution drills the writer calculated by using these steps:

In analyzing the numerical data, the writer uses the statistical procedure. First, to know how well the students’ score as a whole on the test of the
conditional sentence type 1, the writer tries to get the average student’ conditional sentence type 1 score within one cycle. The formula used is:¹

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

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

Second, the writer gets the class percentage which achieves minimum score 65 (sixty five) by using the formula:²

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

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

After getting the mean of students’ score per actions, the writer identifies whether or not there might have students’ improvement score on the conditional sentence type 1 from pre-test up to post-test score in both cycle one and cycle two. To analyze that, the writer uses the formula:³

\[
P = \frac{y^1 - y}{y} \times 100\%
\]

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

The hypothesis in CAR is considered to be presented in a description of the data gained during the research that is used charts, tables, etc. In order to support the acceptance hypothesis, the writer uses n-gain analysis and students’ response analysis.

b. N-Gain Analysis

In data analysis, the writer uses gain score to identify cognitive aspect or concept mastery of the students. Gain is the interval between posttest score and pretest score. It shows the improvement score after the action. Meanwhile, to calculate students’ achievement in conditional sentence type 1 after implementing CAR, the writer uses the formula as follow:

\[
N\text{-Gain} = \frac{\text{posttest score} - \text{pretest score}}{\text{ideal score} - \text{pretest score}}
\]

With the categories:

- **g-high**: score \((g) > 0.70\)
- **g-middle**: \(0.70 > (g) > 0.3\)
- **g-low**: score \((g) < 0.3\)

c. Analyzing Students Response

Besides analyzing the result of the tests and observing the activity during CAR, the writer also uses questionnaire to find out students’ response toward using journal writing technique in learning conditional sentence type 1. The
The writer uses the Likert scale in scoring the answer of the question. In analyzing the students’ response, the writer uses formula:

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

- \(P = \) the percentage
- \(f = \) frequency of the percentage is being calculated
- \(N = \) number of cases

2. The Validity of the Data

Validity is an essential criterion for evaluating the quality and acceptable of the research regarding validity in action research, the writer adopt 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. In this study, the writer uses democratic, process and dialogic validity. Anderson defines outcome validity as follows:

“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 if you learn something that can be applied to the subsequent research cycle.”

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

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4 Anas Sudjiono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), P. 43
validity that requires study has been conducted in a “dependable” and “competent” manner.” 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 the 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 finding and practices.” 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.

d. Criteria of the Action Success

CAR is able to be called successful if it can exceed the criterion which has been determined, and fail if it cannot exceed the criterion which has been determined. The criteria is used a measurement of the research. Based on the agreement between the researcher and the teacher, these are the criteria of the action success as follow:

1. The achievement of students that is proved from final score in conditional sentence type 1 showed 87% of students could achieve the target score ≥ 70.
2. The improvement of students’ understanding in conditional sentence type 1 showed 89% of students could achieve the target score ≥ 65.

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CHAPTER IV
RESULT AND DISCUSSION

This chapter presents the result of research. In this case, it discusses the way to improving students understanding of conditional sentence type 1 by using audio-lingual method using repetition drill at 1-TKJ 2 of SMK Islamiyah Ciputat academic year 2011/2012. Related to the discussion of the result, it is divided into three parts. Those are the previous implementing of CAR, the implementation of CAR, and discussion of all the data after implementing of CAR.

A. The Previous Implementation of CAR

Before implementing CAR, the writer did pre interview, pre observation and pretest to know the general conditions of the classroom. These are the explanation:

1. The Result of Pre Interview

Pre interview was held on Monday, October 23rd 2011. Through the pre interview, the writer tried to find out several aspects related to the research. Those were specific conditions on understanding conditional sentence type 1, teaching strategies, and students’ assessing.

The category was related to the students’ difficulties in English lesson particularly in conditional sentence type 1. The result of interview showed that teacher has difficulties in teaching English Grammar and to make students speaking English. Most of them got problems in learn English and could not reach the KKM score ≥ 65. They assumed English as a difficult to learn and to understand. Beside of that, the
teacher claimed the students have good potential in English but, lack of motivation and improvement in English.

2. The Result of Pre Observation

The writer conducted the observation as a beginning step in this study. Pre observation was conducted on Monday, May 23rd 2011 with the students as a subject. Pre observation was held in order to find the problem in the classroom. Then the writer and the teacher followed up the hypothesis by conducting CAR.

3. The Result of Pretest

The pre test had done before CAR. It was conducted on Wednesday, November 24th, 2010. There were 10 questions in essay form in which the students carried out the test during 25 minutes. The result of the pre test can be seen in the following table:

<table>
<thead>
<tr>
<th>Pre Test</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest score</td>
<td>70</td>
</tr>
<tr>
<td>Lowest Score</td>
<td>15</td>
</tr>
<tr>
<td>Mean Score</td>
<td>36.97</td>
</tr>
</tbody>
</table>

The data showed that the mean score of pre test was 36.97. There were only 10 students who reached the score of KKM, meanwhile the other 28 students were below that criterion. The lowest achievement gained score 15. From that analyzing, it could be seen that almost of the 1-TKJ 2 students’ understanding on the conditional sentence type 1 was still very low.
B. The Implementation of CAR

1. Cycle 1

a. Planning

The classroom action research was conducted at the first year of SMK 1 Islamiyah in class 1-TKJ 2. The total number of the students in class 1-TKJ 2 is 38 students. The concept of CAR was held in two cycles. In this cycle, the teacher and the writer planned for two times meeting. Each meeting conducted in 80 minutes (2 x 40 minutes).

In the first step the teacher explained the activities related to conditional sentence type 1. It was taught by using audio-lingual method in which the exercises given was substitution drills.

b. Acting

In this step the teacher taught the students by using lesson plan that had been made before. In the first meeting of cycle one the teacher taught the students by giving inductive explanation of conditional sentence type 1 related to the students’ activities that they were doing before English lesson. Students were given some real example of conditional sentence type 1 and were asked to identify the formula from the example that had been explained before.

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, he had accomplished the task in line with the lesson plan had been made. However, in a part of explain the use of substitution drills. 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 cheated each other when they were asked to answer some questions and the teacher even ignored their behavior.

Furthermore, there were found some students who actively in answering the teacher’s questions correctly. In the second action of the first cycle, the students seemed more enthusiastic to do the exercise. After teaching learning process finished, in this observing phase was also carried out the posttest 1 exactly on the second action of the first cycle to measure how well the students’ understanding of conditional sentence type 1 that had been studied. Based on the result of the posttest 1, the mean score of the class derived 61.71 in which there were 20 students who passed the KKM 65 (sixty five).

1) Observation Result

Related to the observation that was held in the acting process, the observer made the specific ideas related to the situation in the classroom when implementing CAR. The observer made the rating scale in observational form. It was about the physical classroom condition, students’ general intellectual ability and creative ability.

2) Test Result

In the end of cycle 1, post test was carried to measure how well the students’ achievement improved. The data of students’ improvement could be seen from the result of pre test before implementing CAR and the result of cycle one post test. Each of the test score was used to know the student achievement improve after giving feed back in substitution drill exercises.

