IMPROVING THE STUDENTS' COMPETENCE IN CONDITIONAL SENTENCES BY USING SUBSTITUTION DRILLS (A CLASSROOM ACTION RESEARCH AT MAS MADINATUSSALAM IN ACADEMIC YEAR 2019/2020)

A SKRIPSI

Submitted to the Faculty of Tarbiya and Teachers Training State Islamic University of North Sumatera Medan as a Partial Fullfillment of the Requairements for the Degree of *Sarjana Pendidikan*

BY :

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FACULTY OF TARBIYA AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN
2019

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Assalamualaikum, Wr, Wb.

Setelah membaca meneliti, dan memberikan saran-saran perbaikan seperlunya terhadap skripsi mahasiswi :

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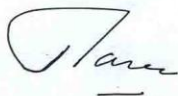
Jur / Prodi : Pendidikan Bahasa Inggris

Judul   : **Improving the Students' Competence in Conditional Sentences by using Substitution Drills (A Classroom Action Research at MAS Madinatussalam in Acadamic year 2019/2020)**

Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk dimunaqosyahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN-SU Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar- benar merupakan hasil karya sendiri, kecuali kutipan- kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sebelumnya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan Universitas batal saya terima.

Medan, 12 November 2019

Yang membuat pernyataan

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ABSTRACT

Annur Risqi Harahap. Registrasion Number: 34153117 Improving the Students' Competence in Conditional Sentences by using Substitution Drills (A Classroom Action Research at MAS Madinatussalam in Acadamic year 2019/2020). A Thesis, English Education Program, Faculty of Tarbiyah Science and Teacher Training, State Islamic University of North Sumatera, 2019.

This research was aimed to find out the improving students' competence in conditional sentences by using substitution drills. The subject of this research was MAS Madinatussalam Tembung 2019-2020 academic year. It was consisted of one class and 29 students as respondents. The object of this research was to improve students' competence in conditional sentences by by using substituion drills . The research of this study was conducted by using calssroom action research. The data used in this research were quantitative and qualitative data and the instruments of collecting data were used such as: Pre-test and Post-test, interview sheet, observation sheet, and photography evidence.

The data were gathered through qualitative and quantitative data. The qualitative data were gained by analyzing the interview and observation result. Then, quantitative data were obtained from the students' vocabulary score of pre-test and post-test. The pre-test was conducted in experimental and controlled class to know whether the students of boarding school will be well or not. Post-test was conducted in the experimental and controlled class to find out the significance different between experimental and controlled class. The result of this research shown that the Star Wrest Game is effective method to increase students' vocabulary, because that is can be seen by from the score of pre-test were 51.03, the mean score of post-test I was 71.206, and the mean score of. The results of the observation show the students were motivated in teaching-learning process.

Based on the finding and discussion of the research, the researcher suggested that substitution drills is recommended in teaching students' competence in conditional sentences. Use substitution drills was effective method and interesting technique in teaching in conditional sentences for students.

Keywords: *Conditional sentences, Substitution Drills*

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيمِ

Praised to Allah Swt, the Beneficent, the Merciful. Praise and Gratitude be to Allah for giving the strength and guidance to the writer, so that this thesis can be finished accordingly. Peace and blessing be upon the Prophet Muhammad Shallallaahu'alaihiwa salaam, his family, his relatives, and all his followers.

The writing of this thesis entitled Improving the Students' Competence in Conditional Sentences by using Substitution Drills (A Classroom Action Research at MAS Madinatussalam in Acadamic Year 2019/2020). This thesis is written to fulfill one of the requirements for the Degree of *Sarjana Pendidikan* at the Department of English Education, Faculty of Tarbiyah and Teachers' Training, State Islamic University of North Sumatera.

In the process of finishing this thesisis actually a miracle for me since it wasfirstly regarded as atask would be very hard to do. However, it has now been denied since this thesis has finally been written. Then, I would like to thanks to Allah Swt for The Blessing given to me so that the writing of this thesis hasbeen finished without any meaningful problem. Additionally, the writer is grateful to the following for their supports and helps. Therefore, the writer would like to thanks for:

9. My best friends **Zuaida Fitriani, Dian Pratiwi Tanjung, Rizki Ananda, Ishaq Hasibuan** and **Mustafa Kamal Ray Rangguti** who always support me and help me in writing this thesis.

10. All of my family in PBI 5 thank you so much for all your support and motivation. Especially for my best friends **(Khairunnisah Dalimunte, Regita Yuliska, Ilham Sinaga, Tukma Putri Anti Nasution, Syara Umma Larasita Harahap, Fitri Aprilia)** who always support each other, sharing the information, accompanied me, entertaining me until I can finish my thesis.

The writer realizes this thesis still has some weakness and mistakes. Therefore, the writer would like to accept any constructive suggestion to make this thesis be better.

Finally, may Allah Subhaanahu WaTa'ala receives all their work and kindness. Aamiin.

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Medan,18 November 2019

Annur Risqi Harahap
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CHAPTER I

INTRODUCTION

A. The Background of the Problem

The objective ofteaching conditional sentences according the revised curriculum 2013is that the students are expected to be able to : 1) Identify result and condition clauses in conditional sentences. 2) Distinguish between the various types of real and unreal conditional sentences. 3) Identify the main functions of real and unreal conditional sentences. 4) Produce various conditional sentences that are real and unreal.5) Explain how verbs in conditional sentences that are real and unreal conditional sentences.[1]

However, in reality, the students find some difficulties in understanding conditional sentences because the students should understand the forms, functions, notion, and situation of the conditional sentence. The forms of conditional sentences in general have 3 types: type 1, type 2 and type 3. Type one for example shows that if clause is in the present tense, while the main clause is in the future tense as the following example: *I will came,if you call me*. In this conditional sentence, the students should remember two kinds of tense.While the fuctions of conditional sentences is to express presuppositions. Notion in conditional sentences in general simple present or simple future used as a result clausa (effect clause) is to express a prediction.

Conditional sentencesare used in situations where students want to express assumptions in the hope that what students say might happen in the past or in the future.

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[1] The Departement of Education and Culture , Curriculum Refinrment/ Adjstment, English Subject Education Unit *SLTA/ Aliyah* (Jakarta : The Departement of Education and Culture,2013), p, 2

There are many factors that can cause the low level of conditional sentences, namerly internal factors and external factors. The internal factors the students' Intellingence Quality (IQ), the students' interest, the students' learning style, the students' motivation, the students attention in studying English and ect. External factors are the teachers' performance, the teachers' quality, media, facility and including the learning strategy used by the teacher.

Moreover, in learning conditional sentences, the students are confused to decide which tenses that they should use in each types. students will find out some difficulties if they are asked to find the meaning of conditional sentences. It happens because the tenses which are used in each type are speculative. For example, if the students speculate about the simple present tense, students will use the simple future tense. Therefore, the students should be exposed to use of conditional sentences that concern their daily activities to make them familiarly.

In teaching learning process, a teacher who will deliver the lessons in front of the students should be able to choose the suitable teaching method has big influence in the result of teaching and learning process. An effective teaching and learning process will not be successful if the teacher is not be able to apply and appropriate method in presenting the subject in the classroom. This understanding can also be found in several verses of the Qur'an in surah An- Nahl in the 125th verse. It says:

اُدْعُ اِلٰى سَبِيْلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِيْ هِيَ اَحْسَنُ ۗ اِنَّ رَبَّكَ هُوَ اَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيْلِهٖ وَهُوَ اَعْلَمُ بِالْمُهْتَدِيْنَ ﴿١٢٥﴾

The meaning: " Intive to the way of your lord with wisdom and good istruction, and argue with them in a way that is best. Indeed, your lord is most knowing of who has strayed from his away, and he is most knowing of who is (righly) guided". [2]

Based on that Qur'an explained above that as the taeching methodes that exist in this verse are wisdom (to be wisely), ***al-mau'dhotil hasanah***(good education) and ***jaadilhum billati hiya ahsan*** (good rebuttal). So, beteween the teacher and students can do the learning processin according to the expected. This understanding can also be found in several verses of the Qur'an in surah Ali Imran the 168th verse. It says:

الَّذِينَ قَالُوا لِإِخْوَانِهِمْ وَقَعَدُوا لَوْ أَطَاعُونَا مَا قُتِلُوا قُلْ فَادْرَءُوا عَنْ أَنْفُسِكُمُ الْمَوْتَ إِنْ كُنْتُمْ صَا.

The meaning : hypocrites) they are the ones who say to their brothers and they don't go to war: "IF they followed us, surely they would not be killed". Say: "Refuse death from yourself, if you are righteous."

Based on that Qur'an explained above the supposition to oppose destiny. Jumhur scholars agree that such a presumption is haraam. For example when we lose a profitable opportunity in our lives and then say: "If I had been to the seminar, I would have gotten a book too."

There are different types of teaching methods which can be categoried into four broad types. These are : teacher-centered methods, learner-centered methods, content focus methods, and inteactive/ participative methodes.[3]

Based on the preliminary data during practical teaching practice concducted by the researcher, the problems that the teachers still often apply the teacher centered methods in teaching and learning process. If it is applied in teaching and learning grammar, esspecially conditional sentences, it will make the students get bored and

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[2] *Interpretation of the Meaning the Noble Quran. Published by Dar-us-Salam Publications.*
[3] Asman Makokna and michaela ongwe, (2001), *A 14 Days Teaching Methodolgy Course Trainer's Handbooks,* Kenya : German Development service.p. 190

sleepy easily in class. Moreover, there are also some students who are occasionally afraid to pose questions whenever they do not understand the materials. This traditional classroom learning is included in the competitive and indiviualistic categories.

Based on explanation above, the researcher is interested in conducting a research which focuses on conditional sentences research, entitled **"IMPROVING THE STUDENTS' COMPETENCE IN CONDITIONAL SENTENCES BY USING SUBSTITUTION DRILLS (AN CLASSROOM ACTION RESEARCH AT MAS MADINATUSSALAM IN ACADAMIC YEAR 2019/2020)"**

B. The Identification of the Problems

There are two factors that cause the low level of the students' competence in conditional sentences, internal factors and external factors. Internal factors are: 1) The low competence is conditional sentences is caused by they are students' intelligence quality(IQ),2) Students' interest in conditional sentences,3) Students' learning style, 4) Lack of motivation in studying english. External factors are: 1) The low was mastery in conditional sentences is caused by the teachers performance, 2) Teachers quality and learning strategy used by the teacher in teaching including practice.Many factors can influence students' competences of conditional sentences, therefore researchers want to limit it.

