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APPENDIX I

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) LURING CYCLE I
Tahap Pembelajaran 2011/2012

APPENDIX I

Kompetensi Dasar:

3.23.3.6. Menggali fungsi sosial, struktur teks, dan unsur kebahasaan untuk mempelajari dan memahami tentang pengumuman jika terjadi suatu keadaan/kejadian/pertistiwa di waktu yang akan datang, sesuai dengan konteks pengumuman.

4.23.3.6. Menyusun teks lisan dan tulis untuk menyampaikan dan memotivasi tentang pengumuman jika terjadi suatu keadaan/kejadian/pertistiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Tujuan:

Setelah selesai mempelajari dan memahami teks pengumuman jika terjadi peristiwa di waktu yang akan datang sesuai dengan konteks pengumuman

Indikator Pencapaian Kompetensi:

3.6.1. Mendeskripsikan fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks pengumuman suatu keadaan/pertistiwa di waktu yang akan datang sesuai dengan konteks pengumuman.

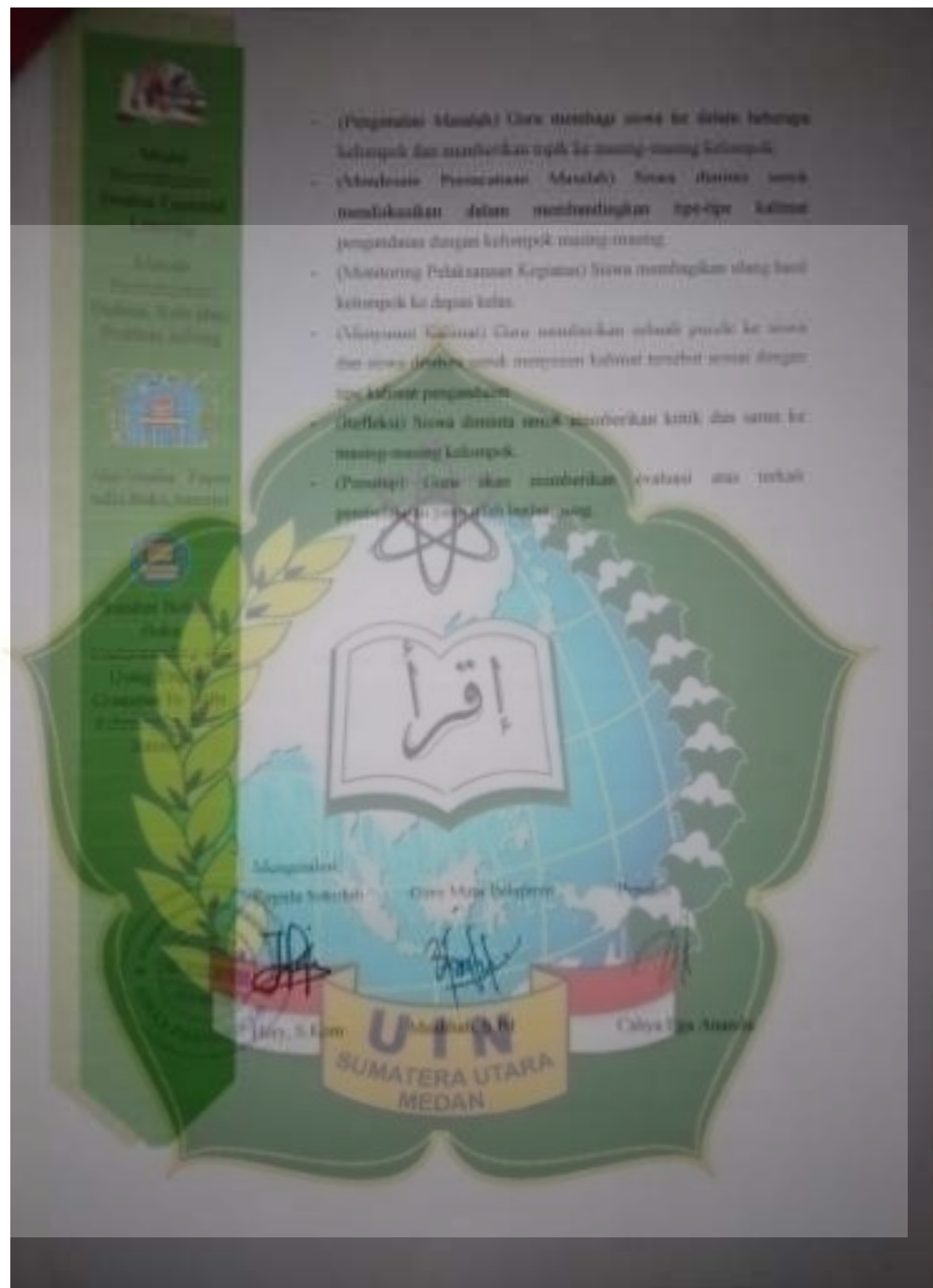
3.6.2. Menggali fungsi sosial, struktur teks, dan unsur kebahasaan dari sebuah pengumuman tentang pengumuman suatu keadaan/pertistiwa di waktu yang akan datang sesuai dengan konteks pengumuman.