Based on the data of the pre test and the post test 1, the result of the learning conditional sentence type 1 by using substitution drills technique in the cycle 1 can be seen in the table below:
Table 2.5
The result of Students’ Score in Cycle 1

<table>
<thead>
<tr>
<th></th>
<th>Pre Test</th>
<th>Post Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest score</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>Lowest Score</td>
<td>15</td>
<td>40</td>
</tr>
<tr>
<td>Mean Score</td>
<td>36.97</td>
<td>61.71</td>
</tr>
</tbody>
</table>

From the table above, the result of the test on the cycle 1 was improve with the mean score of pre test 36.97 to 57.76 as the mean score of post test.

d. Reflecting

The writer and the teacher discussed about the conclusion of implementing the action. Then, they tried to modify the action in order students more understanding in conditional sentence type 1 and in order 70% of students in the class could pass the KKM because in the result of posttest 1 showed only 52.63% 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’ understanding of conditional sentence type 1 had been developed although not all the targets could not accomplish yet. Beside of that, the students seemed to accept the material easily by using substitution drills.

From the reflecting phase above, there must be more efforts to improving students’ understanding of conditional sentence type 1 by using substitution drills. It needed to be improved again in the next cycle because this case had not achieved target yet because there some students were below KKM. Actually in this reflecting phase, they had reflected two categories that would be discussed, both are: students’ difficulty in determining the simple future tense or simple present tense and the class condition during the teaching learning process.

The first category concerned with the students’ difficulty in determining the simple future tense or simple present tense. In this case the observer suggested
the teacher to give the explanation slower than before and give inductively explanation to the students. Next, related with the second category is the class condition. The teacher still had difficulty in managing class. The observer suggested the teacher should give something that would focus them to the lesson, for example games or puzzle. And she had also to pay more attention to the students who had lower result and made a noisy. Therefore based on the reflecting above, this cycle must be continued in the next cycle, in order to improve students’ understanding of conditional sentence type 1 well.

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 conditional sentence type 1 by using substitution drills.

b. Acting

The action of the cycle two was done on June 03rd and 04th 2010. After reviewing the previous lesson, before the students read the story that given by the teacher, they were given some minutes to identify and to look up the difficult forms appeared in the sentences. And then, the students determined the structures of the sentences by themselves.

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 lesson, most of them were enthusiastic to answer some questions given by the teacher. Shortly, most of students seemed quite active in the classroom and in doing exercises. In the second action of cycle two, the teacher was held on posttest 2 regarding students’ understanding of conditional sentence type 1 by using substitution
drills. Based on the result of the posttest 2, the mean score of the class in test gained 76.18 in which there were 37 students who passed the KKM 65 (sixty five).

d. Reflecting

The teacher and the writer analyze the result of cycle 2. Most of the students respond the teacher actively. Furthermore, the learning process is done very well. Those aspects indicate the result of cycle 2 where all students completely achieve the criteria of action success.

After achieving the target research of where minimally 70% 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’ of conditional sentence type 1 by using substitution drills strategy 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 activities could be accomplished well.

C. The Result of Post Test

For the need of the research, the writer had done the trustworthiness of the test using the construct validity. It was done before the students carried out the tests. The following table presents the result of data including the pre test, post test 1, and post test 2.
Table 3.1
The Students’ Score Result in Pre test, Post test 1 and 2

<table>
<thead>
<tr>
<th>No.</th>
<th>Students' Code</th>
<th>Pretest</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Post Test</td>
<td>Post Test</td>
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<td>1</td>
<td>A</td>
<td>65*</td>
<td>70*</td>
<td>75*</td>
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<tr>
<td>2</td>
<td>B</td>
<td>50</td>
<td>75*</td>
<td>90*</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>65*</td>
<td>80*</td>
<td>90*</td>
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<td>4</td>
<td>D</td>
<td>20</td>
<td>50</td>
<td>65*</td>
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<td>80*</td>
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<td>AB</td>
<td>70*</td>
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<tr>
<td>33</td>
<td>AG</td>
<td>15</td>
<td>65*</td>
<td>80*</td>
</tr>
<tr>
<td>34</td>
<td>AH</td>
<td>15</td>
<td>50</td>
<td>65*</td>
</tr>
<tr>
<td>35</td>
<td>AI</td>
<td>50</td>
<td>55</td>
<td>70*</td>
</tr>
<tr>
<td>36</td>
<td>AJ</td>
<td>30</td>
<td>50</td>
<td>65*</td>
</tr>
<tr>
<td>37</td>
<td>AK</td>
<td>20</td>
<td>40</td>
<td>65*</td>
</tr>
<tr>
<td>38</td>
<td>AL</td>
<td>15</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>Amount</td>
<td>1405</td>
<td>2345</td>
<td>2895</td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>36.97</td>
<td>61.71</td>
<td>76.18</td>
<td></td>
</tr>
</tbody>
</table>

The writer used some steps to compare the result between pre test and post test of each cycle. The steps are calculating the students mean score of the test, calculating the class percentage, and calculating the students’ improvement score from pre test to post test 1 and 2 into percentage.

To analyze the data of pre test, the first step is to get the mean score of the class. The following is the calculation:

\[
\overline{x} = \frac{\sum x}{n}
\]

\[
\overline{x} = \frac{1405}{38}
\]

\[
\overline{x} = 36.97
\]
From that calculation, the mean score of the class in pretest is 36.97. It means that the students’ mean score before using repetition drills or before implementing Classroom Action Research (CAR) is 36.97.

Then, to know the percentage of students’ score who achieved the KKM (65) the writer uses the calculation as follow:

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

\[ 10 = \frac{P}{38} \times 100\% \]

\[ P = 26.31\% \]

From that calculation, the students’ score percentage in the pre test is 26.31 % that means there are 10 students who achieved the KKM score ≥ 65 and there are 28 students are below the KKM score ≥ 65.

After calculating the result of post test 1 in the cycle 1 of CAR, the writer calculates the students’ score improvement from the pre test result. There are three steps to know this improvement. The steps are calculating the students’ mean score of the class, calculating the students’ improvement score into percentage and calculating the class percentage.

The first step is to calculate the mean score of posttest 1. The calculation as following:

\[ x = \frac{\sum x}{n} \]
From that calculation, the students’ mean score of posttest in cycle 1 is 61.71. It proves that there are some improvements from the pretest mean score. It could be seen from the pretest mean score (36.97) to the mean score of posttest 1 (61.71). It improves 24.74 (61.71 – 36.97).