C. The Limitation of the Problems

Based on the identification of the problem above, there are two factors that influence the students'competences of conditional sentences of substitution drills. Therefore, the researcher would like to limit on the substitution drills method in

teaching competences of conditional sentences. This research was taken at XI of MAS MADINATUSSALAM in the academic year of 2019/2020.

D. The Research of the Problems

Based on the limitation of the problems,the researcher's questions of this study can be formulated as follows:"How the application of substitution drills improve the students' competence in conditional Sentences?"

E. The Objective of the Study

The objectives of the research are the application of substitution drills improve the students' competence in conditional Sentences are used for students in MAS MADINATUSSALAM in the academic year of 2019/2020.

F. The Significances of the Study

 The results of this research are expected to be useful for :

1. The teachers as a applying in order it improve their quality in learning conditional sentences by using substitution drills.
2. Students as an informant to basic conditional sentences easier.
3. Stakeholders as an application to improve the teacher's quality is teaching English in make substitution drills.
4. Researcher to do futher visual related teaching conditional sentences by using substitution drills.

LITERATURE REVIEW

A. **Theoretical Framework**

1. **Competence in Conditional Sentences**

a. **Competence**

The term competence and performance became popular when Chomsky[4] published his book entitled aspects of the theory of syntax. Competence refers to basic knowledge about a system, event or reality. This approach was pioneered by Chomsky, who distinguished skills into two categories, namely competence (gramaticality) and performance (acceptibility). Competence is what speakers know and what must be studied by linguists, while Performance is what speakers do and what linguists should not have learned. This competence is abstract, it cannot be observed, because competence is in the human mind. Its can be observed are the symptoms of competence that appear from human behaviour (laguange) such as talking, walking, singing, dancing and etc.

In teaching, they have the assumption that learners process certain competence and these competence can be meansured and examined by observing performance. This method is generally called a test or exam. In linguistics, competence refers to the knowledge of linguistic systems, linguistic rules, vocabulary, linguistic elements, how the elements are arrenged, so that have meaning. Performance is a real production such as speaking, writting and also comprehension such as listening and reading the events of

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[4] Now .Chomsky, (2001) .*Aspect of the theory of syntax.* Cambridge : Cambridge university pres.8.

a linguist. This Abu Hurairah radhiallahu 'anhu, Rasulullah shallallahu 'alaihi wa sallam bersabda :

احْرِصْ عَلَى مَا يَنْفَعُكَ وَاسْتَعِنْ بِاللهِ وَلَا تَعْجِزَنَّ , وَإِنْ أَصَابَكَ شَيْءٌ فَلَا تَقُلْ : لَوْ أَنِّي فَعَلْتُ كَذَا لَكَانَ كَذَا وَ كَذَا , وَلَكِنْ قُلْ : قَدَرُ اللهِ وَ مَا شَاءَ فَعَلَ , فَإِنَّ لَوْ تَفْتَحُ عَمَلَ الشَّيْطَان.

The Meaning : Be enthusiastic to achieve everything that is beneficial to you. Ask for help from Allah and do not be weak. Whenever something happens (that is not pleasant) do not say, 'If I had asked for this, it would have been like this and that' But say, 'QaddarAllohu wa maa syaa'a fa'ala, Allah has predestined, it's up to what he decided 'Because words can be opened by Satan's actions. (HR. Muslim)

Based on that Hadist explained above that as a Al-Hafizh Ibn Hajar explains the purpose of this hadith is that what is asked after the fate occurs is to accept the decision of Allah subhanahu wa ta'ala. Ridho and do not need to pay attention to what must pass. Because if you accept what has passed then it will say: "If I did this it would be like this" then the whisper of the devil will enter and it works to increase remorse.

Linguistic competence a term popularized by Chomsky. In this case competence refers to grammatical knowledge. The ideal listener in a homogeneous society knows and masters the grammatical rules of the language. grammar of language contains a description of competence that are intrinsic. Linguistic competence is knowledge of something abstract, which contains knowledge of rules, parameters of principles, as well as language system configurations. Liguistic competence is grammatical knowlege that is in the mental structure behind language. language competence is not the same as language usage.In addition linguistic competence, Chomsky also revealed linguistic perfomance. In actual fact, the perfomance doesn't fully reflect linguistic competence. Chomsky pointed out that in the use of language in a concrete way, there are many

deviations from the rules, errors, but all of that can still be understood by the speaker – listerner because they have linguistic competence.

There are three large groups of experts that interpreting the notion of competence. Based on the view of behaviorist, competence is proficiency in phonology, morphosyntax, and lexis. This view tends to be expected that students simply know about the second language but not use it or communicate it. This understanding is corrected through a mentalistic approach to language science which states that language behavior is based on mental reality, not behavior of physical verbal that can be directly observed.

According to this theory language users make four types of decisions rather than just two as Chomsky[5] stated in terms of grammaticality and acceptability. The four decisions are possible, feasible, appropriate, and actually performed. It might mean that the forms of language expressions exist, according to meaningful tools for expressing available languages, still showing their relationship with context, and actually performed are things that are needed in expressing language in a real way. That means that language proficiency must be based on communicative competence. Savignon divides communicative competencies into grammatical competencies, discourse competencies, and strategic competencies.

Freeman[6] states that communicative competence consists of knowledge of language rules, functions or speech acts, content of propositions, interactional patterns,

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[5] Now .Chomsky, (2001) *Aspect of the theory of syntax.* Cambridge : Cambridge university pres.8.

[6]Diana Larsen , Freeman. *Teaching Language : From Grammar to Grammaring* (Australia :Heinle,2003), p. 12.

and strategic competence, While Faerch, Haastrup & Phillipson[7] share communicative competence consisting of phonology /orthography, grammar, vocabulary, pragmatics, strategic competence, discourse, communication strategy, and fluency.

According to Gordon[8],the aspects contain the concepts of competence which include the following: knowledge,understanding, skill, value, attitude, interest.According Dalziel and Hill, competence is a basic characteristics of a person which are enables him to provide superior performances in certain jobs, roles or situations.

Based on the theories above it can beconcluded that competence isbasic knowledge about a system, event or reality and characteristics of a person which are enables to provide superior performance jobs, situtations, grammatical knowledge, atitude, knowledge of language rules, functions or speech acts, and interest.

b. Conditional Sentences

Conditional sentencesis a clause that consist of an if clause that states a conditionand a result clause that shows the effect of the condition[9]. Conditional sentences are expression in English to state the things that are expected or considered to occur. Conditional sentences are complex sentences formed fromsubordinate conjunction if in the for of conditions and the main clause in form of results / consequences.

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[7] Janie Faerch, Haastrup and Philipson. *Priciples of Course Design for Language* Teaching (Cambridge : Cambridge University press, 2002), p. 15 -27.
[8]Troike, Rudolph C. *Receptive competence, Productive Competence and Perfomance,* (New York: 2004),p. 63.
[9] Lane, Janet and Lange, Ellen, *Writing Clearly an Editing Guide* (California: Heinle and Heinle Publisher, 2001), p. 68.

According to Berry[10], "Conditional sentences are generally equated with sentences with 'if, multiple complex sentences with a subordinate, adverbial clause introduced by 'if'".

According to Greenbaum[11], conditional sentences tells about a direct condition that indicate the truth of host clause is dependent on the condition of conditional clause is fulfilled or not. Conditional sentences is divided into three as follows: Future conditional or conditional sentence type 1 expresses the activity that might happen in the future if the condition is fulfilled.

Example:

a. I will go if he gives me money.

b. If he has a lot of money, he will build a house.

Here further explanation about future conditional: According to Azar, future conditional expresses the true and factual idea in the present or in the future (real or possible). According to Djuharie said that conditional type 1 explains something probably occurs in the future or now if certain conditions are fulfilled. Future conditional consist of two clauses : if clause and main clause.In the future conditional, the modal 'will' appears in the main clause and 'V1' appears in the if clause. Here are some examples:

a) If you come with me for a joyride tonight, you will have a great fun.

b) If you don't have any money, you may borrow from me.

c) If you leave now, you'll be able to catch the 5 o'clock train.

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[10] Marianne Celse- Murcia and Diane Lare- Freeman, *The Grammar Book,* (New York : Heinle, 2003),p. 548.

[11] Sindney Green and Gerald Nelso, (2002), *An Introduction to English Grammar*, (Cambridge University press 2002), p. 68.

d) We will need more chairs if we are going to invite so many people to the performance.

They describe a condition and the result that follows. Conditional sentences are made up of two parts: the if-clause (condition) and the main clause (result that follows).[12] There are two kinds of conditional sentences: real and unreal. Real Conditional sentence describes real-life situations. Unreal Conditional one describes unreal, imaginary situations. Although the various conditional forms might seem quite abstract at first, they are actually some of the most useful structures in English, commonly included in daily conversations.

According to Frank[13] 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.

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 researcher begins to explain about the material.

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[12]*Language Dynamics, Conditional Tutorial*, retrieved from conditional/ conditionalintro.html on March, 2010.

[13] Marcella Frank, Modren English : *excersice for non-native speakers.*(Englewood Cliff New Jersey 2002), p.31.

According to Penny[14] there are some points in presenting a new grammatical structure: a) A good presentation should include both oral, and written forms, and both form and meaning. b) 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. c) The learners will benefit more from the use of terminology.

The explanation should cover the great majority of instances learners are likely to encounter.Then, here are the steps in teaching conditional sentences. **First,** in this teaching activity, the writer only teaches conditional sentences type. Before beginning the lesson, the teacher introduces the method they will use to study conditional sentences. She explains in Bahasa Indonesia "Research will study English in way that similar to the way you learn Bahasa Indonesia."

Second, the teacher starts by asking students about the being numbers in the class. he could can even make the whole lesson around this, maybe with a text about being number one in the class to start for some reading comprehension.

Then, the studentof 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 substitution the word and giving the cue words, so the student ask to replace word on the model sentences by using that cue words with necessary changes.

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[14] Ur Penny, *A Course in Language Teaching*, (Cambridge; Cambridge University Press, 2005), p. 82-83.

1) 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.

Conditional Sentences type 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.

2) Functions of Conditional Sentences

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 :

1) If you don't have breakfast, you will be hungry.

2) If the magazine is on my table, you can take it.

3) If you come early you will not get punish from our headmaster.

Conditional sentences typerefer 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.

b) Untrue in the Present / Future Time

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. Theformule is: If + Simple Past, main clause with conditional I (= would + Infinitive). Example: If I found her address, I would send her an invitation .