Kegiatan Pembelajaran:

Pengalaman:
Guru memberikan siswa pengalaman belajar dan mengaitkan kehidupan mereka.

Kegiatan Inti:
Melakukan diskusi kelompok untuk memahami teks pengumuman yang disampaikan dan mencari strategi yang akan berlangsung.

GIN SUMATERA UTARA MEDAN



APPENDIX II

RENTANA PELAKSANAAN PEMBELAJARAN (RPP) LINGKUP II
Tahun Pelajaran 2013/2014

Keempat: Dasar

KD 1.6 Mengenal fungsi sosial, struktur teks, dan unsur kebahasaan untuk mendeskripsikan dan menyajikan tentang pengalaman jika terjadi suatu keadaan/kegiatan/pekerjaan di waktu yang akan datang, sesuai dengan konteks pengalamannya.

KD 4.5 Menalar teks lisan dan tulis untuk memaparkan dan menyajikan tentang pengalaman jika terjadi suatu keadaan/kegiatan/pekerjaan di waktu yang akan datang, dengan menggunakan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Tujuan

Setelah mengikuti kegiatan ini, peserta didik diharapkan jika terjadi peristiwa di suatu yang akan datang sesuai dengan konteks pengalamannya.

Indikator/Prasyarat Kompetensi

3.4.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam suatu konteks pengalaman suatu keadaan/pekerjaan di waktu yang akan datang sesuai dengan konteks pengalamannya.

4.4.1 Menjabarkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai ungkapan mengenai pengalaman suatu keadaan/pekerjaan di waktu yang akan datang sesuai dengan konteks pengalamannya.

Kegiatan Pembelajaran

Pengalaman

Diisi dengan pengalaman siswa tentang suatu hal yang akan terjadi di masa depan.

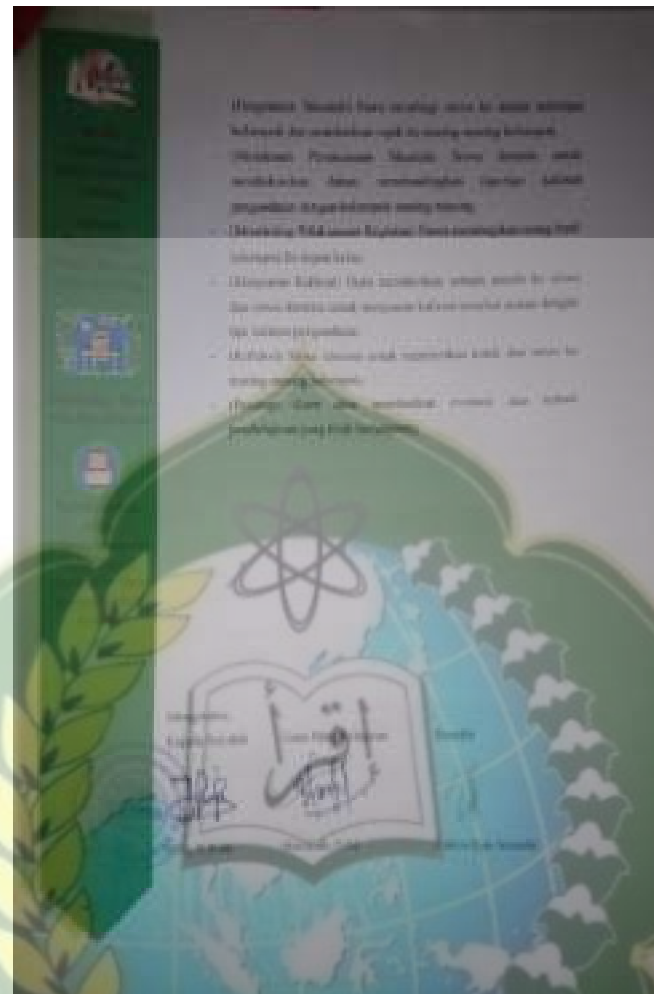
Pengalaman

Diisi dengan pengalaman siswa tentang suatu hal yang akan terjadi di masa depan.