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

$$\frac{y_1 - y}{y} \times 100\%$$

$$\frac{61.71 - 36.97}{36.97} \times 100\%$$

$$\frac{24.74}{36.97} \times 100\%$$

$$P = 66.91\%$$

Based on that computation, the percentage of the students’ improvement score from pretest to posttest 1 is 66.91%. It shows that the score in the cycle 1 has improved 66.91% from the pretest score.
The third step is to know the percentage of students who pass the KKM. The calculation by using as follows:

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

20

\[ P = \frac{20}{38} \times 100\% \]

\[ P = 52.63\% \]

From the calculation, the class percentage which passes the KKM is 52.63%. It means that in the cycle 1 of Classroom Action Research (CAR), there are 20 students who passed the KKM and there are 18 students whose score are below the KKM. The class percentage of posttest 1 shows some students’ improvement of the class percentage in the pretest (26.31%). The students’ improvement which passes the KKM is 26.32% (52.63% - 26.31%). Even though it is still needed more improvement because it could not achieve yet 70% as the target of success Classroom Action Research.

Next in the cycle 2 of CAR, the writer also calculates the result of the post test 2 to know further the score improvement either from the result of pre test or post test 1. There are three steps in order to know this improvement. The steps are 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 score \( \geq 65 \).

Firstly is to calculate the mean score of the class in posttest 2. The calculation using as follows:

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

\[ 2895 \]

\[ 2895 \]
Based on the calculation, the mean score of post test 2 is 76.26 which means there are some students’ improvement score (14.55) from the mean score of post test 1 (76.26-61.71).

The second step is to know the calculation of the percentage of students’ improvement score. It uses the calculation as following:

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

\[
76.26 - 36.97
P = \frac{\_}{\_} \times 100\%
36.97
\]

\[
39.29
P = \frac{\_}{\_} \times 100\%
36.97
\]

\[
P = 99.99\%
\]

Based on that computation, it could be seen that the posttest 2 improves 99.99% from the pretest or 33.08% (99.99 – 66.91) from the pretest 1.

The last step is the writer tries to get the class percentage whose score pass the KKM. It uses the calculation as following:

\[
P = \frac{F}{N} \times 100\%\]
From that calculation, the class percentage is 97.36%. It means that in the cycle 2 there are 37 students who pass the KKM and there are only 1 student is below the KKM. The class percentage of posttest 2 obviously shows some improvements from the previous test; the improvement is 97.36% from the pretest (26.31%) or 36.97% from the class percentage of posttest 1.

D. The Result of the Questionnaire

1. The Student’s Responses to the Implementation of Substitution Drills

To get the data on the students’ response to the implementation of the technique, the researcher utilized questionnaire which consisted of 10 statements. The statement covered three categories: they are students’ feeling toward understanding the conditional sentence type 1, the implementation of the method and the effects of Conditional sentence type 1 to knowledge improvement and grammar skill.

The researcher delivered the questionnaire to the students in two sessions; before the implementation of the action and after implementation the action. Then, she compared the result to know whether the student felt satisfied or unsatisfied with the approach and whether this study was success or not. The detailed percentage of the students’ response before the implementation of substitution drills is presented into a table as following:
<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Answer</th>
<th>Yes</th>
<th>Percentage</th>
<th>No</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students felt satisfied with their English score</td>
<td>5</td>
<td>18.4%</td>
<td>31</td>
<td>81.5%</td>
</tr>
<tr>
<td>2</td>
<td>Students like to learn English grammar</td>
<td>13</td>
<td>34.2%</td>
<td>25</td>
<td>65.7%</td>
</tr>
<tr>
<td>3</td>
<td>Students felt motivated in learning conditional sentence type 1</td>
<td>12</td>
<td>31.5%</td>
<td>26</td>
<td>68.4%</td>
</tr>
<tr>
<td>4</td>
<td>Students understood the conditional sentence type 1 easily</td>
<td>16</td>
<td>42.1%</td>
<td>22</td>
<td>57.8%</td>
</tr>
<tr>
<td>5</td>
<td>Students have the difficulty in using different subject in the conditional sentence type 1</td>
<td>24</td>
<td>63.1%</td>
<td>14</td>
<td>36.8%</td>
</tr>
<tr>
<td>6</td>
<td>Students could remember the formula of the conditional sentence type 1</td>
<td>14</td>
<td>36.8%</td>
<td>24</td>
<td>63.1%</td>
</tr>
<tr>
<td>7</td>
<td>Students could do the exercise was given by teacher about the conditional sentence type 1</td>
<td>18</td>
<td>47.3%</td>
<td>20</td>
<td>52.6%</td>
</tr>
<tr>
<td>8</td>
<td>The students do the English exercise</td>
<td>12</td>
<td>31.5%</td>
<td>26</td>
<td>68.4%</td>
</tr>
</tbody>
</table>
Based on the result of pre-questionnaire before the implementation of CAR, the writer would like to give some explanations. The pre-questionnaire was administered on May 23rd, 2011. Referring to the result of the data, generally it was found that students still have low motivation in learning conditional sentence type 1 and most of them still have difficulties in using conditional sentence type 1 meaningfully.

The result on the questionnaire revealed that from the first statement 81.5% (31 students) did not satisfy with their English score and only 18.4% (5 students) who feel satisfied. To statement number 2, only 34.2% (13 students) like to learn English grammar and 65.7% (25 students) did not like to learn English. Relating to the statement number 3, 68.4% (26 students) said that they didn’t feel motivated in learning conditional sentence type 1, it means that only 31.5% (12 students) who feel motivated of the material. For the statement number 4, only 42.1% (16 students) can understand the conditional sentence type 1 easily and 57.8% (22 students) are hardly to understand. Then, for the statement number 5, 63.1% (24 students) have the difficulty in using different subject in the conditional sentence type 1 and only 36.8% (14 students) didn’t have the difficulty. Next, for the statement number 6, it showed that only 36.8% (14 students) could remember the formula of the conditional sentence type 1. The responses for the next statement, number 7, showed that 47.3% (18 students) could do the exercise was given by the teacher about the conditional sentence type 1. To the statement number 8, 68.4% (26 students) didn’t do the English exercise individually. Responding to the next statement number 9 showed that 52.6% (20

<table>
<thead>
<tr>
<th></th>
<th>individually</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>The students do the English exercise in group</td>
<td>20</td>
<td>52.6%</td>
<td>18</td>
</tr>
<tr>
<td>10</td>
<td>The students use the conditional sentence type 1 in their life</td>
<td>17</td>
<td>44.7%</td>
<td>21</td>
</tr>
</tbody>
</table>

*Adapted from students’ answer sheet*
students) do the English exercise in group. The responses to the last statement, number 10, showed that only 44.7% (17 students) use the conditional sentence type 1 in their life.

Regarding to the result above, it can be conclude that students’ understanding and students’ motivation in learning the English grammar especially the conditional sentence type 1 is still low and there was a need for the researcher to implement audio-lingual method using substitution drills in order to improve students’ understanding and motivation.