Based on the definitions above, it can concluded that conditional sentences are clause that consist of clause that shows the condition hasthe possibility to be realized in the future because the conditions are realistic to be fulfilled as something that might or might not be achieved to own it.

In conclusion, competence in conditional sentences is it can concluded that compentece in conditional sentences are basic knowledge about a system, situtations, grammatical knowledge, and that clause the consist of clause that shows the condition hasthe possibility to be ralized in future as something that might or might not be achieved to own it.

2. Substitution Drills

1. The Definition of Substitution Drills

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.

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 Hornby AS "Drill is through training by practical experiences, usually with much repetition".[15] 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.

That learning centers is prepared completely with the required facilities and uses a circular seating before and after doing the activities in the Centre. Besides, this approach throughout the learning activities focused on students. 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.

Furthermore, it 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

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[15] As,Hornby, *The Advanced Learner's Dictionary of Current English*, (London,Oxford University Press: 2006), 2nd edition,p. 305.

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 clue word.

2. Principle of Substitution Drills

The principle of substitution drills strategy, there are:1)Before implementing, students' need to know in advance the meaning of competence conditional sentences. 2) Students' need to realize that the exercises are useful for the next life. 3) Students needs to have the attitude thatthe exercises are needed to completed learning.students' must be given a deep understanding before conditional sentences and verb tenses functions.4) the training period is relatively short, but must be often do.

3. Design of Substitution Drills Method

The design of substitution drills method is used to train students' development by using playing approach who be design in centre form. This centre consist of definitiom, kinds, generic structur, and language feature centre. The teacher chooses the centre who will be chosen by him/her related to grammar.

4. 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.

5. Advantages and Disadvantages of Competence Conditonal Sentences by using Substitution Drills

Substitution drills is language learners are required to replace one word with onother. They may replace a word of the model sentences with pronoun, number, or gander and make some the necessary change.Sudjana[16] substitution drills is an activity of doing the same thing, repeatedly in order to strengthen an association or perfect a skill to become permanent.

The distinctive feature of this method is the activity in the form of repeated of the same things.The students will get an enjoyable situation, they will not feel bored, the students will get better learning system, for the teacher it can help them to teach conditional sentences by using substitution drills and also the student can improve their ability to make innovation, effective strategies in teaching. While the advantages of this method are; the classroom will get noisy beause the students will be active in learning , it will take a lomg time in learning process because the students do many steps. For the teacher who cannot be active to guide the students, the students will get confuse.

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[16] Sudjana, *Dasar–dasar proses Belajar Mengajar*. (Bandung: sinar baru: 2002),p.84

B. Related Study

The research is about the difficulties in using conditional sentences. this research was done in orderto identify the students difficulties in using conditional sentences and to describe which is the most difficult types of conditional sentences. The researcher took two previous studies about conditional sentences. The first previous studies is by Jayanti[17], entitled "Improving the students' understanding of conditional sentences type 1 by using substitution driils (A classroom action researchin the first year of SMK Islamiyah Ciputat)". In this thesis, the research is aimed to know the improvements of students understanding in msatering form conditional sentences type 1 by using substitutions drills, it consist of : 1) The improvements of students' understanding in mastering form of conditional sentences type 1 by using substitution drills. 2) The improvements of students' motivation in learning form of conditional sentences type 1 by using substitution drills. 3) The different achievement of students at SMK Islamiyah Ciputat in learning conditional sentences type 1 with or without using substitution drills. Moreover thia research is a classroom action research and it is used in quantitative and qualitative design.

The second previous studies is by Salamah[18], entitled "A study of students competences in mastering conditional sentences of the second semester students of English education program on Muhammadiyah University of purworejo in the academic

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[17] Anita Jayanti,*Improving the students' competence of conditional sentences type 1 by using substitution driils(A classroom action research SMK Islamiyah* Ciputat (Jakarta : 2011). A Thesis, English Education Departement, Faculty of Tarbiyah Teachers' Training, Uin Syarif Hidayatullah Jakarta.

[18] Ummu Salamah, *A Study of Students Competences in Mastering Conditional Sentences of the Second Semester Students of English EducationPprogram on* Muhammadiyah University of purworejo in *the academic year 2013/2014*, (Purworejo: 2014) A Thesis. English program of Teacher Training and Education Faculty of Muhammadiyah University of Purwokerto.

year 2013/2014". The result of her research shows that the students' competence in mastering conditional sentence is in fairly sufficient category. 17 students (50%) are in fairly sufficient category, 7 setudents (20.59%) in sufficient category, 5 students (14.7%) are in good category; 5 students (14.7%) are in poor category. Besides the most difficult type of conditional sentences faced by the second semester students in conditional sentences type 3, 25 students (73.53%) say that conditional sentence type 3 is the most difficult type, 7 students (20.6%) say that conditional sentence type 2 is the most difficult type, 2 students (5.9%) students conditional sentence type 1 is the most difficult one.

This thesis is similar to the thesis conducted by the researcher. The similarities that is the same variable about conditional sentence and the objective of the research which is focused on analyzing the most difficult type of conditional sentence. The difference is that this thesis tried to analyze students competence in mastering conditional sentence, while the researcher tries to analyze students diffiulties in using conditional sentence.

The second previous study also has the similarity that it was discussed about conditional sentences ad the same instruments in collecting the data the difference is that she tried to analzye conditional sentences. In this research, the research uses classroom action research in doing the research while Salamah uses descriptive qualitative research. Thus, both of this research also difference in subject of the research.

C. Conceptual Framework

Substitution drills strategy can improve students' conditional senteces because by using substitution drills strategy, can help students reflect and evaluate their learning experience, as well as serve as a useful assessment tool for teachers. Substitution drills also helps teachers to activate a learner's prior knowledge concerning a topic or subject and it promotes research, active conditional sentences and inquisition.

The use of substitution drills is particularly beneficial like the grammar strategy and it also serves like a test of what learners have studied during a certain study unit. This technique has been used in foreign language classroom for many years. It s a key of udio 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.

This activity can be used individually, in small groups, and with whole class activities. Substitution drills strategy serves several purposes to elicit prior knowledge of the topic, to set a purpose for conditional sentences, to monitor comprehension, to assess comprehension of the meaning conditional sentences and expand ideas substitution dirlls. It is clear that the substitution drills strategy helps students individually or in small groups to connect what they already know about a given

subject, to what they want to know about them, and then finally what they have learned about the subject. Students connect their new learning to their previous knowledge, thus ensuring that the new knowledge will be retained.

D. Actional Hypothesis

Based on the theory above, the hypothesis in classroom action research is considered to be presented in a description of the data gained during the research that is used charts, tables, etc. In the research can be formulated as follows: substitution drills can improve the students' competence conditional sentences at students of XI MAS Madinatussalam Medan Tembung.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Setting

This research was done at XI of MAS Madinatussalam which is located at MAS Madinatussalam, Jl.Sidomulyo,pasar IX Tembung dusun XIII gang pipit desaSei Rotan, kec. Percut Sei Tuan, Kabupaten Deli Serdang. This research was be conducted on the second semester in the academic years of 2019/2020.

B. Data and Data Source

In this research, the data of the research consists of quantative data and qualitative data. Quantitave data is the students' score of conditional sentences and data qualitative data is result of interview, questioner, and documentation. While the data source of this research and students could the collaborator.

C. Research Method

This study of research was conducted in classroom action research. And it was purposed to improve the student's achievement. In the classroom action research, the teacher gave action to students. According to Arikunto and Suharjo class action research is a form of accurate learning activity against an act, deliberately raised and occur in a class together.[19] while Wahidmurni & Ali stated that"class action research is

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[19] Arikunto Suharsimi, *Classroom Action Research*, (PT Bumi Aksara : 2006), p. 3

defined as efforts or actions taken by the teacher or researchers to solve problems learning through research.[20]

According to Ekawara, classroom action research is action research carried out by the teacher in the classroom. Action research is essentially a series of "research-action-research-action." carried out in a cycle in order to solve problems, until the problem is solved.[21]

To define the class action research clearly and concretely, then there are three elements or concepts that we must understand, namely as follows: 1) Research is the activity of looking at a particular object through scientific methodology by collecting data and analyzing it to solve a problem, 2) Action is an activity that is intentionally carried out with a specific purpose in the form of an activity cycle with the aim of improving or improving the quality of the teaching and learning process, 3) Class is a group of students who at the same time receive knowledge from a teacher. The term "class" in class action research is not a room consisting of only walls, chairs and tables. But in the CAR "class" is a group of students who are studying together under the guidance of a teacher.[22]

From some of the explanations above, class action research can be defined as a form of study or scientific activity and method carried out by the teacher / researcherin the classroom using actions to improve processes and results learning. Scientific is something that is of the nature or are in science and methods namely ways of thinking, objective, rational, systematic based on facts to find, prove, develop and evaluate a

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[20] Muhamad Afandi, *Pentingnya Penelitian Tindakan Kelas Bagi Guru Dalam Pembelajaran Di Sekolah Dasar*, (Vol. 1 No. 1 Universitas Islam Sultan Agung : 2014), p.5
[21] Ekawara, *Classroom Action research,* (Jakarta,GP Press: 2009), p.43
[22] Istarani, *Penelitian Tindakan Kelas*, (Media Persada : 2014), p. 44

knowledge. Research action is a series of steps (cycles) consisting of planning, continuous action, observation and reflection flowing produces a new cycle class action research was stopped.The procedure of classroom action research consist of four main components of the namely : (1) Planning, (2) Acting, (3) Observing, (4) Reflecting. Classroom action research (CAR) is conducted in some cycles. The cycle has some steps: planning, the action, observation, and reflection.

Planning in this phase, research conducted several meetings, teacher as friend to collaborate and cooperate discuss in action planning technique with made learning program activity. As for that do as follows: a). Making the implementation plan of learning in accordance with the material have taught, b). Preparing instructional media in accordance that related with this method, c). Making the question that gave to each students based on the basic competence of the learning material.

Acting is the implementation of planning. Research did everything that had been planned. Acting means a process of activity that will do or implementation of planning, in action. Research taught how to improve the students' competence conditional sentences by using substitution drills method the process of teaching and learning. At the end of action, conditional sentences test was administrated in order to measure how the students to be able to substitution drills.

Observing in this stage conducted an observation of how the learning process conducted by teacher. Implementation activities carried out during the learning process took place, and after the learning took place, when the implementation learning took place that observed was the behavior of teachers and student behavior in learning process.