Penutup

Penutup dengan berdoa dan salam.

SUMATERA BARU
MEDAN



PRE-TEST

Name : Sally Firdausy
 Class : XI IPS 25

Complete the Conditional Sentences by putting the verbs into the correct form.

- If you (send) send this letter now, she (receive) will it tomorrow. X
- If you (not/brush) don't brush your teeth, you (get) get cavities. ✓
- If it (rain) rains tomorrow, I (have/visit) not water the plants. ✓
- Simon (go) go to London next week if he (get) get a cheap flight. X
- We (help) help you if we (know) know how. X
- If she (has/taken) take the bus, she (not/had/arrived) not on time. X
- Their motivation (will have/try/scored) will if they (kick) kick a goal during the first half. X
- If we (burn) burn paper, it (become) become ash. X
- She (not/ask) ask to you if she (be) be mad at you. X
- When people (smoke) smoke cigarettes, their health (suffer) suffer. X
- If you (go) go by bike more often, you (be/not) not so flabby. X
- If I (be) be rich, my life (change) change completely. X
- If the goalie (had/jump) jump up, he (will have/catch) catch the ball. X
- If they (have/listened) listen to me, we (will have/been) will home earlier. X
- Alan (will mix) mix the drinks if Jane (gives) give him some of her cocktail recipes. X
- I (would/try) try a house by the sea if I (had/won) won the lottery last week. X
- Their team (will have/scored) would more in the match yesterday if they (be) be good players. X
- If you (have) have ice, it (melt) melt. ✓
- If you (had/taught) had taught me how to make waffles, I wouldn't (not/have) to buy them in a shop. X
- If I (had/been) had been had been born in Italy, I (will/be) would be Italian. ✓



PRE-TEST

Name : Fitri Rizki NurClass : XI IPA

25

Complete the Conditional Sentences by putting the verbs into the correct form.

1. If you (send) send this letter now, she (receive) will receive tomorrow. ✓
2. If you (not/brush) brush your teeth, you (get) get cavities. X
3. If it (rain) rain tomorrow, I (have to) have to water the plants. ✓
4. Simon (go) go to London next week if he (get) get a cheap flight. ✓
5. We (help) help you if we (know) know how. ✓
6. If she (has/taken) has the bus, she (not/had/arrived) won't have arrived on time. X
7. Their motivation (will have/improved) will have improved if they (kick) kick a goal during the first half. X
8. If we (burn) burn paper, it (become) will become ash. X
9. She (not/talk) won't talk to you if she (be) is mad at you. X
10. When people (smoke) smoke cigarettes, their health (suffer) suffers. ✓
11. If you (go) go by bike more often, you (become) will become fatter. ✓
12. If I (be) was rich, my life (change) will change completely. ✓
13. If the goalie (had/jump) had jumped up, he (will have/catch) will have caught the ball. X
14. If they (have/listened) had listened to me, we (will have/been) will have been home earlier. X
15. Alan (will mix) will mix the drinks if Jane (gives) gives him some of her cocktail recipes. X
16. I (would buy) would buy a house by the sea if I (had/won) had won the lottery last week. ✓
17. Their team (will have/played) will have played more in the match yesterday if they (be) had been good players. X
18. If you (heat) heat ice, it (melt) will melt. X
19. If you (had/taught) had taught me how to make waffles, I (will have) will have to buy them in a shop. X
20. If I (had/been) had been born in Italy, I (will be) will be Italian. X

APPENDIX IV

POST TEST 1

Name : Fady Fawzy
Class : X (TEJ) 30

Complete the Conditional Sentences by putting the verbs into the correct form.

