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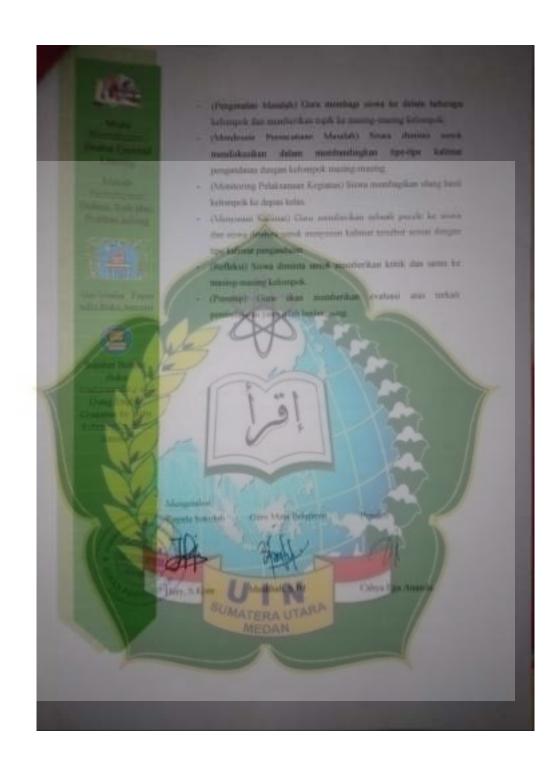
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APPENDIX I