Reflecting in this stage of reflection, research performed data analysis about the learning process. The data obtained was assessed, what happen and the cause of the occurrence. And then research looked for solution to resolve problem encountered so that action could run effectively and efficiently in the next cycle.

The above procedures of classroom action research could be figure out in the following diagram.
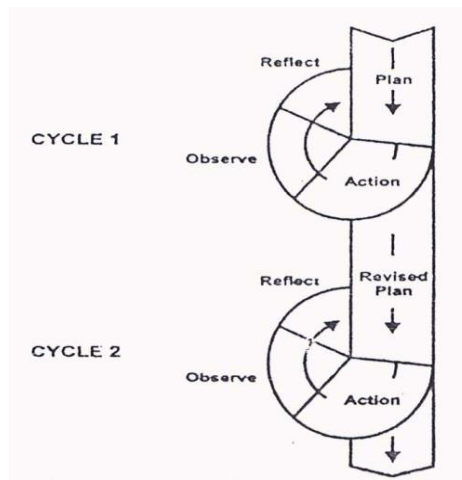
Simple Action Reseach Model

Source: Toggart and Kemmis, 1986.

D. Techniques of Collecting the Data

To conduct the data of this study the research uses grammar test, observation, interview, and documentation.

a. Grammar Test

1. Conceptual Definition

Conditional sentences type 1 is clause that consist of clause that shows the condition hasthe possibility to be realized in the future because the conditions are realistic to be fulfilled as something that might or might not be achieved to own it.

2. Operational Definition

Conditional sentences type 1 is the students score of teaching the need test.

While indicate simple present tenses, past tenses simple future tenses.

3. Specifications

1. Pre Test

No	The fuction of Language	Elements	Type of problem	Number of question	Total of Question
	Responding to the of meaning and steps of essays accurately, smoothly and acceptable in the context of daily life and to acces knowledge in the form of simple prsesent, simple past tense and simple future tense.	- Able to complete type sentences conditional type 1 in the affirmative form.	MC	2,3,4,5,7,10,12,13,14 15,17,20	
		- Able to complete conditional sentences type 1 in the negative form.	MC	1,6,9,11,16,19	20
		- Able to complete conditional sentences type 1 in the introgative form.	MC	8,18	

2. Post Test 1 and Post Test II

No	The fuction of Language	Elements	Type of problem	Number of question	Total of Question
	Responding to the of meaning and steps of essays accurately, smoothly and acceptable in the context of daily life and to acces knowledge in the form of simple prsesent, simple past tense and simple future tense.	- Able to complete type sentences conditional type 1 in the affirmative form.	MC	1,2,3,4,6,8,9,10,12, 13,14,15,17,20	20
		- Able to complete conditional sentences type 1 in the negative form.	MC	5,11,16,19	
		- Able to complete conditional sentences type 1 in the introgative form.	MC	15,18	

b. Observation

The observation was done to get the information that was needed. The researcher collected the data by observing the class situation and condition in the teaching learning process. She sat at the back of the classroom and noted down the class activities in the teaching and learning process. The researcher collected the data by doing observation and noted down everything that could be caught by the researcher's sense. In this activity, the researcher observed the students' attitudes, class condition, the teaching.

c. Interview

The writer interviewed the English teacher of the first grade of Senior High School to know the difficulties of the students in learning English, especially competence conditional sentences through her method. In this case, the researcher held the interview with the English teacher and the students about the use of substitution drills technique in competence conditional sentences in class.[23]

d. Documentation

The observation was done to get the information that was needed. The researcher collected the data by observing the class situation and condition in the teaching learning process. She sat at the back of the classroom and noted down the class activities in the teaching and learning process. The researcher collected the data by doing observation and noted down everything that could be caught by the researcher's sense. In this activity, the researcher observed the students' attitudes, class condition, the teaching.

E. Technique of Analysing the Data

The technique of analyzing data of this research was applied by using qualitative and quantitative data. The data is used to describe the situation during teaching learning process. Qualitative data would be analyzed according to Miles and Hubermas, is a comprehensive sourcebook, describing analysis that is directed at tracing out lawful and stable relationships among social phenomena, based on the regularities and sequences

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[23]Wina Sanjaya, *Penelitian Tindakan Kelas.*(Jakarta: Kencana Prenada Media Group : 2015), p.42

that link these phenomena.[24] Their analysis has three main components: data reduction, data display, drawing and verifying conclusion.

Quantitative data would be analyzed in score while the students learned in reading recount text by using substitution drills. Through quantitative data the researcher would know there was improvement or not on the students' achievement in conditional sentences by using substitution drills.

Then, to know the different of the test success after using substitution drills method, the writers apply t-test formula :

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where:

$\overline{D}$ = Mean of difference of pre-test and post-test

D   = Difference

N   = Subject of Students

While, Miles and Huberman is used to analyze the qualitative data, the process of the analysis is starting from: Data Reduction, Data Display, and Conclusion Drawing/Verification.[25]

1. Data Condensation

Data Condensation is the process of selecting, focusing simplifying, abstracting and transforming the data that appear in written –up fields notes or transcriptions. It means that reseacher reducied the data before, during, after the data as well as

[24] Mathew B. Miles and A. Michael Huberman (1994), *Qulaitative Data Analysis,* (USA: Sage Publications), p. 10
[25]Ibid, p. 10

analyzing the data. The data reduced in this study, the data was found in the interview transcript.

2. Data Display

The next step was be analyzing the data was data display. It was an organized, compressed assembly of information the permits conclusion drawing and action. By displaying the data, research was easy to understand and to analyzed what happened with the data presented. In this study, I used the writing text in displaying the data, because it was most common data display that be used in qualitative research

3. Conclusion Drawing and Verification

The last step of analysis was be draw it conclusion and verification. From the start of the data collection, the qualitative data analysis was beginning to decide what things mean was nothing regulation, patterns, explanation, possible configuration, causal flows and preposition. The conclusion in qualitative research was a new discovery that can be an answer of the research problem. The conclusion was in the from description of the object of this study. Finally, in this step the result and conclusion of the research.

F. Teachniques of Establishing the Trustworthiness

Classroom action research 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.[26] Based on the agreement between the researcher and the teacher, these are the criteria of the action success as follow: a) The achievement of students that is proved from final score in conditiional sentence type 1 showed 87% of students could achieve the target score ≥ 75. b) The improvement of students' understanding in conditional sentence type 1 showed 89% of students could achieve the target score ≤ 75.

There are various ways to establish a sense of trustworthiness and validity.They are credivility, transferability, dependability, and conformability. In this research the researcher uses the credibility trustworthiness. Credibility contributes to a belief in the trustworthiness of data through the following attributes: (a) prolonged engagement; (b) persistent observations; (c) triangulation; (d) referential adequacy; (e) peer debriefing; and (f) member checks.Triangulation and member checks are primary and commonly used methods to address credibility.

There are four kinds of triangulation. They are data triangulation, investigator triangulation, methodological triangulation, and theoretical triangulation. This research uses two kinds of triangulation. The first is data triangulation, it is a triangulation which uses many sources of data to validate it. The data taken from informant was compared to the data from the other informant. The second is methodological triangulation, it is a triangulation which uses many method to validate data. For instance, the data taken from interview was compared to the data taken from observation which has the same

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[26] Suwandi Sarwiji, *Penelitian Tindakan Kelas (PTK) dan Penulisan Karya Ilmiah*,(Surakarta: Yuma Pustaka : 2010), cet ke-2, p. 61.

source. In the other words, the researcher limits of the technique of establishing the trustworthiness on credibility through source and methodological triangulations.[27]

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[27] HB Sutopo, *Metodologi Penelitian Kualitatif*, (Surakarta: UNS Press: 2002), p.78

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Findings

The findings of this research exist in the preliminary study, the first cycle and the second cycle.

1. Preliminary Study

Before conducting the first cycle, the researcher did a preliminary study. This preliminary study is intended to know the students'competence in conditional sentences. In this preliminary study, the researcher gave reading test, interview, and observation. Conditional sentences is used to evaluate students' improvement and how the result of the scores that they improved. The English teacher made 75 as *Kriteria Kelulusan Minimum* (Minimum Passing Grade) in English lesson. The number of the students who took the test was 29 from the result of conditional sentences test in pre-test, the total score of the students was 1480 and the mean of the students' score 5103

Based on the test result, it is indicated that the students' improvement in conditional sentences was low. It can be seen from the mean score of the students was 1480 and the percentage of the students' score of the diagnosa test was 3 students who passed or got score up to 75, it was only 10,34%. On the other hand, 26 students failed or didn't get score up to 75 and it was 89,65%. This data can be seen in the appendix. The quantitative data above was strengthened by the qualitative data taken from the result of every meeting and the interview. The interview was done before conducting the first cycle.

It was found out that the teachers problem in teaching conditional sentences were the unappropriate use of teaching strategy. The interview also found that student still had difficulties to find the competence in conditional sentences . It is shown from the result of interview with the English teacher as follow : "They are interest in study of English, but the students still low especially in conditional sentences. They are difficult to find tenses and grammatical it, they are also difficult to know meaning the word.

From the result of interview with the English teacher showed that the students still low in comprehending the conditional sentences and the translate the words. It was also strengthened by the result of interview with the students as follows: "Pembelajaran bahasa Inggris dalam kalimat pengandaian sulit, karena terkadang tidak mengerti arti dari kata." From the opinion with the first student showed that the student still difficult to know the meaning of the word."Pembelajaran bahasa inggris dalam kalimat pengandaian ada susah dan gampangnya. Susahnya kalau menjawab pertanyaan berdasarkan tesk. "From the opinion with the second student showed that the student felt difficult to answer the question based of the text. "Pembealajaran bahasa inggris dalam kalimat pengandaian susah, bingung dalam mengartikan dan pengucapannya, apalagi dalam menentukan grammar baik ataupun rumusnya" From the opinion with the third student showed that the student still difficult determine good grammar and use an existing formula.

From those opinion above it can be concluded that students' compentence in conditional sentences was not good yet, so that score of the test in conditional sentencestest still low. The students are not be able to comprehend the text as a whole.

From the data above, it can be proven that showed when the researcher looked at turned out to the students were doing a noise in the classroom, not focus, and always ask permission to go out of class.

Based on the analysis result, it can be concluded that the students' competence in conditional sentences was not good yet and low doing action research in pre-test. So, post-test continued in the first cycle.