- If you (be) had diligent, you (would have won) won't the university exam last year. X
- Frank (will play) play the lute if the others (bring) bring along their CDs. X
- If we (had) had a yacht, we (will not) would the seven seas. X
- We (would have) would have great parties if my friends (come) come to my island. X
- If you (press) press the power key, a green light (appear) appears. ✓
- If Caroline and Sue (appear) appear the salad, Phil (would decorate) would decorate the house. ✓
- Due to my friends' holidays (were) would ever, I (would feel) feel very lonely on my family island. X
- If we (not lose) lose the key, we (not lose) lose everything. ✓
- If I (had study) study more, I (would be) would a doctor. ✓
- She (would spend) will a year in the USA if it (be) be easier to get a green card. X
- If you (water) water wheat at 100 degrees, it (boil) boils. ✓
- If you (rub) rub apple, lime, or Anise (will) will the tooth. ✓
- If you (had study) had for the test, you (would have pass) would it. X
- If you (had asked) had me, I (will have helped) would you. X
- If I (had been) been born in Kuwait, I (would be) be a musician. X
- Looking forwards (had run) run faster, they (would reach) would more goals. X
- If they (had study) study harder, they (will pass) pass the exam. X
- She (was) was in better form if they (had train) train harder the weeks before. ✓
- If you (dream) dream more, it (will) will into real. ✓
- Baby (make) make up when (make) make use much noise. ✓

POST TEST I

Name : Fahma Zahra NurClass : 11

Complete the Conditional Sentences by putting the verbs into the correct form.

1. If you (be) diligent, you (would have won) would win the university exam last year.
2. Frank (will play) will play the DJ if the others (bring) bring along their CDs.
3. If we (had) had a yacht, we (will sail) would sail the seven seas.
4. We (would have) would have given notice if my friends (come) came to my island.
5. If you (press) press the power key, a green light (appears) appears.
6. If Caroline and Sue (prepare) prepared the salad, Phil (would decorate) would decorate the house.
7. But if my friends' holidays (were) were, I (would feel) would feel very lonely on my lonely island.
8. If he (were) were his job, he (would be) would be unemployed.
9. If I (had study) had studied more, I (would be) would be a doctor.
10. She (would spend) would spend a year in the USA if it (be) was easier to get a green card.
11. If you (heat) heat water at 100 degrees, it (boils) boils.
12. If Bob (help) helps up the kitchen, Anna (will clean) will clean the toilet.
13. If you (had studied) had studied for the test, you (would have pass) would have passed it.
14. If you (had asked) had asked me, I (will have helped) would have helped you.
15. If I (had move) had moved him in Kupang, I (would be) would be Indonesian.
16. If the forwards (had run) had run faster, they (would have scored) would have scored more goals.
17. If they (was study) were studying harder, they (will pass) would pass the exam.
18. Our team (would have been) would have been in better form if they (had train) had trained harder the weeks before.
19. If you (freeze) freeze water, it (turn) turns into ice.
20. Baby (wakes) wakes up if we (make) make too much noise.

APPENDIX V

POST TEST II

Name : Fakhri Firdausy 80
 Class : VI TKJ

Complete the Conditional Sentences by putting the verbs into the correct form.

- Our team (would have been) losing ^{lose} in better form if they (had train) had ^{train} harder the weeks before.
- Daniel (will mix) mix the drinks if Anisha (gives) gives him some of her cocktail recipes.
- If you (heat) heat ice, it (melt) melts.
- If Jane (had been) had been born in Italy, she (will be) would be Italian.
- If Matteo (had been) would been born in Jakarta, he (would be) would be Indonesian.
- Frank (will play) will play with the others (bring) bring along their CDs.
- If you (press) press the power key, a green light (appears) appears.
- Ahmad (will go) will go in London next week if he (get) get a cheap flight.
- If you (go) go by bike more often, you (don't) won't be on flaky.
- I (would buy) would buy a house by the sea if I (had won) had won the lottery last week.
- If you (boil) boil water at 100 degrees, it (boils) boils.
- If they (not study) do not study harder, they (not pass) will not pass the exam.
- If you (had studied) had studied for the test, you (would have pass) would have passed it.
- If you (had asked) had asked me, I (will have helped) would have helped you.
- Their team (will have scored) will have more in the match yesterday if they (be) were good players.
- If the goalie (had jump) had jump up, he (will have catch) would have caught the ball.
- If they (have listened) had listened to me, we (will have been) would have been earlier.
- When people (smoke) smoke cigarettes, their health (suffer) suffers.
- Bats (wake) wake up if we (make) make too much noise.
- If Caroline and Sue (oversee) oversee the paint, Phil (would clean) would clean the house.