Next, after implementing the action the writer also gave students questions. The question covers 3 categories: the students’ response in teaching learning process (question number 1-4), the second categories was the result of students’ writing activity (question number 5-6), the last categories was the solution of the problem in teach grammar (question number 7-10).
### The Result of Post Questioner  
#### June 4th, 2011  
#### Table 3.3

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Answer</th>
<th>The Result of Students Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>1</td>
<td>Students felt satisfied with their English score</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>Students like to learn English grammar</td>
<td>33</td>
</tr>
<tr>
<td>3</td>
<td>Students felt motivated in learning conditional sentence type 1</td>
<td>33</td>
</tr>
<tr>
<td>4</td>
<td>Students understood the conditional sentence type 1 easily</td>
<td>24</td>
</tr>
<tr>
<td>5</td>
<td>Students have the difficulty in using different subject in the conditional sentence type 1</td>
<td>24</td>
</tr>
<tr>
<td>6</td>
<td>Students could remember the formula of the conditional sentence type 1</td>
<td>26</td>
</tr>
<tr>
<td>7</td>
<td>Students could do the exercise was given by teacher about the conditional sentence type 1</td>
<td>21</td>
</tr>
<tr>
<td>8</td>
<td>The students do the English exercise individually</td>
<td>21</td>
</tr>
<tr>
<td>9</td>
<td>The students do the English exercise in group</td>
<td>31</td>
</tr>
<tr>
<td>10</td>
<td>The students use the conditional sentence type 1 in their life</td>
<td>23</td>
</tr>
</tbody>
</table>

*Adapted from students’ answer sheet*
In the first category, it showed that here were 25 students (65.7%) like. The teaching learning process, especially in the material of conditional sentence type 1. Then, there were 33 students (86.8%) felt that the teaching learning process was better that before doing the implementing. Next, it showed that 33 students (86.8%) felt motivated in teaching learning process. After that, it showed that 24 students (63.1%) stated that substitution drills was suitable to teach grammar.

In the second category showed that 24 students (63.1%) stated that using substitution drills could help student in remember the formula of conditional sentence type 1. Then, there were 26 students (78.9%) agreed that using substitution drills could do the exercise easily after the teacher implemented substitution drills in teaching conditional sentence type 1.

Then, in the last category, the data showed that 21 students (55.2%) stated that the teacher gave opportunity for them to work in a group. Then, there were 21 students (55.2%) stated that they used the opportunity to give question to the teacher in teaching learning process. After that, there were 31 students (81.5%) stated that their ability in making the sentences was better after the teacher implemented substitution drills. The last questions in this category showed that 23 students (60.5%) implemented the conditional sentence type 1 in their real life.

After discussing all the data conducted before and after implementing the action, generally it can be conclude that there was improvement since most the students really responded positively and the research has already met the criterion of action success.

E. The Interpretation After CAR

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

In the pretest, the mean score of students on reading test before carrying out Classroom Action Research (CAR) is 36.97. It is the students’ score before they use
substitution drills. Meanwhile, the class percentage which passes the KKM is 26.31%. It means that that there are only 10 students who are able to pass the KKM (65) and there are 28 students are out of the target.

Furthermore, the mean score in the posttest of cycle 1 is 61.71. It means that there are some students’ score improvement from the previous test (pretest), that is 24.74 (61.71 – 36.97) or 66.91%. Meanwhile, the class percentage which passes the KKM in posttest 1 is 52.63%. It shows there are 20 students who pass the KKM and there are 18 students whose score still under KKM. However, it is still needed more improvement because it could not achieve the target yet of success CAR, that is 75% (or at least 27 students) from the class percentage. That is why the writer and the teacher continue to the second cycle.

Next, the mean score in the posttest of second cycle is 76.26. It shows the students’ improvement score 15.92 (76.26 – 60.34) from the posttest 1 (60.34) or 99.99% students’ improvement in the score percentage from the pretest or 15.92% students’ improvement from the pretest 1. Meanwhile, the class percentages which pass the KKM are 97.36%. It means there are 37 students whose score pass the KKM and only 1 student is under the target of KKM. This class percentage shows some improvements 71.05% from the pretest (26.31%) or posttest 1 (52.63%) in the class percentage. The posttest of cycle 2 has fulfilled the target of Classroom Action Research (CAR) success. Then, the score proves the successful indicator can be reached. Therefore, the CAR can be said success and the cycle of CAR is not continued.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusions

After finishing the whole steps of this Classroom Action Research (CAR) study at SMK Islamiyah Ciputat in the first grade of X TKJ-2 academic year 2011-2012, it can be concluded considering the result of this research. After analyzing through the library study and doing action research, the writer got the data from improvement students understanding of conditional sentence type 1 by using substitution drills can be improved students’ achievement and motivation.

The writer concludes that students score taught conditional sentence type 1 by using substitution drills is better than before using it. The conclusion can be seen from the score of pretest an posttest 2. In the pretest, there were only 26.31% or 10 students whose score passed the KKM and the mean score of pretest was 36.97. So, in the result of posttest 1, there were 20 students or 66.91% in the class who passed the KKM and the mean score of posttest 1 is 61.71. It can be said that the score in the posttest 1 is still below the KKM. But, in the result of posttest 2 which was held in cycle 2, there were 37 students or 97.36% who have score passed the KKM and the mean score of posttest 2 gained 76.18.

B. Suggestions

After doing this research, there are some suggests to the English teachers. The suggestions are:

1. The teachers should be tried to find out the best method for teaching English.
2. The teachers should be tolerant when the students make errors.
3. The teachers should be made the students fun and happy to reduce stress.
4. According to the conclusions above, it is better to use substitution drills in teaching English, especially conditional sentence type 1.
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The Improvement of Students' Score During CAR
APPENDIX 2

The Guideline of Teacher’s Observation (During CAR)

<table>
<thead>
<tr>
<th>No.</th>
<th>Indicators</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>I</td>
<td>Pre Teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Preparing in the students to start the teaching learning process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Engaging the students using language clearly and easy to understand</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Giving positive response to the students in engaging them by media</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher helped the students to memorize the previous lesson</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>While Teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Material</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The material was appropriate with the lesson objective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher explained the material systematically</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Connecting the material with other knowledge</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exploring the material as clearly as possible</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lesson Strategy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Doing the teaching learning process which appropriate with students’ competence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Doing teaching learning systematically</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher was able to manage the class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher involved the students in teaching learning process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Material Resource</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The material was appropriate with the lesson objective and the students’ level</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher used the environment as the material resource</td>
<td></td>
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<tr>
<td></td>
<td>Involving the students in finding the material</td>
<td></td>
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<tr>
<td></td>
<td>Using the media efficiently</td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>Post Teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluating</td>
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</tr>
<tr>
<td></td>
<td>Doing pre evaluating</td>
<td></td>
</tr>
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<td></td>
<td>Doing process evaluating</td>
<td></td>
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<tr>
<td></td>
<td>Doing post evaluating</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The assessment was suitable with the material</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Closing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Doing reflection</td>
<td></td>
</tr>
<tr>
<td>Making conclusion of the teaching learning process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giving suggestion to the students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giving home work</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 3

Interview Guidelines for the Needs Analysis (Before CAR)
(Monday, May 09th 2011)

R : The researcher
T : The teacher

A. Kategori kondisi umum kelas

R : Bagaimana tanggapan siswa Bapak/ Ibu selama ini dalam proses pembelajaran Bahasa Inggris?
T : Tanggapan mereka tentang pembelajaran bahasa Inggris bervariasi, ada yang menganggap penting dan menyenangkan dan ada yang kurang menyukai karena mereka anggap sulit dan juga karena motivasi yang kurang terhadap pelajaran bahasa Inggris.