2. Cycle I

In this cycle, the researcher conducted four steps : planning, action,observation, and reflection. In this cycle, there was two meetings which were conducted to the students. A test was given in the end of learning process. The steps of this cycle were:

a. Planning

In this step, the researcher arranged all of the preparations before conducting the research. The activities which were done by the researcher were: all instruments such as observation sheet, interview question, test had been well prepared. To make improvement in their competence in conditional sentences, the use of substitution drills strategy would be applied. Then the lesson plans and conditional sentences were prepared. Learning sources and the learning media were prepared. In this research, the researcher would be as the teacher.

b. Action

The first meeting in the cycle one was conducted on Monday, October 14th2019. It was followed by 29 students. The researcher began the class by greeting, reciting Basmallah together and checked the students attandance and

explain the aim of the lesson. Afterthat, the researcher explain about conditional sentences and gave example of conditional sentences, explain about the text and the substitution drills by using paper which has photocpy as a learning media. and the students were asked to read the text randomly. Most of them could not read text well. Therefore , the student had some problem which difficult in conditional sentences and the student they lack of vocabularies and they were unable to read.The researcher and the student read and translated the reading text.The researcher asks students to find the conditional sentences that are in the example of text. The student still confused to find conditional sentences in the text.

The researcher gave a chance to the student ask some question related to the material. The reseracher motivated the student for learning seriously. The researcher gives instructions to students about text to find idea by using substitution drills strategy. The researcher tells the keywords or tells students important sentences related in the text and to facilitate students in doing the text and the researcher also motivated the student for learning. In the end of the lesson, the researcher reviewed the material and gave a chance to the students to ask some questions related to the material and the researcher also explained the planning for the next meeting and the researcher reminds the students don't forget to bring a dictionary for tomorrow. This table is the result test of pre test :

No.	Names of Students	The Students' Score Prediction	
		SCORE	Criteria (>75)
1.	Abdul Rasyid	50	Unsuccessful
2.	Akbar Maulana	35	Unsuccessful

No.	Name	Score	Result
3.	Aldeliya Iman Lubis	55	Unsuccessful
4.	Alfalah Ritonga	25	Unsuccessful
5.	Ayu Windari	40	Unsuccessful
6.	Cindi Fitaloka	55	Unsuccessful
7.	Fadilah Wisdaniah	**80**	**Successful**
8.	Husna Alzanni	45	Unsuccessful
9.	Indah lestari	50	Unsuccessful
10.	Khairunnisa	35	Unsuccessful
11.	M.Syafii Umar Lubis	45	Unsuccessful
12.	Mellia faradila	30	Unsuccessful
13.	M.Febriansyah	55	Unsuccessful
14.	M.Zulham Nasution	45	Unsuccessful
15.	Mutiara	20	Unsuccessful
16.	Nabila Bahri	35	Unsuccessful
17.	Nawa Munawaroh	35	Unsuccessful
18.	Nurul Aini Capah	25	Unsuccessful
19.	Putri	40	Unsuccessful
20.	Putri Nadila	25	Unsuccessful
21.	Rifai Alfrado Saragih	35	Unsuccessful
22.	Rika Asnaini Capah	**80**	**Successful**
23.	Rizky Aditiya	55	Unsuccessful
24.	Septhia Dilla Fadli	40	Unsuccessful
25.	Siti Khadijah Lubis	55	Unsuccessful

26.	Tari Andini	35	Unsuccessful
27.	Vivi Khairani	35	Unsuccessful
28.	Waldini Prasasti	**80**	**Successful**
29.	Yulia Afriza Lubis	55	Unsuccessful
	Total ΣX	**∑X = 1.480**	
	The Mean Score	$\overline{X} = 51,03$	

Based on the interview above, there was improving of the students'
conditional sentences. The result showed the improvement of the students' score
from the diagnosa test to the cycle I. In the diagnosa test, the students who got the
score 51,03 or more were 3 of 29 students (10,34%).

The second meeting was conducted on Wednesday, October 16th 2019 and
followed by 29 students. In the learning activity the researcher reviewed the last
material. After that, the researcher gave a test to the students individually.The
student were given 20 question multiple choice that had to be answered every
question tell about based on conditional sentences type 1. The researcher asks the
student about the legendary story to find out whether they are already know the
conditional sentences related in the test. The researcher tell some competence in
conditional sentencs of test. Then, the researcher asks the students to open
dictionary and translated of test. The researcher gave 35 minutes for them to
finished the test. Before, answering questions the researcher asked the student to
read the text related to the test. Most of them could not read test well. Therefore,
the student had some problem which difficult in conditional sentences and the
student they lack of vocabularies and they were unable to read.

The researcher and the student read and translated the conditional sentences related in the test and the students answer question related to the given test. In the end of the lesson, the researcher reviewed the material and gave a chance to the students to ask some questions related to the material and the researcher also explained the planning for the next meeting. This table is the result test of post test I :

No.	Names of Students	The Students' Score Prediction	
		SCORE	Criteria (>75)
1.	Abdul Rasyid	55	Unsuccessful
2.	Akbar Maulana	50	Unsuccessful
3.	Aldeliya Iman Lubis	65	Unsuccessful
4.	Alfalah Ritonga	70	Unsuccessful
5.	Ayu Windari	60	Unsuccessful
6.	Cindi Fitaloka	65	Unsuccessful
7.	Fadilah Wisdaniah	**80**	**Successful**
8.	Husna Alzanni	**80**	**Successful**
9.	Indah lestari	**80**	**Successful**
10.	Khairunnisa	55	Unsuccessful
11.	M.Syafii Umar Lubis	60	Unsuccessful
12.	Mellia faradila	**80**	**Successful**
13.	M.Febriansyah	**80**	**Successful**
14.	M.Zulham Nasution	60	Unsuccessful
15.	Mutiara	50	Unsuccessful

16.	Nabila Bahri	70	Unsuccessful
17.	Nawa Munawaroh	60	Unsuccessful
18.	Nurul Aini Capah	55	Unsuccessful
19.	Putri	70	Unsuccessful
20.	Putri Nadila	65	Unsuccessful
21.	Rifai Alfrado Saragih	60	Unsuccessful
22.	Rika Asnaini Capah	**80**	**Successful**
23.	Rizky Aditiya	55	Unsuccessful
24.	Septhia Dilla Fadli	65	Unsuccessful
25.	Siti Khadijah Lubis	55	Unsuccessful
26.	Tari Andini	70	Unsuccessful
27.	Vivi Khairani	60	Unsuccessful
28.	Waldini Prasasti	**80**	**Successful**
29.	Yulia Afriza Lubis	65	Unsuccessful
	Total ΣX	$\sum X = $ **18,40**	
	The Mean Score	$\overline{X} = $ **63,44**	

Test in cycle I it showed that, the total score of the students was 18,40 and the number of students who successes the test still 7 from 29 students, the mean of the students' competence in condititonal sentences score of the test was 63,44. It can be seen that the students' competence in conditional sentences score in test cycle I was increased but still low. The percentage of the students conditional sentences score was 24,13% consists of 7 students who successes and got the score 75 or more. So, the test in the first cycle was categorized unsuccessful.

c. Observation

Observation proposed to find out information action the writer in the classroom. The observation was done to observe what the students had done during the teaching learning process. It was about the behavior, attitude, and all activities during the action process. Thus, the result of observation was collected as the data, which is used as a basic reflection.

In this phase, there were two kind of the observation result, they were collected by quantitative and qualitative, the writer gave the test in the first cycle. The result of test in the first cycle show that the achievement of students increased when used the substitution drills in learning process. The teacher could improve the students' achievement in conditional sentences.

Quantitatively, the result of test in cycle I it showed that, the total score of the students was 1840 and the number of students who successes the test still 7 from 29 students, the mean of the students' competence in conditional sentences score of the test was 63,44. It can be seen that the students' conditional sentences score in test cycle I was increased but still low. The percentage of the students conditional sentences score was 24,13% consists of 7 students who successes and got the score 75 or more. So, the test in the first cycle was categorized unsuccessful. This data can be seen in appendix .

The quantitative data above was also strenghtened by the qualitative data taken through interview. Interview was also done after implemented the strategy to the English teacher and some students who got the low and high value during learning process. The result of interview with the students as follow :

1. (R) Apakah yang kalian fikirkan setelah belajar conditional sentences dengan menggunakan Subsition drills Strategy?, (S1) Setelah belajar dengan menggunakan Subsition drills saya lebih mudah mengetahui makna serta susunan dalam text. (S2) lebih semangat dan happy.

2. (R) Apakah belajar menggunakan substitution drills bisa meningkatkan kemampuan grammatical bahasa Inggris anda?. (S1) Iya, bisa tapi saya masih bingung , karena vocabulary saya masih kurang (S2) Iya, substitution drills ini sangat cocok sekali untuk meningkatkan grammatical. The transcription of interview could be seen in apppendix .

Based on the interview above, there was improving of the students' competence in conditional sentences. The result showed the improvement of the students' score from the diagnosa test to the cycle I. In the diagnosa test, the students who got the score 51,03 or more were 3 of 29 students (10,34%). In test of cycle I, the students who got the score 63,44 or more were 7 of 29 students (24,13 %). The improvement of the diagnosa test can be seen in 86,20%. It could be concluded that the students' competence in conditional sentences improved but not successfully. So, the researcher was conducted cycle II.

From the students' response and the students conditional sentences score above, the researcher stated to continue in cycle two hopefully be better than before. The second cycle was held to achieve the improvement score of the students in condititonal sentences.

d. Reflection

Reflection was an evaluation from the action which has been done before. It is used to help the researcher made decision by analyze the situation and the

students difficulties or in understanding the lesson. Through the reflection, the researcher knew the result of the students after did the test.

Based on the result of the score of the test in cycle I and also observation, action of improvement was needed. Actually, students' score in test of cycle I was improved than the score of diagnosa test. But, it needed more improvement in their conditional sentences because some of them still confused to understanding meaning of the test.

3. Cycle II

Based on the result of the first cycle, the researcher continued to do the second cycle. The first cycle indicated that students conditional sentences was still low. It happened because of the students got difficulties to write the organization of conditional sentences and much of their conditional sentences text score still not achieved the minimum passing grade

a. Planning

In this step, the researcher prepared the new material that was enclosed in lesson plan. The researcher prepared lesson plan an emphasized teaching-learning process in teaching conditional sentences. The researcher focused to solve problem found in cycle I especially related to the language used, the use of substitution drill, and also the way to mativate students to be more active. The action plans of cycle II are as follows. In addition, to know the improvement the students'conditional sentences by using substitution drills, the researcher prepared the instrument of second cycle to collect data .

b. Action

The first meeting in the second cycle was conducted on Saturday, October 19th 2019. It was followed by 29 students. The researcher began the class by greeting, reciting basmallah together and checked the students' attendance and explain the aim of the lesson.In the learning activity the researcher reviewed the last material. After that, the researcher gave a test to the students individually. The student were given 20 question multiple choice that had to be answered every question tell about the based on condititonal sentences type 1 and all the question related to the conditional sentences. The researcher asks students to open a dictionary and translate texts in the test. students are still confused in the test, students are allowed to discuss with their friends to translate the test and know the answers and students also allowed to ask the researcher related to the given test .