SUMATERA UTARA
MEDAN

POST-TEST II

Name : Firdaus Tazari Rizki
 Class : XI IPA

Complete the Conditional Sentences by putting the verbs into the correct form.

- Our team would have been in better form if they had trained harder the weeks before.
- Daniat will mix with some the drinks if Anisa gives quite him some of her cocktail recipes.
- If you don't use it often it will break.
- If Jane had been born in Italy, she would be Italian.
- If Matson had been born in Jakarta, he would be Indonesian.
- Frank will play the CD if the others bring along their CDs.
- If you press the power key, a green light appears.
- Ahmad will go to London next week if he gets a cheap flight.
- If you eat by lake more often, you will be so flabby.
- I would have been happy to have the lottery last week.
- If you add water at 100 degrees, it boils.
- If they not study harder, they will not pass the exam.
- If you had studied harder in the past, you would have passed the exam.
- If you had asked me I would have helped you.
- These team will have scored goals more in the match yesterday if they are very good players.
- If the statue had jumped up, he would have caught the ball.
- If they have known me earlier, we would have known about the house.
- When people smoke cigarettes, they will suffer from cancer.
- Baby Quaker would not be much more useful if we smoke more cigarettes.
- If Caroline had known the man, she would have known about the house.

APPENDIX VI

Observation Sheet for Cycle I

NO	ASPECTS	SCORE				
		0	1	2	3	4
1.	Pre-Teaching					
	The teacher greets the student and check their condition.				√	
	The students respond to greeting and tell their condition				√	
	The teacher give some motivation				√	
	The teacher check the attendance list				√	
	The teacher outlines the material				√	
	The teacher explain the goal of teaching and learning				√	
	The teacher give some games to give them stimulus				√	
	The teacher prepare student for study				√	
2.	While Teaching					
	The students are ready to learn the material				√	
	The teacher divided the students into group				√	
	The teacher gives the students a opportunity to express their opinion and to give them own learning itself				√	
	The students discuss and sharing idea each other			√		
	The teacher checks the students' understanding				√	
	The teacher gives the test to the students				√	
	The students use any media to get the information			√		
	The teacher moves around the during the class				√	
	The learning process to see the students' activities and gives them encourage				√	
3.	Post-Teaching					
	The students give their reflection each other		√			
	The teacher gives feedback for their learning				√	
4.	Class Situation					
	The student's enthusiasm/motivation			√		
	The students' involvement			√		
	Time allocation				√	

	The teacher's instruction				√	
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Observation Sheet for Cycle II

NO	ASPECTS	SCORE				
		0	1	2	3	4
1.	Pre-Teaching					
	The teacher greets the student and check their condition.				√	
	The students respond to greeting and tell their condition				√	
	The teacher give some motivation				√	
	The teacher check the attendance list				√	
	The teacher outlines the material				√	
	The teacher explain the goal of teaching and learning				√	
	The teacher give some games to give them stimulus				√	
	The teacher prepare student for study				√	
2.	While Teaching					
	The students are ready to learn the material				√	
	The teacher divided the students into group				√	
	The teacher gives the students a opportunity to express their opinion and to give them own learning itself				√	
	The students discuss and sharing idea each other				√	
	The teacher checks the students' understanding				√	
	The teacher gives the test to the students				√	
	The students use any media to get the information				√	
	The teacher moves around the during the class				√	
	The learning process to see the students' activities and gives them encourage				√	
3.	Post-Teaching					
	The students give their reflection each other				√	
	The teacher gives feedback for their learning				√	
4.	Class Situation					

The student's enthusiasm/motivation				√	
The students' involvement				√	
Time allocation				√	
The teacher's instruction				√	

Note: Score 1 = Bad, Score 2 = Enough, Score 3 = Good, Score 4 = Very Good



APPENDIX VII

THE STUDENTS' ATTENDANCE LIST

No	Name	Meting I	Meeting II	Meeting III
1	FP	√	√	√
2	FAH	√	□	√
3	FTN	√	√	√
4	IA	√	√	√
5	MS	√	√	√
6	NEP	√	□	√
7	NA	√	√	√
8	NAG	√	√	√
9	NY	√	√	√
10	PA	√	√	√
11	RR	√	√	√
12	RA	√	□	√
13	SS	√	√	√
14	SM	√	√	√
15	SMS	√	√	√
16	SAU	√	√	√

Note: Sign (□) the students who absent during the research.