R : Berapa standar nilai KKM untuk pelajaran Bahasa Inggris? Dan bagaimana hasil perolehan nilai Bahasa Inggris siswa Bapak/ Ibu?
T : Standar KKM untuk mata pelajaran ini adalah 65 (enam puluh lima), dan hasil perolehan nilainya cukup memuaskan. Hanya beberapa siswa yang melakukan remedial, itupun hanya dilakukan satu kali dan mereka sudah dapat melampaui KKM.

R : Skill Bahasa Inggris apa yang dianggap paling sulit oleh siswa?
T : Speaking dan Writing. Siswa kurang memiliki keberanian berkomunikasi dengan menggunakan bahasa Inggris. Writing skill mereka juga masih kurang maksimal karena kurangnya pemahaman dalam penggunaan tenses yang tepat karena kurangnya penguasaan yang kurang.

R : Dari keseluruhan kelas yang Bapak/ Ibu ajar, kelas manakah yang kemampuan pemahaman Grammar-nya sangat rendah?
T : Kemampuan grammatikal dari keseluruhan kelas standar.

R : Untuk semester ini, jenis tenses apa saja yang harus mereka kuasai? dan jenis tenses apa yang sudah Bapak/ Ibu berikan?
T : Present Tense, Present Continuous Tense, Simple Future Tense, Future Continuous Tense, Conditional Sentence type 1.
R : Darimana Bapak/ Ibu mendapatkan sumber/penjelasan tersebut?
T : English Resources Book.
Interview Guidelines for the Needs Analysis (After CAR)
(Thursday, May 16th 2011)

A. Kategori kondisi umum kelas

R : Bagaimana kondisi siswa Bapak dalam pembelajaran grammar (conditional sentence type 1) setelah menggunakan audio-lingual method using repetition drills (ALM)?
T : Setelah menggunakan Audio-lingual Method using repetition drills, respond siswa menjadi lebih baik, dan mereka menjadi lebih focus dalam mengerjakan tugas baik secara individu maupun berkelompok. Selain itu kemampuan dalam pemahaman dan penggunaan tenses menjadi lebih baik.

R : Apakah Bapak/Ibu merasa termotivasi setelah menggunakan ALM dalam pembelajaran di kelas?
T : Ya, karena practice & drilling adalah salah satu hal yang sangat dibutuhkan oleh siswa, dan audio-lingual method using repetition drills menekankan pada aspek tersebut.

R : Bagaimana kemampuan pemahaman tenses siswa Bapak/Ibu setelah menggunakan audio-lingual method using repetition drill (ALM)?
T : Sudah pasti kemampuan dan pemahaman siswa meningkat, seperti yang bisa dilihat melalui hasil tes mereka.

B. Kategori kesulitan siswa yang dialami

R : Apakah Bapak/Ibu mengalami kesulitan dalam menggunakan audio-lingual method using repetition drill (ALM)?
T : Tidak, konsepnya sangat mudah dan sederhana tetapi sangat membantu dalam peningkatan kemampuan dan pemahaman siswa dalam penggunaan tenses.
A. Choose the Best Answer From the Multiple Choices Based on Conditional Sentence Type 1.

1. I always have a lot of work to do in evening.
   If........... the TV series more often.
   a. I had more time, I can often
   b. I had more time, I can watch
   c. I have more time, I could watch
   d. I have more time, I can watch

2. If you don’t get out of my house, I’ll have you.....
   a. to arrest
   b. arrest
   c. arrested
   d. to be arrested

3. If he prepares his lesson, he....... his examinations.
   a. passes
   b. will pass
   c. would be passed
   d. would passed

4. “I’m sure he will be successful in his jib. “If he should work hard enough.
   a. If he should work hard enough.
   b. If he works hard enough.
   c. If he work hard enough.
   d. If he had worked hard enough.

5. If you don’t understand, I’ll have you......
   a. to explain
b. explain

c. explained

d. to be explain

6. “What does he promises you?”

“........................” if he wins the game.”

a. he treats me

b. he will treat me

c. he treated me

d. he would treat me

7. “Your drawing is very good.”

“I can do better if I.................. more time.

a. have had

b. have

c. will have had

d. would have

8. “If he takes the swimming lessons seriously.....

a. He can become a good swimmer.

b. He could have become a good swimmer.

c. He could become a good swimmer.

d. He could had become a good swimmer.

9. They climb higher so that they get a better view.

We can also say: ..................

a. If they had not climbed higher, they would not have a got a better view.

b. If they didn’t climb higher, they wouldn’t get a better view

c. If they didn’t climb higher, they didn’t get a better view

d. If they don’t climb higher, they won’t get a better view

10. If he takes a computer course..........

a. It would be easier for him to get a good job

b. It would been easier for him to get a good job

c. It would have been easier for him to get a good job

d. It will be easier for him to get a good job
B. Give Your Suitable Answer Based On The Available Sentences By Rewriting In Good Ways.

11. All of students are success. They study harder. (will) (if)
12. The students speak English. They take an English course. (can) (because)
13. The manager of the company comes late today. She gets a traffic problem in the way. (may) (because)
14. All of our teachers give us good work. We able to answer the questions in mid test. (will) (if)
15. We prepare our better future by studying hard. It is not, we are fail. (must) (if)

C. Change These Sentences into type 1.

16. I come to your house. You invite me to come there.

17. Those workers work hard in the company, they give them some prizes.

18. I take an English course. I get certificate of English.

19. The teacher explains it once more. We understand it well.

20. The worker finishes the work well. You pay him.
A. Choose the Best Answer From the Multiple Choices Based on Conditional Sentence Type 1.

1. If he doesn’t promote............
   a. He would quite his job.
   b. He would have quite his job.
   c. He will be quite his job.
   d. He had had quite his job.

2. If there are traffic lights at this intersection........
   a. There wouldn’t be so many accidents.
   b. There wouldn’t have been so many accidents.
   c. There will be so many accidents.
   d. There will so many accidents.

3. If he..................... more confident during the interview, he may get the job he wanted.
   a. Could
   b. Could be
   c. Can be
   d. Can

4. .................. you will pass exam.
   a. If you studied hard
   b. If you studies hard
   c. If you study hard
   d. If you had studied hard

5. If a burglar comes to my house tonight........
   a. I would catch him
   b. I would have caught him
   c. I will catch him
d. I catch him

6. If you don’t understand, I’ll have you......
   a. to explain
   b. explain
   c. explained
   d. to be explain

7. I always have a lot of work to do in evening.
   If........... the TV series more often.
   a. I had more time, I can often
   b. I had more time, I can watch
   c. I have more time, I could watch
   d. I have more time, I can watch

8. “What does he promises you?”
   “...................” if he wins the game.”
   a. he treats me
   b. he will treat me
   c. he treated me
   d. he would treat me

9. If you don’t get out of my house, I’ll have you.....
   a. to arrest
   b. arrest
   c. arrested
   d. to be arrested

10. If he takes a computer course............
    a. It would be easier for him to get a good job
    b. It would been easier for him to get a good job
    c. It would have been easier for him to get a good job
    d. It will be easier for him to get a good job
B. Give Your Suitable Answer Based On The Available Sentences By Rewriting In Good Ways.