The researcher gave 35 minutes for them to finished the test. Students are still confused and very slow to take the test and the researcher read and translated the conditional sentences related in the test and the students answer question related to the given test. the researcher gives instructions to students about tests on how to quickly work on multiple choice questions which the type of conditional sentences by using substitution drills. The researcher gives some important word in the text to facilitate students in doing the test and the researcher also motivated the student for learning. In the end of the lesson, the researcher reviewed the material and gave a chance to the students to ask some questions related to the material. And the last activity the researcher finding ways to better appreciate the

efforts and result of individual learning and the teacher and student concluded the material.

The second meeting was conducted on Wednesday, October 23th 2019. It was followed by 29 students.In the learning activity the researcher reviewed the last material. After that, the researcher gave a test to the students individually. The student were given 20 question multiple choice that had to be answered. Every question tell about the based on conditional sentences. Before answering question, the researcher ask the student of conditional sentences related in the test. The researcher gave 35 minutes for them to finished the test. Students are allowed to discuss with their friends to translate the test and know the answers and students also allowed to ask the researcher related to the given test. Then, the researcher tell the conditional sentences, the based on conditional sentences related to the test to make it easier for students to do the test. And to speed up the time the researcher translated the conditional sentences related in the test and the students answer question related to the given test and the researcher gives instructions to students about test on how to quickly work on multiple choice questions which the type of conditional sentences by using substitution drills. The researcher tells the most important sentence or keywords of the text related in the test. In the end of the lesson, the researcher reviewed the material and gave a chance to the students to ask some questions related to the material. The researcher finding ways to better appreciate the efforts and result of individual learning and the researcher concluded the material and closed the meeting by saying the greetings. This table is the result test of post test II :

No.	Names of Students	The Students' Score Prediction	
		SCORE	Criteria (>75)
1.	Abdul Rasyid	**80**	**Successful**
2.	Akbar Maulana	**80**	**Successful**
3.	Aldeliya Iman Lubis	**80**	**Successful**
4.	Alfalah Ritonga	**80**	**Successful**
5.	Ayu Windari	**85**	**Successful**
6.	Cindi Fitaloka	65	Unsuccessful
7.	Fadilah Wisdaniah	**90**	**Successful**
8.	Husna Alzanni	**80**	**Successful**
9.	Indah lestari	**85**	**Successful**
10.	Khairunnisa	60	Unsuccessful
11.	M.Syafii Umar Lubis	**80**	**Successful**
12.	Mellia faradila	**80**	**Successful**
13.	M.Febriansyah	**85**	**Successful**
14.	M.Zulham Nasution	**80**	**Successful**
15.	Mutiara	50	Unsuccessful
16.	Nabila Bahri	**80**	**Successful**
17.	Nawa Munawaroh	**80**	**Successful**
18.	Nurul Aini Capah	**85**	**Successful**
19.	Putri	**80**	**Successful**
20.	Putri Nadila	**80**	**Successful**
21.	Rifai Alfrado Saragih	60	Unsuccessful

22.	Rika Asnaini Capah	90	**Successful**
23.	Rizky Aditiya	85	**Successful**
24.	Septhia Dilla Fadli	80	**Successful**
25.	Siti Khadijah Lubis	80	**Successful**
26.	Tari Andini	80	**Successful**
27.	Vivi Khairani	85	**Successful**
28.	Waldini Prasasti	90	**Successful**
29.	Yulia Afriza Lubis	80	**Successful**
	Total ΣX	$\sum X = 20,65$	
	The Mean Score	$\overline{X} = 71,206$	

The result of test in the cycle II, it showed that the total score of the students was 2,065 and the number of students who success the test was 25 students, and the mean of the students competence in conditional sentences by using substitution drills of the test was 71,206. It could be concluded that the students conditional sentences score in the test cycle II was improved. The percentage of the students" score was 86,20% consist of 25 students successes and achieved score 75 or up 75. So, the test in cycle II was categorized successful

c. **Observation**

The observation was done in the second cycle. All the activities during the teaching learning process had been observed. They were as follows:

1). Most of the students were active and interested while learning,

2) Many students thought silent way method in conditional senteces is improve their conditional sentences type 1.

3).The mean score of the students was categorized success is 71,206.

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Quantitatively, the result of test in the cycle II, it showed that the total score of the students was 2,065 and the number of students who success the test was 25 students, and the mean of the students competence in conditional sentences by using substitution drills score of the test was 71,206. It could be concluded that the students conditional sentences score in the test cycle II was improved. The percentage of the students" score was 86,20% consist of 25 students successes and achieved score 75 or up 75. So, the test in cycle II was categorized successful. The data can be seen in appendix .

Based on the data observation, there was an improvement in the teaching learning process. The teacher could improve the students' competence in conditional sentences. The result of test in cycle II, it showed that the total score of the students was 2,065 and the number of the students who took the test was 29. So, the mean of the students' score of the test was 71,206. It can be seen that the students' score based on conditional sentences was increased.The percentage of the students' score of the test in cycle II was 25 students who passed or got score up to 75, it was 86,20 %. On the other hand, 4 students failed or didn't get score up to 75. So, test in cycle II was categorized successfully. This data can be seen in the appendix .

Based on data above, the result showed the improvement of the students' score from the test in cycle I to thetest in cycle II. In the test in cycle I, the students who got the score 75 or more were 7 of 29 students (24,13 %). In the test in cycle II, the students who got the score 75 or more were 25 of 29 students (86,20 %). The improvement of the test in cycle I to the cycle II was about 99 %. In this also used to test the hyphothesis in the research, from the computation

above, it could be seen that coefficient of tobserved = 1,701 and ttable to df = N-1 = 29-1 = 28, with fact level α = 0,05 was. In the coefficient of tobserved (1,701) > ttable (10.). Thus, alternative hyphothesis (Ha) could be received. Based on finding, alternative hyphothesis (Ha) saying that substitution drills could be improved the students' competence in conditional sentences. This data can be seen in the appendix.

d. Reflection

In this phase, all students had been able to do test substitution drills as the strategy to understanding meaning of the test. Students' competence in conditional sentences had been improved. From the observation result of every meeting, it could be concluded that teaching learning process in which applied could be run well.

Based on the reflection of this cycle, it wasn't needed to conduct the third cycle. The cycle of this research could be stopped because the students' competence in conditional sentences had been improved.

B. DISCUSSION

This research was conducted to find out the implementation of substitution drills improving the students' competence in conditional sentences. The result indicated that there was an improvement in the students' competence in conditional sentencs by using substitution drills.

The mean of the students' score in the diagnosa test was 63.44. It was low because only 7 students who got the score 75 and more. The mean of the students' score test in cycle I was 63,44. It was higher than the diagnosa test. The mean of the students' score test in cycle II was 71,206. It was higher than the test in cycle I.

Then, the percentage of the students who got the score 75 and more in the diagnosa test was 7 of 29 students (24,13%). The percentage of the students' who got the score 75 and moretest in cycle I (24,13%) and test in cycle II (86,20%). The improvement of the competent students percentage from the diagnosa test to test in cycle II was 99%. It indicated that the improvement of the students' achievement competence in conditional sentences was significant.

Based on the result of the qualitative data which was taken from the observation sheet an the interview report, it was found that the class and effectively. The students paid attention to the teacher during the teaching learning process. They were also spirit in conditional sentences and enjoying the learning process. Then, it can be said that the qualitative data was also showed the improvement of the teacher's and the stuednts' activities during the teaching learning process. It indicated that the application of substitution drills could

motivate the students became more enthusiastic in learning competence in conditional sentences.

From the explanation above, it could be concluded that the result of the research showed that the application of substitution drills could improve the students' achievement competence in conditional sentences. It could be proven by the quantitative data which showed the students' score got better from the test in cycle I and cycle II. It also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students' were more active and enthusiastic learning competence in conditional sentences.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

This research conducting how to application of substitution drills improve the students' competence in conditional sentences which was classroom action research used as research method. After the research accomplished, the researcher could take several conclusions are the following :

1. In the preliminary study, quantitatively showed that score of the students was 1480 and the mean of the students' score 51,03 The percentage of the students' score of the test was 3 students who passed or got score up to 75, it was only 10,34%. There was 26 students who got failed or didn't get score up to 75 and it was 89,65%. Qualitatively showed from the result of observation and the interview, it can be proven that the students' improvement in conditional sentences was not good yet and low in conditional sentences test of the diagnosa test.

2. In the cycle I, quantitatively showed that the total score of the students was 1840 and the mean of the students' score of the test was 63,44. The percentage of the students' score of test in cycle I was 7 students who passed and got score 75 or up to 75 it was only 24.13%. On the other hand, 22 students failed or didn't get score up to 75 and it was 75,86%. So, test in cycle Iwas categorized improved. Qualitatively, showed from the result of observation and interview, it can be concluded that the students felt enjoy able, easier, and interesting to learn by using substitution drills .

3. In the cycle II, quantitatively showed that the total score of the studentswas 2065 and the mean of the students' score of the test was 71,206. The percentage of the students' score of the test in cycle II was 25 students who passed and got score 75 or up to 75 it was only 86,20 %. On the other hand, 4 students failed or didn't get score up to 75 it was only 13,79 %. So, test in cycle II was categorized successfully. Qualitatively, showed from the result of observation, it can be concluded that by using substitution drills could be improved the students' competence in conditional sentences.

At least, according to the result from the plimarry study until the cycle II, step by step, students' competence in conditional sentences got improved. Therefore, it was concluded that the students competence in conditional sentences can improved by using substitution drills.

B. SUGGESTION

The result of this research showed that the application of Substitution drills could improve the students' achievement competence in conditional sentences. Therefore the following suggestion were offered :

1. For the teacher, it is useful to apply substitution drillsas one of the alternative way in teaching competence in conditional sentencs to make a variation in teaching competence in conditional sentences so that the students do not get bored in learning English especially in competence in conditional sentences.