LIST OF INITIAL NAME

No	Name	Initial Name
1	Fadly Prasetya	FP
2	Farhan Al-Hadi	FAH
3	Filzah Tazri Nur	FTN
4	Ibnu Abbas	IA
5	Muhammad Sandy	MS
6	Nadya Eka Prastyani	NEP
7	Nazwa Aulia	NA
8	Novia Anggraini	NAG
9	Nur Yulita	NY
10	Putri Aprillia	PA
11	Reva Roslana	RR
12	Rika Anggraini	RA
13	Septiya Syahranti	SS
14	Silva Mutia	SM
15	Siti Mariyah Swasfika	SMS
16	Suci Aulia Utami	SAU

**THE RESULT OF STUDENTS' SCORE FOR PRE-TEST, POST TEST I,
POST TEST II**

NO	NAMA	SCORE		
		PRE-TEST	POST TEST I	POST TEST II
1	FP	25	30	80
2	FAH	15	0	50
3	FTN	25	80	80
4	IA	20	60	90
5	MS	10	60	80
6	NEP	20	0	60
7	NA	5	55	80
8	NAG	15	50	75
9	NY	20	60	85
10	PA	25	50	65
11	RR	20	75	75
12	RA	25	0	60
13	SS	20	75	80
14	SM	15	50	75
15	SMS	25	55	80
16	SAU	35	60	85
	TOTAL (Σx)	320	760	1200
	MEAN ($\bar{x} = \frac{\Sigma x}{N}$)	20	47.5	75
	SUCCESS	0 Students	3 Students	12 Students
	PERCENTAGE ($P = \frac{R}{T}$)	0%	18.75%	75.00%

INTERVIEW SHEET

Interview with the English teacher in the first meeting

1. The researcher : How long have you been teaching here?
The teacher : Around five years from 2016

2. The researcher : What problems do students usually face in learning English?
The teacher : Well, they feel uninterested in learning English, less motivation. They think English is foreign language so that they don't need to learn it.

3. The researcher : What is standard score (KKM) for English at this school?
The teacher : It's 75 and more.

4. The researcher : What teaching method do you usually apply when teaching in the classroom?
The teacher : Uhm, I used to using role play so that students can remember word by word and for grammar I just tell them, folks! This is a grammar we called simple present for example.

5. The researcher : Have you ever heard of SCL approach?
The teacher : Yes, that's modern teaching way.
It's appropriate in curriculum for this academic. Based on the curriculum, students ask for more active, more struggling in learning process.

Interview with the English teacher in the last meeting

1. The researcher : What is your opinion about the use of SCL that has been implemented in class?
The teacher : That was good. The students were improved in learning process. They are involving in the class.
2. The researcher : Do you think the use of SCL is appropriate to use in teaching English in your class?
The teacher : Of course, why not? It's appropriate on students to make them learn it with many sources.
3. The researcher : How is the progress of students' mastery of conditional sentences after using this approach?
The teacher : It's getting better. Now most of them more engage, may express their self in learning process. As a teacher we guided them and give them encourage, respect they answer also.

Interview with the students in the first meeting

1. The researcher : What things it difficult for you to learn English especially grammar?
Student 1 : Uhm, it's hard to understand. We're Indonesian so we don't need to learn it.
Student 2 : It's so many patterns to remember.
Student 3 : Right miss, so many formulas in grammar.

2. The researcher : What is your favorite way of learning English?
- Student 1 : Games miss
- Student 2 : Yeah, games miss
- Student 3 : Something can make me easier to understand miss
3. The researcher : Do you know the types of conditional sentences?
- Student 1 : As far as I know, there is three types miss.
- Student 2 : Type 1, type zero something like that miss.
- Student 3 : There is three miss.