APPENDIX II





Complete the Conditional Sentences by patting the verbs into the correct form. 1. If you (send) Sentences by patting the verbs into the correct form. 2. If you (send) Sentences by patting the verbs into the correct form. 3. If it (sent) Sentences by patting the verbs into the correct form. 4. Since (sent) Sentences by for the late of the (sent) Sentences by the form of the correct of the plants. 5. We (help) (sentences) to London next week if he (sen) Sentences before a cheap flight. 7. Their motivation (will have by reason) Sentences before the form of the continue. 7. Their motivation (will have by reason) Sentences before the form of the sentences by the sentences before the sentences by the sentences before the sentences by the sentences before the sentences before the sentences by the sentences by the sentences before the sentences by the sentences by the sentences before the sentences before the sentences by the sent if I (had sentences by the sent if I (had sentences before the sentences before the sentences by the sent if I (had sentences before the sentences before the sentences by the sent if I (had sentences by the sent in the match yeaterday if they (he) the sentences by the sent in I (had sentences by the sent in I (had sentences by the sentences before it is the sentences by the sentences by the sentences before it is the sentences by the sent if I (had sentences by the sentences before it is the sentences before it is the sentences by the sentences before it is the sentences before i		hre ie
Complete the Conditional Sentences by putting the verbs into the correct form. 1. If you (minf) Select this letter now, she (receive) Cold at tomorrow. X 2. If you (motherath) does to food your touth, you (get) the cavaties. 3. If it (runn) Fourth tomorrow, I (have lower) Not water the plants. 4. Simen (no) Sp to London next week if he (not) Tell as cheap flight. 5. We (help) Lelet you if we (have) Dee hore. 6. If she (hardwine) folia: the bus, the (notharburrives) Int on time X 7. Their motionism (well harverlay, record) that! If they (facily stell a goal whiting the first hait 8. If we (have) Splint to you if she (he) It mad alyon. 9. She (notrall) to be to you if she (he) It mad alyon. 10. When people (mothe) Splint to you if she (he) It mad alyon. 11. If you (not AD by hite nave other, you (be bod) and a flabby X 12. If I (he) fellow the fich, my left (change) their health (nother) the file of the poolin (had have) Int on the world harverlantsh) Cold int ball. 14. If they (haverlantened) Lowe to use we (well harverlantsh) Cold int ball. 15. Also (well min) Anyeline (help) the match yesterday if they (he) Lower sould have been to make well as match yesterday if they (he) Lower sould have been to make well as I have been been in him to the postery the match yesterday if they (he) Lower town) them in a shop. 20. If I (had been) had been town in had been town in had, I (withby) (world be would be	ently flantstys	
Complete the Conditional Sentences by putting the verbs into the correct form. 1. If you (nearly Server this letter now, she (receive) Condition to to tomorow. X 2. If you (nowbreath) deed to forth your touth, you (get) at a caverine to tomorow. If there is many to the water the plants. 4. Since (get) deed to London next week if he (get) at the applicit on time X 5. We (help) to left you if we (how) the hore. 6. If she (hardraten) forth, the bus, she (nowbackerrivet) to the or time X 7. Their motivation (will have the received) the left of they (lock) forth a goal X alming the first halt. 8. If we (hardraten) to left to you if she (loc) to the lock of	Name :	
1. If you (nonth) See this letter now, she (receive) Coll it tomorow. X 2. If you (nonthrush) deal (seek your touth, you (seet) and carraine. 3. If it (nam) (seek) tomorow, I (have horour) Not water the plants. 4. Simon (see) See to London next week if he (see) and a cheap flight. X 5. We (help) (seek) you if we (know) (pet hore. 6. If she (hard ration) Solon the but, she (nonthradforrheaf) Not on time. X 7. Their motivation (will have to you if she (see hard) fifther (their) seek a goal x during the first half. 8. If we (hard) (solo) paper, it (herems) (Roll) and a you. 9. She (normall) (will be to you if she (sol) It mud at you. 10. When people (south) (solo) to you if she (sol) It mud (solor) fifth a flabby. X 11. If you (not) solo by this never often, sho (be hord) solo in flabby. X 12. If I (her) do by hite never often, sho (be hord) and a flabby. X 13. If the positio (had (soup)) in one of the collaboration of the position (had (soup)) in the drinks if have (gives) (sold have been) in home of her collaboration (will have been a fit I (had som) the latter year of him bottery in the latter week 17. Their noun (will have been sold in the match yearenlary if they (he) (sold like you have been in a shop. 18. If you (hard namely) sold income have to ranke wellies, I would be sould be would be sould be would be	Class 2 5 3 7 5 5	25