11. The teacher be angry. We arrive late. (if) (will)
12. The teacher gives. You a reward you are clever. (if) (will)
13. Nadya gets some money. She buys a new dictionary. (will) (if)
14. Syfa be smartest in the class. She studies hard. (if) (can)
15. Ms. Aina teaches this class. She gives tests. (will not) (if)

C. Change These Sentences into type 1.

16. I write to my grandma every week. I have enough time.

17. We go to library, we borrow many books.

18. The society build high bridge, they have enough fund.

19. Teacher gives me good score, I happy today.

20. I tell you the truth, you believe me.
A. Choose the Best Answer From the Multiple Choices Based on Conditional Sentence Type 1.

1. *They climb higher so that they get a better view.*
   
   *We can also say: ................*

   a. If they had not climbed higher, they would not have a got a better view.
   b. If they didn’t climb higher, they wouldn’t get a better view.
   c. If they didn’t climb higher, they didn’t get a better view.
   d. If they don’t climb higher, they won’t get a better view.

2. “If he takes the swimming lessons seriously.....
   
   a. He can become a good swimmer.
   b. He could have become a good swimmer.
   c. He could become a good swimmer.
   d. He could had become a good swimmer.

3. If he takes a computer course............
   
   a. It would be easier for him to get a good job.
   b. It would been easier for him to get a good job.
   c. It would have been easier for him to get a good job.
   d. It will be easier for him to get a good job.

4. “Your drawing is very good.”
   “I can do better if I................. more time.

   a. have had
   b. have
   c. will have had
   d. would have

5. “What does he promises you?”
   “....................” if he wins the game.”

   a. he treats me
b. he will treat me

c. he treated me

d. he would treat me

6. If a burglar comes to my house tonight..........
   a. I would catch him
   b. I would have caught him
   c. I will catch him

7. If he.................. more confident during the interview, he may get the job he
   wanted.
   a. Could
   b. Could be
   c. Can be
   d. Can

8. .................. you will pass exam.
   a. If you studied hard
   b. If you studies hard
   c. If you study hard
   d. If you had studied hard

9. If there are traffic lights at this intersection........
   a. There wouldn’t be so many accidents.
   b. There wouldn’t have been so many accidents.
   c. There will be so many accidents.
   d. There will so many accidents.

10. If he.................. more confident during the interview, he may get the job he
    wanted.
    a. Could
    b. Could be
    c. Can be
    d. Can
B. Give Your Suitable Answer Based On The Available Sentences By Rewriting In Good Ways.

11. Ms. Latifah teaches this class. She gives tests. (will not) (if)
12. They prepare their better future by studying hard. It is not, they are fail. (must) (if) (will)
13. All of our lecturers give us good work. We able to answer the questions in final test. (will) (if)
14. Laisa be smartest in the class. She studies hard. (if) (can)
15. The director of the company comes late today. He gets a traffic problem in the way. (may) (because)

C. Change These Sentences into type 1.


17. We tell you the truth, you believe us.

18. Fahmi comes to your house. You invite him to come there.

19. Aisyah goes to library, she borrows many books.

20. Sarah writes to her grandma every week, she has enough time.
KUNCI JAWABAN PRETEST

(A)
1. D  6. C
2. A  7. B
3. B  8. A
5. A  10. D

(B)
11. All of students will be success, if they study harder.
12. The students can speak English, because they take an English course.
13. The manager of the company may come late, because he gets a traffic problem in the way.
14. If all of our teachers give us good work, we will able to answer the questions in mid test.
15. We must prepare our better future by studying hard, if it is not, we will be fail.

(C)
16. I will come to your house, if you invite me to come there.
17. If those workers work hard in the company, they will give them some prizes.
18. If I take an English course, I will get certificate of English.
19. If the teacher explains it once more, we will understand it well.
20. The worker will finishes they work well, you will pay him.
KUNCI JAWABAN POSTTEST 1

(A)
1. C  6. A
2. C  7. D
3. C  8. B
4. C  9. A
5. C  10. D

(B)
11. The teacher will be angry, if we arrive late.
12. The teacher will gives you a reward, if you are clever.
13. If Nadya gets some money, she will buy a new dictionary.
14. Syfa can be smartest in the class, if she studies hard.
15. If Ms. Aina teaches this class, she will not give test.

(C)
16. I will write to my grandma every week, if I have enough time.
17. If we go to library, we will borrow many books.
18. The society will build high bridge, if they have enough funds.
19. If teacher gives me good score, I will happy today.
20. I will tell you the truth, if you believe me.
KUNCI JAWABAN POSTTEST 2

(A)
1. D  6. C
2. A  7. C
3. D  8. C
5. B  10. C

(B)
11. If Ms. Latifah teaches this class, she will not give test.
12. We must prepare our better future by studying hard, if it is not, we will be fail.
13. If all of our teachers give us good work, we will able to answer the questions in final test.
14. Laisa can be smartest in the class, if she studies hard.
15. The director of the company may come late, because he gets a traffic problem in the way.

(C)
16. If Nisa takes an English course, she will get certificate of English.
17. We will tell you the truth, if you believe me.
18. Fahmi will come to your house, if you invite him to come there.
19. If Aisyah goes to library, she will borrow many books.
20. Sarah will write to my grandma every week, if she have enough time.
**APPENDIX 5**

**ITEM ANALYSIS OF ENGLISH PRE TEST**

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PEDOMAN PENILAIAN

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**PEDOMAN PENILAIAN**

**DIFFICULTY**

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0,1 – 0,3   OK      USED      REVISED     USED
0,4 – 0,6   Good    USED      USED      USED
0,6 – 1,0   Very Good  USED      USED      USED
ITEM ANALYSIS OF ENGLISH POST TEST 2

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PEDOMAN PENILAIAN

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APPENDIX 6
Rencana Pelaksanaan Pembelajaran
Cycle 1

I. Identitas
Satuan Pendidikan : SMK Yayasan Islamiyah Ciputat
Semester : II (Speaking)
Kelas : X
Alokasi : 2x45

II. Standar Kompetensi
Berkomunikasi dengan bahasa Inggris setara level novice.

III. Kompetensi Dasar
Memahami kata-kata dan istilah asing serta kalimat sederhana berdasarkan rumus.

Speaking
Future Conditional (Conditional Type 1)
This conditional expresses that something may happen or probably occurs in the future or even now when a certain condition/requirements is fulfilled. Conditional type 1 is formed by simple present as the sub-clause, and simple future as the main clause.

If +S1 + Will +V1 (Simple form)
Can
May
Must

Examples:
a. Amel will not give you a present if you are lazy.
b. If Novy gets some money he will buy a new dictionary.