Interview with the students in the last meeting

1. The researcher : What do you think about using SCL in learning Conditional Sentences?
- Student 1 : We can more engage miss, you as a teacher guide us also, give us encourage, respect our answer however it's false.
- Student 2 : We can help each other as a team. We may also explore our knowledge and express ourselves. Then you always encourage us.
- Student 3 : It's meaningful. Make me more confident to express myself, we also sustainable growth in support each other.
2. The researcher : Do you agree that this approach is appropriate in learning grammar?
- Student 1 : Yes miss
- Student 2 : Agree miss

Student 3 : Yeah it can be helpful students who can't study well like me



APPENDIX XI

Diary Notes

Monday, 30th August 2021
After meeting the English teacher to confirm the research, the researcher met the principle to ask for doing a research and back to English teacher did interview. Based on the interview, the researcher could get information about the problem in her class about the problem in her class and students' strength and weakness in learning especially in learning grammar.
Tuesday, 31st August 2021
In the first meeting, the researcher introduced herself and explained the purpose of her coming. The researcher made discussion with students. To find the ability of students before using SCL Approach, the researcher gave an orientation test.
Thursday, 02nd September 2021
During the teaching and learning process, the students gave good response. When the teacher explained about SCL Approach and the steps, the students paid attention and listen the teacher in the class. When the teacher started to implemented the SCL Approach, some of them got still confused. But when they were asked to do exercise, they were spirit although most of them seemed not serious because they were playing phone and not looking for the

material.

Tuesday, 07th September 2021

The researcher gave a test to the students. While doing the test, some of them were uncertain did the test at the same time others look so optimistic. When answering a test, some of them were still asking their friends for the answer. However they had problems in answering, but they're still excited in this meeting.

Thursday, 16th September 2021

In this second cycle during the teaching and learning process, the students participated and gave good response. They more active sharing ideas and problem solving each other and they were looked so excited to do that. Many students looked more optimistic to answer the test, seems more easily to do the exercise and more understanding to comprehend the text.

Wednesday, 22th September 2021

The researcher did the interview to the English teacher and students after doing the research. The researched thank to them for their attention during teaching and learning process. Next, reflected the data. After analyzing the data, the researcher discussed to the English teacher and decided to stop the cycle because the target planned had been reached. The students' ability had increased it can be looked at the result of the score.

APPENDIX XII

DOCUMENTATION







UIN
SUMATERA UTARA
MEDAN



LETTERS



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl.Willem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-15346/ITK/ATK.V.3/PP/06.8/08/2021 06 Agustus 2021
 Lampiran : -
 Hal : **1** dari **1**

Yth. Bapak/Ibu Kepala SMK Tersebut Indonesia

Assalamu'alaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah mempunyai Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	: Cahya Ega Azzinda
NIM	: 0304172127
Tempat/Tanggal Lahir	: Medan, 22 Oktober 1999
Program Studi	: Tadris Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: Jalan Suasa Tengah Pasar IV Lk. V Kel. Mahar Hillir Kec.Medan Deli Kelurahan Mahar Hillir Kecamatan Medan Deli

untuk hal tersebut kami mohon memberikan izin dan bantuannya terhadap pelaksanaan Riport di Jl. Suasa Tengah Pe IV Gg Istiqomah, Mahar Hillir, Kec. Medan Deli, Kota Medan, Sumatera Utara 20241, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

The Use of SCL (Student-Centered Learning) Approach in Progressing Students' Mastery Conditional Sentence

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 06 Agustus 2021
 a.n. DEKAN
 Ketua Program Studi Pendidikan Bahasa Inggris


 Dipindai dengan



UIN
SUMATERA UTARA
MEDAN

Yani Lubis, M.Pd
 NIP. 197006062000031006



Curriculum Vitae

A. Identity

1. Name : Cahya Ega Ananda
2. Gender : Female
3. Place and Date of Birth : Medan, 22 October 1999
4. Status : Student
5. Address : Jalan Suasana Tengah Pasar IV Lk. 5 Kel.
Mabar Hilir Kec. Medan Deli
6. Nationality : Indonesia
7. Religion : Islam
8. Phone Number : 081267716938
9. E-mail : anandacahya86@gmail.com

B. Education

1. Kindergarten : TK Al-Wasliyah Medan
2. Primary School : SD PAB 25 Medan
3. Junior High School : SMP Hang Tuah 2 Medan
4. Vocational High School : SMK Tritech Informatika Medan
5. University : UIN-SU Medan