2. If you (not/breath) dest 1 ft/h your teeth, you (get)	Complete the Conditional Sentences by putting the	verbs into the correct form.
2. If you (not/breath) dest 1 ft/h your teeth, you (get)	1. If you (send) God this letter now, she (receive) will it tomorrow. X
1. If a (ram) (rate to London next week if he (red) (ret a cheap flight. X 4. Simon (red) (red) you if we (knew) (ret here. X 5. We (help) (red) you if we (knew) (ret here. X 6. If she (hardon) (red) to the hus, she (northodiserived) (red) on time. X 7. Their motivation (will have to you if she (red) (red) (red) (red) (red) (red) 8. If we (hard) (red) paper, is (herens) (red) (red) (red) (red) 9. She (northol) (red) paper, is (herens) (red) (red) (red) (red) (red) 10. When provide (northe) (red) (r		
4. Simon (po) 30 to London next week if he (pot) 300 a cheap flight. 5. We (help) (*** you if we (know) [pot hore. ** 6. If she (hardraten) foldon the but, she (not had certical) [will on time. ** 7. Their motivation (will have the party of help of they (help stell a goal adming the first half. 8. If we (hard 1200 poper, it (hepome) (2000 will a goal at you. 9. She (not half) will to you if she (he) 12 mod at you. 10. When people (mode) \$\frac{1}{2}\text{to you if she (he) 12 mod at you.} 11. If you (po) 30 by hite more user, you (he wood) stell to flashly \$2. If I (he)		
5. We (help) (will you if we (how)) Deb how. 6. If she (harbaten) folds the bus, she (northadforrived) folds on time. 7. Their motivation (will have beyon) folds of they (he it shell a goal x dining the first half. 8. If we (harn) while to you if she (he) folds and already and already folds. 9. She (northall) folds to you if she (he) folds and already folds. 10. When people (nonde) folds to you if she (he) folds and already in finite (he) folds and already f		
6. If the (har hales) from the bias, the (northardiserrived) from time X 7. Their motivation (will harvette rest of the problem of they (field the a goal X during the first half 8. If we (burn) from paper, it (become) from X 9. She (northald) from to you if the (br) from mod at you. 10. When people (mode) Story requestes, their bealth (northal) from X 11. If you (po) from by hite news often, you (be had) from the flabby X 12. If (be) from tich, my life (thought) the two (best of) from X 13. If the positio (had jump) from up, be (will harvetentch) Calebo the ball. 14. If they (benefitiented) to me we (will harvetentch) the ball. 15. Also (will mix) from the drinks if lines (gives) from the number of her cockard recipes 16. I (wordsbury) from a house by the sea if I (had turn) from the interpy x that week 17. Their tours (will haveten and) the lines in the march yesterday if they (be) from pool players 18. If you (hardinaght) food fatted one how to reade wellies, I town the E (marker) to buy) them in a shop. 19. If you (hard neight) food fatted one how to reade wellies, I town the E (marker) to buy) them in a shop. 20. If I (had been) from had been been in haly, I (will be) town to be and the		
7. Their motivation (will have they as a) half of they (had) as a goal x diving the first half. 8. If we (have) \$\frac{1}{2}\text{to you if the (ha)} \frac{1}{2}\text{mod alyon.} \$\times \text{10. When people (mote) \$\frac{1}{2}\text{the pople (mote) } \frac{1}{2}\text{the pople (had) more) } \frac{1}{2}\text{the pople (had) more) } \frac{1}{2}\text{the pople (had) more) } \frac{1}{2}\text{the divide if the pople (had) more) } \frac{1}{2}the divide if the	The state of the s	
shring the first halt 8. If we (burn) \$\frac{1}{2}\text{in}\$ paper, it (begans) \$\frac{1}{2}\text{in}\$ \$\frac{1}{		
8. If we (born) Color paper, it (become) Color with × 9. She (notingle) Indicate to you if the (be) T mod alayou. × 10. When people (notice) Color capacities, their health (suffer) If it 11. If you (por) AD by hike never often, you (be bod) Ad or finity × 12. If I (be) If indicate If indicate indicate indicate indicate 13. If the position (had jump) If op be (will have found) Color indicate 14. If they (becombined) LONE to may we (will have been) indicate 15. Alan (will have forward) LONE to may we (will have been) indicate 16. I (word been) Indicate Indicate Indicate 17. Their team (will have forward) LONE more in the match yesterday if they (be) Indicate 18. If you (hear) Indicate Indicate Indicate 19. If you (hard angle) Indicate Indicate Indicate 19. If you (hard angle) Indicate Indicate Indicate 19. If you (hard angle) Indicate 19. If you (hard angle) Indicate 19. If you (hard angle) Indicate 19. If you (hard been) 19. If you (hard b		1040 160