2. For school, it is useful to make an provide the tool which supported English conditional sentences learning

3. For the other researchers, it is very useful as the information in conducting inndepth research which is related to this researc

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LESSON PLAN
(CYCLE I)

School : MAS Madinatussalam Tembung

 Subject   **: English**

 Class   **: XI - I**

Theme   **: Conditional Sentences Type 1**

Time Allocation : 2 x 40 Minutes

II. Standard Competency

Berkomunikasi dengan bahasa Inggris setara level novice.

III. Basic Competency

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

III. Indicator

 Siswa Mampu :

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

 Speaking

Future Conditional (Conditional Type 1)

     This conditional expresses that something may happen or probably occurs in the
future oreven now when a certain condition/ requirements is fulfilled. Conditionaltype 1
isformed by simple   present as the sub-clause, and simple future as the
main clause

Will
Can
May

If+   S1++V1 | Must | (Simple form)

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. 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.

V. 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.

VI. Langkah-langkah kegiatan

1. Kegiatan Pendahuluan :

   a. Greeting.

   b. Motivasi.

2. Kegiatan Inti :

    a. Presentase/ memberikan penjelasan terhadap topic yang dibahas.

    b. Melakukan Tanya jawab.

    c. Mengerjakan soal latihan secara individu sebagai respon evaluasi.

3. Kegiatan Penutup

    a. Menyimpulkan materi.

    b. Salam.

VII. Sumber dan Media pembelajaran

    a. Buku teks/ LKS

    b. Spidol

    c. Papan Tulis

VIII. Penilaian

    a. Respon yang diberikan siswa terhadap materi.

    b. Analisa yang dilakukan siswa terhadap materi.

    c. Kemampuan menjelaskan kembali materi yang dipelajari.

LESSON PLAN
(CYCLE II)

School : MAS Madinatussalam Tembung

 Subject   : English

 Class :XI - I

Theme   : Conditional Sentences Type 1

Time Allocation : 2 x 40 Minutes

I. Standard Competencey

Berkomunikasi dengan bahasa Inggris setara level novice.

II. Basic Competencey

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

Bentuk 1

No	Result Clause	IF Clause
	Simple Future/ Simple Present	Simple present
	S + will = V1 + O/ A/ C S + V1 + O/ A/ C	If + S + V1 + O/ A/ C

	Ex:	Ex:
	I will go to school	If it does not rain
	I write to my parents every week	If I have enough time

Bentuk 2

No	IF Clause	Result Clause
	Simple Present	Simple Present Simple future/ Simple Present
	If + S + V1 + O/ A/ C	S + Will + V1 + O/ A/ C
	Ex: If it does not rain If I have enough time	

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

III. Indicator

Siswa Mampu :

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

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

IV. 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.

V. 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.

VI. Langkah-langkah kegiatan

1. Kegiatan Pendahuluan :

   a. Greeting.

   b. Motivasi.

2. Kegiatan Inti :

   a. Presentase/ memberikan penjelasan terhadap topic yang dibahas.

   b. Melakukan Tanya jawab.

   c. Mengerjakan soal latihan secara individu sebagai respon evaluasi.

3. Kegiatan Penutup

   a. Menyimpulkan materi.

   b. Salam.

VII. Sumber dan Media pembelajaran

   a. Buku paket (Belajar Cepat Bahasa Inggris)

   b. LKS

   c. Spidol

      d.   Papan Tulis

VII. Penilaian

   a. Respon yang diberikan siswa terhadap materi.

   b. Analisa yang dilakukan siswa terhadap materi.

   c. Kemampuan menjelaskan kembali materi yang dipelajari.

PRE TEST

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

11. 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

12. "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.

13. 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

14. "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

15. "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

16. If a burglar comes to my house tonight..........

    a. I would catch him

    b. I would have caught him

    c. I will catch him

17. If he..................... more confident during the interview, he may get the job he wanted.

    a. Could

    b. Could be

    c. Can be

  d. Can

18. .... 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

19. 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.

20. If he.................... more confident during the interview, he may get the job he

    wanted.

    a. Could

    b. Could be

    c. Can be

    d. Can

APPENDIX IV

POST TEST I

A. Choose the sest 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

11. 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.

12. 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.

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

14. .... 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

15. 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

16. If you don't understand, I'll have you.......
    a. To explain
    b. Explain
    c. Explained
    d. To be explain

17. 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

18."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

19. If you don't get out of my house, I'll have you.....

    a. To arrest

    b. Arrest

    c. Arrested

    d. To be arrested

20. 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

POST TEST II

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

11. 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.

12. 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.

13. If he.................more confident during the interview, he may get the job he wanted.

       a. Could

       b. Could be

       c. Can be

       d. Can

14. .... 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

15. 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

16. If you don't understand, I'll have you.......

       a. To explain

       b. Explain

       c. Explained

       d. To be explain

17. 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

18."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

19. If you don't get out of my house, I'll have you.....

a. To arrest

b. Arrest

c. Arrested

d. To be arrested

20. 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

APPENDIX VI

THE ANSWER KEY OF THE TEST

PRE TEST   **POST TEST I**

1. D   6. C   1. D   6. C

2. A   7. B   2. A   7. C

3. B   8. A   3. D   8. C

4. B   9. D   4. B   9. C

5. A   10. D   5. B   10. C

11. D   16. C   11. C   1 6. A

12. A   17. C   12. C   17. D

13. D   18. C   13. C   18. B

14. B   19. C   14. C   19. A

15. B   20. C   15. C   20. D

APPENDIX VII

<div align="center">

THE ANSWER KEY OF THE TEST

</div>

POST TEST II

1. D	6. C
2. A	7. C
3. D	8. C
4. B	9. C
5. B	10. C
14. C	19. A
15. C	20. D

APPENDIX VIII

The students' Score during Cycle I (Pre-test and Post-test I) and Cycle II (Post-test II)

No	Initial Of Students	Score		
		Pre-test	Cycle I	Cycle II
1.	AR	50	55	80
2.	AM	35	50	80
3.	AIL	55	65	80
4.	AR	25	70	80
5.	AW	40	60	85
6.	CF	55	65	65
7.	FWS	80	80	90
8.	HA	45	80	80
9.	IL	50	80	85
10.	KN	35	55	80
11.	MSU	45	60	60
12.	MF	30	80	80
13.	MF	55	80	80
14.	MZ	45	60	85
15.	M	20	50	50
16.	NB	35	70	80
17.	NM	35	60	80
18.	NAC	25	55	85
19.	P	40	70	80

No.				
20.	PN	25	65	80
21.	RAS	35	60	60
22.	RAC	80	80	90
23.	RA	55	55	85
24.	SDF	40	65	80
25.	SKL	55	55	80
26.	TA	35	55	80
27.	VK	35	70	85
28.	WP	80	60	90
29.	YAL	55	65	80
Total		$\Sigma x=1,480$	$\Sigma x=1,840$	$\Sigma x=2,065$
		X= 51,03	X= 63,44	X=71,206

APPENDIX X

THE PERCENTAGE OF STUDENTS' CONDITIONAL SENTENCES

Cycle		Criteria	Total Students	Percentage
Pre-test	P_1	Passed	3	10,34%
	P_2	Failed	26	89,65%
Post-test I	P_1	Passed	7	24.13%
	P_2	Failed	22	75,86%
	P_1	Passed	25	86,20%
Post-test 2	P_2	Failed	4	13,79%

APPENDIX XI

THE TESTING HYPOTHESIS

The Statistic Analysis of The Result of Students' Score

in The Pre-Test and Post-Test

No.	Pre-Test in Cycle I	Post-Test in Cycle II	D	D^2
1.	50	**80**	30	900
2.	35	**80**	45	2025
3.	55	**80**	25	625
4.	25	**85**	60	3600
5.	40	**80**	40	1600
6.	55	65	10	100
7.	**80**	**90**	10	100
8.	45	**80**	45	2025
9.	50	**85**	35	1225
10.	35	60	25	625
11.	45	**80**	35	1225
12.	30	**80**	50	2500
13.	55	**85**	30	900
14.	45	**80**	35	1225
15.	20	50	30	900
16.	35	**80**	45	2025
17.	35	**80**	45	2025
18.	40	**80**	40	1600
19.	25	**85**	60	3600
20.	35	**80**	25	625
21.	35	60	25	625
22.	**80**	**90**	10	100
23.	55	**85**	30	900
24.	40	**80**	40	1600
25.	55	**80**	45	2025
26.	35	**80**	45	2025
27.	35	**85**	25	625
28.	**80**	**90**	10	100
29.	55	**80**	25	625
			ΣD = 935 **D= 935/29= 3,2241**	**ΣD² = 38,075**

From the last computation have been found that:

$$\overline{D} = \frac{935}{29} = 32{,}241$$

As follow:

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{32{,}241}{\sqrt{\dfrac{\sum 38{,}075 - \dfrac{(935)^2}{29}}{29(29-1)}}}$$

$$t = \frac{32{,}241}{\sqrt{\dfrac{\sum 38{,}075 - \dfrac{87{,}422}{29}}{812}}}$$

$$t = \frac{32{,}241}{\sqrt{\dfrac{\sum 38{,}075 - 30{,}145}{812}}}$$

$$t = \frac{32{,}241}{\sqrt{\dfrac{7930}{812}}}$$

$$t = \frac{32{,}241}{\sqrt{97{,}660}}$$

$$t = \frac{32{,}241}{9{,}882} = 32{,}625$$

From the computation above, it could be seen that the coeficien of $t_{observed} = 32{,}625$

APPENDIX XII

OBSERVATION SHEET

Meeting I

No	Focus	Activities	Meeting I	
			Yes	No
1	The researcher as the teacher	1. The teacher comes on time .	√	
		The teacher greets the Students	√	
		3. The teacher checks the students' attendance list	√	
		4. The teacher delivers the	√	
		learning objectivities		
		1. The teacher explains the conditional sentences	√	
		The teacher gives the text to the students	√	
		The teacher gives the opportunities for the students to ask a question if they do	√	

		not understand the learning Material		
		The teacher manages the learning sources	√	
		The teacher gives the learning sources	√	
		The teacher manages the time Effectively	√	
		The teacher concludes the Lesson	√	
		The teacher manages the class effectively		√
		The teacher conveys the next lesson plan	√	
2	The students	The students come on time		√
		The stsudents answer the	√	

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		teacher's greeting		
		The students listen and pay attention to the teacher's Explanation		√
		The students study seriously		√
		The students answer the questions which are given by the teacher	√	