IV. Indikator
Siswa Mampu:
1. Membuat ungkapan untuk menyatakan pengandaian (conditional type 2) dengan tepat.
2. Menggunakan ungkapan pengandaian (conditional type 1) dengan tepat.

V. Tujuan pembelajaran
Pada akhir pembelajaran siswa mampu merespon dengan benar dalam;
1. Membuat ungkapan untuk menyatakan pengandaian (conditional type 1) dengan tepat.
2. Menggunakan ungkapan pengandaian (conditional type 1) dengan tepat.

VI. Materi Pokok
Speaking
Make (conditional type 1) to sentences below.
1. What will you do if you have much money?
2. What will you do if you meet with boyfriend/girlfriend?
3. What will you do if you thirsty?
Make conditional sentences using the verbs given
4. The teacher (be) angry if we (arrive) late.
5. The teacher (give) you a reward if you are clever.

VII. Langkah-langkah kegiatan
➔ Kegiatan Pendahuluan:
• Greeting.
• Motivasi.

➔ Kegiatan Inti:
• Presentase/ memberikan penjelasan terhadap topic yang dibahas.
• Melakukan Tanya jawab.
• Mengerjakan soal latihan secara individu sebagai respon evaluasi.
→ Kegiatan Penutup
  - Menyimpulkan materi.
  - Salam.

VIII. Sumber dan Media pembelajaran
  - Buku teks/ LKS
  - Spidol
  - Papan Tulis

IX. Penilaian
  - Respon yang diberikan siswa terhadap materi.
  - Analisa yang dilakukan siswa terhadap materi.
  - Kemampuan menjelaskan kembali materi yang dipelajari.
Rencana Pelaksanaan Pembelajaran

Cycle 2

I. Identitas
Satuan Pendidikan : SMK Yayasan Islamiyah Ciputat
Semester : II (Speaking)
Kelas : X
Alokasi : 2x45

II. Standar Kompetensi
Berkomunikasi dengan bahasa Inggris setara level novice.

III. Kompetensi Dasar
Memahami kata-kata dan istilah asing serta kalimat sederhana berdasarkan rumus.

Speaking
Future Conditional (Conditional Type 1)
Sesuatu yang mungkin terlaksana/ terjadi saat ini atau akan datang

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<td>If + S + V1 + O/ A/ C</td>
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<tr>
<td>S + V1 + O/ A/ C</td>
<td>Ex:</td>
</tr>
<tr>
<td>Ex:</td>
<td>If it does not rain</td>
</tr>
<tr>
<td>I will go to school</td>
<td>If I have enough time</td>
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<tr>
<td>I write to my parents every week</td>
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Bentuk 2

<table>
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<th>Result Clause</th>
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<tbody>
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<td>Simple future/ Simple Present</td>
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</table>
If + S + V1 + O/ A/ C

Ex:
If it does not rain
If I have enough time

S + will + V1 + O/ A/ C

Examples:

a. If I have enough time, I will write to my parents.

b. If Miss Zona teaches this class, she won’t give tests.

c. I will write to my parents, if I have enough time.

d. Amel won’t give you a present if you are lazy.

IV. Indikator

Siswa Mampu:

1. Membuat ungkapan untuk menyatakan pengandaian (conditional type 1) dengan tepat.

2. Menggunakan ungkapan pengandaian (conditional type 1) dengan tepat.

V. Tujuan pembelajaran

Pada akhir pembelajaran siswa mampu merespon dengan benar dalam:

1. Membuat ungkapan untuk menyatakan pengandaian (conditional type 1) dengan tepat.

2. Menggunakan ungkapan pengandaian (conditional type 1) dengan tepat.
VI. Materi Pokok

Speaking

Rewrite the sentence into conditional sentence type 1

1. If I win the lottery, I buy a car.

2. If she buy a motorbike, she go to the coast.

3. They build a big house, if they have much money.

4. If we go to library, we borrow many books.

5. Hanifa watch a movie, if her boyfriend pick up her.

Answer

6. If I win the lottery, I will buy a car.

7. If she buys a motorbike, she will go to the coast.

8. They will build a big house, if they have much money.

9. If we go to library, we will borrow many books.

10. Hanifa will watch a movie, if her boyfriend picks up her.
VII. Langkah-langkah kegiatan

ğı Kegiatan Pendahuluan:
• Greeting.
• Motivasi.

ği Kegiatan Inti:
• Presentase/ memberikan penjelasan terhadap topic yang dibahas.
• Melakukan Tanya jawab.
• Mengerjakan soal latihan secara individu sebagai respon evaluasi.

ğı Kegiatan Penutup
• Menyimpulkan materi.
• Salam.

VIII. Sumber dan Media pembelajaran
- Buku paket (Belajar Cepat Bahasa Inggris)
- LKS
- Spidol
- Papan Tulis

IX. Penilaian
- Respon yang diberikan siswa terhadap materi.
- Analisa yang dilakukan siswa terhadap materi.
- Kemampuan menjelaskan kembali materi yang dipelajari.
KISI – KISI PENULISAN SOAL PRETEST CLASSROOM ACTION RESEARCH (CAR)  
TAHUN PELAJARAN 2010/2011

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Nama:   
Alokasi waktu:  20 menit
Jumlah soal:  20

Kisah:   
Merepresentasi makna dan langkah retorika teks tulis esai secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: recount, narrative, dan procedure.
Nama Sekolah : SMK Islamiyah Ciputat
Mata Pelajaran : Bahasa Inggris
Kurikulum Acuan : KTSP 2006
Alokasi Waktu : 20 menit
Jumlah Soal : 20 (dua puluh)
Semester : II (genap)

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Kurikulum Acuan : KTSP 2006
Alokasi Waktu : 20 menit
Jumlah Soal : 20 (dua puluh)
Semester : II (genap)

<table>
<thead>
<tr>
<th>KOMPETENSI DASAR</th>
<th>INDIKATOR</th>
<th>Jenis soal</th>
<th>Nomor soal</th>
<th>Jumlah</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEMBACA</td>
<td>• Mampu melengkapi kalimat Conditional Sentence Type 1 dalam bentuk Affirmative.</td>
<td>MC</td>
<td>1, 2, 3, 4, 6, 7, 8, 9, 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mampu melengkapi kalimat Conditional Sentence Type 1 dalam bentuk Negative.</td>
<td>MC</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mampu melengkapi kalimat Conditional Sentence Type 1 dalam bentuk Introgative.</td>
<td>MC</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Melengkapi kalimat Conditional Sentence Type 1 dalam bentuk Affirmative atau Negative dengan menggunakan Modal Auxiliary.</td>
<td>Essay</td>
<td>11, 12, 13, 14, 15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Menyusun Conditional Sentence Type 1.</td>
<td>Essay</td>
<td>16, 17, 18, 19, 20</td>
<td>20</td>
</tr>
</tbody>
</table>
APPENDIX 7