9. She (notable) I have so you if the (he) FL and at you. X 10. When people (notable) Point and engagettes, their hieralds (surfar) 11. If you (her) All by take more offers, you (her/host) and at flash X 12. If I (he) All by take more offers, you (her/host) and at flash X 13. If the pooling (hard jump) All op, he (will havefronts) Cando the bull 14. If they (havefustened) house to me, we (will have been) house our line. 15. Alan (will max) All the dimbs if line (gives) All house been of her cockuril recipes. 16. I (workshop) (he) a house by the war if I (hard a m) the distory a last week. 17. Their team (will have power) WOODE more in the match yesterday if they (he) to buy them in a shop. 18. If you (hard rangely) All knows to make wallies, I would be would be	AND THE PARTY OF T	TOWN THE REAL PROPERTY.
10. When people (nonte) \$\psi \cos \cos \cos \cos \cos \cos \cos \cos		
11. If you (not) AD by hite never often, you (berbed) Ad not flabby. X 12. If I (bey development) If op, be (will havefounch) Calds the ball. 14. If they (bever interned) Love to me, we (will have been) home of her cockaril recipes. 15. Alon (will rurn) DAY the drinks if I use (gives) The hambours of her cockaril recipes. 16. I (woods byp) (and a house by the sea if I (had a in) the decry the last week. 17. Their team (will have brownit) LOODs more in the march yesterday if they (be) 1 (how march by the march pesterday if they (be) 1 (how march) Loops too how to ranke wellies, I would be would be would be		100000000000000000000000000000000000000
12. If I (be)		
13. If the pooling (hard jump) PT op, he (will havefounch) Calde the bull 14. If they (have finternal) Love to me, we (will have been) Love to me, we (will have been) Love to me, or (will		
14. If they (berefished) how to me, we (will have been) home action. 15. Also (will min) DAY the drinks if June (gives) The homeome of her accelerative recipes. 16. I (woodshop) (any a house by the sea if I (has a in) the declary a the declary a last week. 17. Their team (will have been all woods more in the match yesterday if they (he) in the pood players. 18. If you (home wood players. 19. If you (home) Declarate in the how to ranke written, I wood in E (not have to to but) them in a shop. 20. If I (had been) Declarate had been been in haly, I (will be) (wood be would be	The state of the s	The second secon
to I (woodshop) to a house by the sea if I (had see) the the decory to the decory to the wood players 18. If you (head to a shop to the how to make wellies, I town in a shop to the house how to make wellies, I town in a shop to the last town. 19. If you (head been) to be house to make wellies, I town in a shop to the last to t		
to I (woodshop) tay a house by the sea if I (And a in) the the declary is last week 17. Their team (will hove secret) Woods more in the match yesterday if they (he) is good players 18. If you (Anal) 1900 (co. it (metry) ANIS 19. If you (Analynaphy) 1900 (co. it (metry) ANIS 19. If you (Analynaphy) 1900 (co. it (metry) ANIS 20. If I (And bean) 1901 (co. it me how to ranke written, I would be would be	cartine	
to I (woodshop) tay a house by the sea if I (And a in) the the declary is last week 17. Their team (will hove secret) Woods more in the match yesterday if they (he) is good players 18. If you (Anal) 1900 (co. it (metry) ANIS 19. If you (Analynaphy) 1900 (co. it (metry) ANIS 19. If you (Analynaphy) 1900 (co. it (metry) ANIS 20. If I (And bean) 1901 (co. it me how to ranke written, I would be would be	15 Also (will min) PAY the drinks if June	(gives) The firmbone of her
17. Their team (will hove/serverly 100000 more in the match yesterday if they (he) 12. 18. If you (heat) 1000 ice, it (meta) 10000 19. If you (heattanght) 1000 knows me how to make wallies, I town in a shop to the land of the metal in the land of the lan		
17. Their team (will hove/serverly 100000 more in the match yesterday if they (he) 12. 18. If you (heat) 1000 ice, it (meta) 10000 19. If you (heattanght) 1000 knows me how to make wallies, I town in a shop to the land of the metal in the land of the lan	16 I (wowlather) (any a house by the sea	if I (Analysis) the deciery to
18. If you (Arm) 100 100, it (mote) Artis 19. If you (Arm) 100 100, it (mote) Artis 10. If you (Arm) 100 100, it (mote) 100 10		
18. If you (Arm) 100 100, it (mote) Artis 19. If you (Arm) 100 100, it (mote) Artis 10. If you (Arm) 100 100, it (mote) 100 10	17 Their town (will have seered) Woods mo	or in the march yesterday if they (he)
19 If you (hardwaght) 100 house inches to radio wallier, I wouldn't (northree for the bottom) them in a shop. 20 If I (hardware) 100 from had been been in haly, I (wallbe) (see 6) from would be		
20 If I (had been) had been been in haly, I (will be) (see 6) be would be		
20 If I (had been) had been been in Italy, I (will be) (see b) be would be	19 W you (hand anight) Pool lange to me how to re	alle weller I wouldn't (nowhere d
20 If I (feat been) had been been in Italy, I (will be) (see b) he would be stalling	to buy) there is a shop. MEDAN	
halim	20 If I (had been) had soon had been been in h	taly, I (will be) (would be would be
	Italian	