		19. The students are interested and enthusiatic in learning conditional sentences by using substitution drills	√	
		20. The students read the text and answer the questions	√	
		21. The students give good responses to the material Given	√	
		22. The students uses the	√	

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		dictionary to find the Meaning		
		23. The students use dictionary to do the test		√
		24. All of the students answer the test given	√	
3	The context	25. The classroom is noisy	√	
		26. The classroom is comfortable		√
		27. The classroom has medias, such as: whiteboard, marker, and duster.	√	

OBSERVATION SHEET II

No	Focus	Activities	Meeting I	
			Yes	No
1	The researcher as the teacher	1. The teacher comes on Time	√	
		2. The teacher greets the Students	√	
		3. The teacher checks the students' attendance list	√	
		4. The teacher delivers the	√	
		learning objectivities		
		5. The teacher explains the conditional sentences	√	
		6. The teacher gives the text to the students	√	
		7. The teacher gives the opportunities for the students to ask a question if they do not understand the learning material	√	

		8. The teacher manages the learning sources	√	
		9. The teacher gives the learning sources	√	
		10. The teacher manages the time effectively	√	
		11. The teacher concludes the Lesson	√	
		12. The teacher manages the class Effectively	√	
		13. The teacher conveys the next lesson plan	√	
2	The students	14. The students come on time	√	
		15. The stsudents answer the teacher's greeting	√	
		16. The students listen and pay attention to the teacher's Explanation	√	
		17. The students study seriously	√	
		18. The students answer the questions which are given by	√	

		the teacher		

		19. The students are interested and enthusiatic in learning conditional sentences by using substitution drills	√	
		20. The students read the text and answer the questions	√	
		21. The students give good responses to the material Given	√	
		22. The students uses the dictionary to find the meaning	√	
		23. The students use dictionary to do the test	√	
		24. All of the students answer the test given	√	
3	The context	25. The classroom is noisy		√
		26. The classroom is comfortable		√
		27. The classroom has medias,	√	

		such as: whiteboard, marker, and duster.		

OBSERVATION SHEET III

No	Focus	Activities	Meeting I	
			Yes	No
1	The researcher as the teacher	1. The teacher comes on Time	√	
		2. The teacher greets the Students	√	
		3. The teacher checks the students' attendance list	√	
		4. The teacher delivers the learning objectivities	√	
		5. The teacher explains the conditional sentences	√	
		6. The teacher gives the text to the students	√	
		7. The teacher gives the opportunities for the students to ask a question if they do not understand the learning material	√	

		8. The teacher manages the learning sources	√	
		9. The teacher gives the learning sources	√	
		10. The teacher manages the time effectively	√	
		11. The teacher concludes the Lesson	√	
		12. The teacher manages the class effectively	√	
		13. The teacher conveys the next lesson plan	√	
2	The students	14. The students come on Time	√	
		15. The students answer the teacher's greeting	√	
		16. The students listen and pay attention to the teacher's explanation	√	
		17. The students study Seriously	√	

		18. The students answer the	√	

		questions which are given by the teacher		
		19. The students are interested and enthusiatic in learning conditional sentences by using substitution drills	√	
		20. The students read the text and answer the questions	√	
		21. The students give good responses to the material Given	√	
		22. The students uses the dictionary to find the Meaning	√	
		23. The students use dictionary to do the test	√	
		24. All of the students answer the test given	√	
3	The context	25. The classroom is noisy		√

		26. The classroom is comfortable	√	
		27. The classroom has medias, such as: whiteboard, marker, and duster.	√	

APPENDIX XIV

THE STUDENTS' ATTENDANCE LIST

No	Name Of The Students	14 October2019	16 October2019	19 October 2019	21 October2019	23 October2019
1.	Abdul Rasyid	√	√	√	√	√
2.	Akbar Maulana	√	√	√	√	√
3.	Aldeliya Iman Lubis	√	√	√	√	√
4.	Alfalah Ritonga	√	√	√	√	√
5.	Ayu Windari	√	√	√	√	√
6.	Cindi Fitaloka	√	√	√	√	√
7.	Fadilah Wisdaniah	√	√	√	√	√
8.	Husna Alzanni	√	√	√	√	√
9.	Indah lestari	√	√	√	√	√
10.	Khairunnisa	√	√	√	√	√
11.	M.Syafii Umar Lubis	√	√	√	√	√
12.	Mellia faradila	√	√	√	√	√

13.	M.Febriansyah	√	√	√	√	√
14.	M.Zulham Nasution	√	√	√	√	√
15.	Mutiara	√	√	√	√	√
16.	Nabila Bahri	√	√	√	√	√
17.	Nawa Munawaroh	√	√	√	√	√
18.	Nurul Aini Capah	√	√	√	√	√
19.	Putri	√	√	√	√	√
20.	Putri Nadila	√	√	√	√	√
21	Rifai Alfrado Saragih	√		√	√	√	√
22	Rika Asnaini Capah	√	√	√	√	√
23	Rizky Aditiya	√	√	√	√	√
24	Septhia Dilla Fadli	√	√	√	√	√
25	Siti Khadijah Lubis	√	√	√	√	√
26	Tari Andini	√	√	√	√	√
27	Vivi Khairani	√	√	√	√	√

28	Waldini Prasasti	√	√	√	√	√
29	Yulia Afriza Lubis	√	√	√	√	√

APPENDIX XV INTERVIEW

Interview sheet with the students before substitution drills

Students I

Researcher   : What is your name ?

Student   : Tari andini miss.

Researcher   : Is that English easy to understand for you?

Student   : I don't like miss, because the teacher is so stiff and not relax.

Researcher   : What the difficulties you found when you learn English ?

Student   : I don't know the meaning miss

Researcher   : Do you like learn English ?

Student   : I don't like miss.

Researcher   : How the way of the teacher teachs you about conditional sentences ?

Researcher   : She explains, and then she ask us to find out the difficult word.   That's   all miss.

Researcher   : Have you ever asked by your teacher to analyze the conditional sentencestype 1?

Student   : ever, but it is so rare.

Researcher   : have you ever make a group discussion ?

Student   : yes miss.

Researcher   : have you ever make a group presentation in front of the class to   discuss about conditional sentnces type 1 ?

Student   : yes miss, I ever. But it is sometime.

Researcher   : And then, have you ever change your group and then you compare the information about the conditional sentences type 1 to another group ?

Student   : Never miss.

Researcher   : Okay, thank you Tari Andini.

Student   : you are welcome miss

Students II

Researcher   : What is your name ?

Student   : Mella faradilla

Researcher   : Is that English easy to understand for you, Mella ?
Student   : That is easy

Researcher   : What the difficulties you found when you learn English ?
Student   : Sometime I don't know the meaning of the word and I lazy to find
        the meaning.
Researcher   : Do you like learn English ?

Student   : I like miss.

Researcher   : How the way of the teacher teachs you about conditional sentence?
Researcher   : She explains, and then she gives me the task
Researcher   : Have you ever asked by your teacher to analyze a conditional sentences ?
Student   : Ever, but it is so rare.

Researcher   : Have you ever make a group discussion ?

Student   : Yes miss.

Researcher   : have you ever make a group presentation in front of the class to
        discuss about conditional sentences?
Student   : yes miss, I ever. But it is sometime.

Researcher   : And then, have you ever change your group and then you compare
        the information about the conditional sentences to another group ?
Student   : ERver miss.

Researcher   : Okay, thank you Mella.

Student   : You are welcome miss

Interview sheet with the teacher before substitution drills

Researcher : How are the students' responses during the English learning process?

Teacher : Their responses about learning English the variety, some find it important, pleasure and some don't like it because they find it difficult and also because of lack the motivation towards learrning English.

Researcher: What is the standard KKM mark for English lessons? And what are the results of your students' English mom?

Teacher : The standard KKM for this subject is 75 (seventy five), and the results of obtsining the scores are quite satifactory. The a few students did remedial, and even then only once and they was able to exceted the KKM.

Researcher : What English skills are considered the must be difficulty by students?

Teacher : Speaking and writing. Students lack the motivation to communicate using English. The writting skills are also less than optimal due to lack of understanding in using the right tenses due to lack of mastery of the class.

Researcher : The grammatical abilities standard of the class ?

Teacher: Yes, the grammatical abilities standard of the class.

Researcher: For this semesters, what types of the tenses should they a mastered ? and the types of the tenses what did you give ?

Teacher: The present tense, present continuous tense, simple future tense, future continuous tense, conditional sentence type 1.

Researcher : Where did you get the source from explanation?

Teacher : I get from the English book.

Interview sheet with the students after using substitution drills

Student I

Researcher   : Do you more understand in conditional sentences a English grammar text by my approach that I have done for you?

Student   : Yes miss, of course. I do more understand with the way you teach me. You teach clearly and you give me a chance to analyze the text, and then I can change my member group to get another information for the text, and I really like you. You have a fast speaking but you explain clearly and make me easy to understand about the conditiona sentences.

Researcher   : Do you like my way in teaching conditional sentences ?

Student   : Yes miss. I like your way.

Researcher   : What the weaknesses from my teaching learning process ?

Student   : I think miss better if you speak slowly because not all my friend can understand with your way.

Student II

Researcher   : Do you more understand in conditional sentences a English in the grammar by my approach that I have done for you?

Student   : Yes miss, of course. I do more understand with the way you teach me. You teach clearly and let us to learn by our own word

Researcher   : Do you like my way in teaching conditional sentences ?

Student   : Yes miss. I like your way.

Researcher   : What the weaknesses from my teaching learning process ?

Student   : I think you good enough miss.

Interview sheet with the teacher after substitution drills

Researcher : What is the condition of your students in learning grammar (conditional sentences type 1) after using the audio-lingual methode using substitution drills ?

Teacher : After using the audio-lingual method using substitution drills, respond students very nice, and they become more focused in doing tasks both individually and in gruop besides the ability in understanding and using tenses for the better.

Researcher :What you feel motivated after using audio- lingual method in learning in the classroom.

Teacher :Yes, because practice and drilling is one thing that needed by students.And audio-lingual method using substitution dills the emphasizes aspects.

Researcher: How is the ability to understand tenses of the students in suits using audio-lingual method using substitution drills ?

Teacher : It is definitely the ability and understanding of students increased, as can be seen at they have to test.

Researcher :Do you have difficulty using the audio-lingual method using substitution driils?

Teacher : No, the concept is very easy and simple but is it very helpul in the ability and undersanting of students in the use of the tenses.

Appendix XVIDocumentation