FIELD NOTES

Cycle : Cycle 1
Date : 09th May 2011

<table>
<thead>
<tr>
<th>No</th>
<th>Fokus</th>
<th>Deskripsi Proses Belajar</th>
</tr>
</thead>
</table>
| 1. | Tahap Perencanaan  
Mempersiapkan metode Pembelajaran  
Mempersiapkan media dan alat pembelajaran | Guru memulai pelajaran dengan memperkenalkan metode yang akan digunakan untuk belajar ‘Conditional Sentence Type 1.’ Mengajak siswa untuk membuat kalimat pengandaian. Contohnya : ‘if you become number one in the class, what will you do?’ |
| 2. | Tahap Latihan | Siswa kurang begitu antusias karena sebagian besar dari mereka kurang memahami Grammar dan Tenses. |
| 3. | Tahap Evaluasi | Sebagian siswa menyontek saat mengerjakan latihan karena kurang perhatian dan pemahaman terhadap materi. |
Cycle : Cycle 2  
Date : 16th May 2011

<table>
<thead>
<tr>
<th>No</th>
<th>Fokus</th>
<th>Deskripsi Proses Belajar</th>
</tr>
</thead>
</table>
| 1. | Tahap Perencanaan  
Mempersiapkan metode Pembelajaran  
Mempersiapkan media dan alat pembelajaran | Guru menyiapkan materi dan alat yang akan digunakan dalam proses pembelajaran dengan efektif dan lancar |
| 2. | Tahap Latihan                                                        | Siswa mulai antusias karena guru telah menjelaskan materi dengan baik.  
Guru meminta setiap siswa membuat kalimat pengandaian dan menuliskannya di papan tulis. |
| 3. | Tahap Evaluasi                                                      | Siswa mulai memahami materi dan mengerjakan sendiri evaluasi yang diberikan guru.       |
Assalamu'alaikum Wr. Wb.

Salam sejahtera berikut doa saya sampaikan, semoga Bapak senantiasa dalam lindungan Allah SWT, serta sukses selalu dalam karier dan aktifitas sehari-hari. Berhubungan berakhirnya masa study Program Strata (S1) yang sedang saya tempuh, maka saya yang bertanda tangan dibawah ini:

Nama : Anita Jayanti
Nim : 206014000105
Jurusan : Pendidikan Bahasa Inggris

Bermaksud mengajukan judul judul skripsi sebagaimana yang tertera berikut ini:

"IMPROVING STUDENTS UNDERSTANDING OF CONDITIONAL SENTENCES BY USING AUDIOLINGUAL METHOD"

(A Classroom Action Research at First Grade of SMK ISLAMIYAH CIPUTAT)

Dan sebagai pertimbangan, saya lampirkan:
1. Outline
2. Abstrack
3. Bibliography

Demikian surat permohonan ini saya buat, semoga bapak berkenan dan dapat menentukan dosen pembimbing skripsi saya. Atas perhatian Bapak, saya ucapkan terima kasih.

Wassalamu’alaikum Wr. Wb.

Jakarta, 9 Juli 2010

[Signature]

Pemohon

[Signature]

Anita Jayanti

NIM : 206014000105
Kepada Yth.
Drs. Nasrun Mahmud, M.Pd.
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah.

Assalamu’alaikum wr.wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing I/II (materi/teknis) penulisan skripsi mahasiswa:

Nama : Anita Jayanti
NIM : 2060140000105
Semester : VIII (Delapan)
Jurusan/Prodi : Pendidikan Bahasa Inggris
Judul Skripsi : "IMPROVING STUDENTS UNDERSTANDING OF CONDITIONAL SENTENCES BY USING AUDIOLINGUAL METHOD".
(A Classroom Action Research at first Grade of SMK ISLAMIYAH CIPUTAT).


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

A.n. Dekan

[Signature]

[Stamp]

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
DEPARTEMEN AGAMA
UIN JAKARTA
FITK
Jl. Ir. H. Juanda No 95 Ciputat 15412 Indonesia

No. Dokumen : FITK-FR-AKD-081
Tgl. Terbit : 5 Januari 2009
No. Revisi : 00
Hal : 1/1

SURAT BIMBINGAN SKRIPSI

Jakarta, 21 Februari 2011

Nomor : Un.01/F.1/PP.009/ 3344 /2011
Lamp. :
Hal : Bimbingan Skripsi

Kepada Yth.
Drs. Nasrun Mahmud, M.Pd.
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah.

Assalamu’alaikum wr.wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing I/II (materi/tekni) penulisan skripsi mahasiswa:

Nama : Anita Jayanti
NIM : 20601400105
Semester : X (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris
Judul Skripsi :

"IMPROVING STUDENTS UNDERSTANDING OF CONDITIONAL SENTENCE TYPE 1 BY USING AUDIO-LINGUAL METHOD USING REPETITION DRILLS."


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diprtespan setelah 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

a.n. Dekan
K Jurun Pembimbing Bahasa Inggris

Tembusan:
1. Dekan FITK
2. Mahasiswa yhs.
Surat Permohonan Izin Penelitian

Nomor: Un.01/F.IP/PP.009/4.237/2011
Lamp.: Outline/Proposal
Hal: Permohonan Izin Penelitian

Kepada Yth:
Kepala SMK Islamiyah Ciputat
Jakarta.

Assalamu'alaikum wr.wb.

Dengan hormat kami sampaikan bahwa:

Nama: Anita Jayanti
NIM: 206014000105
Semester: X
Jurusan: Pendidikan Bahasa Inggris
Judul Skripsi: "IMPROVING STUDENTS UNDERSTANDING OF CONDITIONAL SENTENCE TYPE I BY USING AUDIO-LINGUAL METHOD USING REPETITION DRILLS."

Adalah benar mahasiswa/i Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyusun skripsi, dan akan mengadakan penelitian (riset) di instansi yang saudara pimpin. Untuk itu kami mohon Saudara dapat mengizinkan mahasiswa tersebut melaksanakan penelitian di tempat dimaksud.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu'alaikum wr.wb.

Tembusan:
1. Dekan FITK
2. Pembantu Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan.
SURAT KETERANGAN PENELITIAN
Nomor: 281/D.1/SMK-YIC/VI/2011

Yang bertanda tangan dibawah ini, Kepala SMK Islamiyah Ciputat, menerangkan bahwa:

Nama : Anita Jayanti
NIK : 206014000105
Universitas : UIN Syarif Hidayatullah Jakarta
Fakultas : Ilmu Tarbiyah & Keguruan
Jurusan : Pendidikan Bahasa Inggris

Telah melaksanakan penelitian di sekolah kami bulan Mei 2011 dengan Judul Skripsi: “Improving Students Understanding of Conditional Sentence Type 1 By Using Audio – Lingual Method Using Repetition Drills”. Dengan jenis penelitian sebagai berikut:

1. Penelitian tentang gambaran umum SMK Islamiyah
2. Penelitian Tindakan Kelas
3. Angket & Wawancara

Demikianlah surat keterangan ini kami buat dengan sebenarnya untuk dipergunakan sebagai mana mestinya.