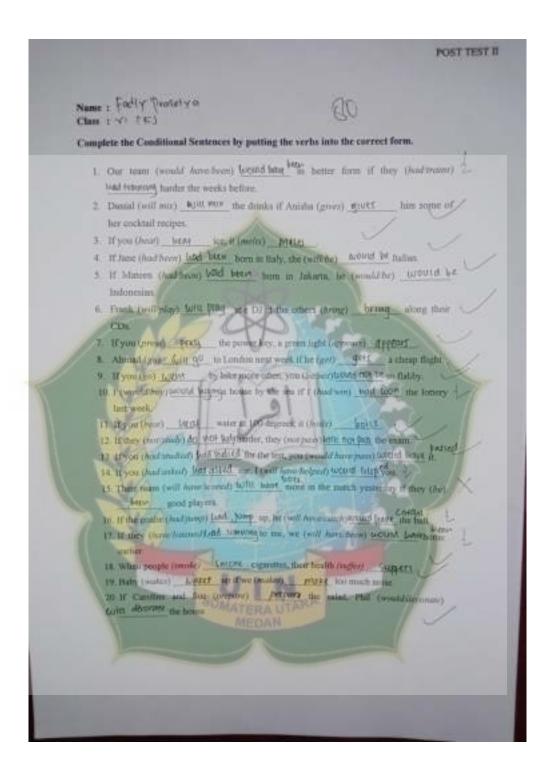


		PEE-TEST
87	Name : Filzgu Taxfi kjur 25	
	Complete the Conditional Sentences by putting the verbs into the correct form 1. If you (send) State this letter new, she (receive) (strin. Registle terms	
	2. If you (not/brank) brutts your tends, you (not) 904 cavities. 3. If it (note) pains to constrow, I (fame naixes) best +0 water the pla 4. Simon (not) 10 to London nest week if he (not) \$\frac{1}{2}\text{if it a class.}	nts. L
	5. We (help) with you if we (know) total how to fishe (hus/help) with the bin, she (not/help/orrived) with total of Their motivation (will him/legorowed) use (lab): If they (ktck) total	o time. ×
	during the first half If we (horse) builts paper, it (horsesse) bittows sh. 9. She (not/tale) for to you if she (be) We a mad at you	
	10. When people (mode) (were	hby.
	14. If they (hancellateness) Little of the, we (will hancelern) 5000 earlier. 15. Alan (will mix) 1000 more the drinks if Jane (gives) 6000 has sir	_ home /
	16. I (bender to be bounded by a house by the majer I (bender) had been to be the majer to be	
	18 Ef you (heat) hearf you if (wells) problem (heat) hearf you (wells) problem willing 1 have 4	
	ne hay) them in a shop.	would be X

APPENDIX IV

	POST TEST I
Name: Fadly Drasefylo Class: STTEL	30
Complete the Conditional Sentences by puttin	g the verbs into the correct form.
Trank (will play) [NAM] the DI of CDA If we (head) he so specie, we swill a we considered before given part intend. If you (make press the power key. If you (make the his should be on the power key. It was (make and see (press) play (wind the power key. It was (make and see (press) play (wind the power key. It was (make and the his should be on the part in the power key. If the (market) the Company (wind the power key. If the (market) the Company (wind the part in the par	a grown hight copyrion opposite (in the the salad. PLE translations on the salad translations of

				999	POST TEST I
100000	erast Nor			00	
Name 14	FREDRICK TORSE WINE			510	
Class 1 "	5.7.7X3:			0.3	
Complete	the Conditional Sen	tences by putting t	he verbs into the	correct form.	
2. Fri CI 3. III 4. Wi	you (be) 10 200 am last year, mk (will play) 1000 06. we (had) 400 e (rould law) 888th	a yacht, we (will a	e others (Annue)	e seven noss.	
5 ff. 6 ff 7. fb	you (press) Cardine and Sue the home the lifting friends bold mely on my lonely ist	(prepare) [77]	for talled,	Phil (would deco	
9, 11	The hone/out Local	troce, 1 (world a year in the water at 100 days	e USA 17 in (Ac)	doctor	o ges
15.1 14.1 15.1	If you (had maked) by If you (nadisther) and If (hadron) that is If the fore and (had a	of Orabin for the sea of year me, a Orah of the bount in Kupong their state fast	(, you (need have have helped) by the (, I (need her) both or, they (would he	party) became topical party your port to the tendence to the t	
17. 18.	One trans (would be load to trans) (would be load trans) (would be load to trans) (would be load to trans) (would be load) (would be load)	e weater it (Acre)	today min	n if they (heat in	(may)



POST TEST II Name : Titols Tages stor Class : X17F Complete the Conditional Sentences by putting the verbs into the correct form. 1. Our team (would have been) broad past \$600 in better from if they (had brane). 2 pad Jatoma hurder the weeks believe 2. Daniel (will mer) 600, were the dranks of Anniha (green) 4041 him some of her cocknail recipes. 3. If you (hour) seems in it (more) moses 4. If Jang (hard-been) had settle been in Baly, she pulled at larger by Ballion 5. If Matten (hardern) total been born in hazarta, he (e-middle) (would be 6. Frank (will play) take pag the D) if the others (brong) bring, along their CDC I Myon (press) tells the provetkey, a green light (opposit) Appears Ahmed (m) will at to London next week if he (200) 9611 o chesp flight 9. If you (yo) by the by both more often, you (he ow) to and we is so flabby 10.3 (wouldday) stord loans a hours by theore if I (harway) bear out the lotters last week. I M woulder 12 Hithey (not make 00 me. Or dynamier, they margared unit core parties than a 13. If you think student) WAS largest the discuss you (would have pass) want on a broad 14 (Fatte (And assert) And sever one I (wall have Animal) begund 13. Their team (will have scored) (and, part more in the month yesterday of they they With good players. In It the gradus (And proper) work years up he (will have earth) bound well the ball 17 If they there beened took Enterween me, we (will have been beened one bet Saffer 18. When people (mode) Swifts exporestes, their health (miller) Supports 19. Baby Doubby (worth) on if we construe the march none on it Comme and in graphics Property the said and County decrees, L'y Aeroyana dischouse

Observation Sheet for Cycle I

NO	ACDECTS		SC	ORE		
	ASPECTS	0	1	2	3	4
1.	Pre-Teaching					
	The teacher greats the student and check their				V	
	condition.				,	
	The students respond to greeting and tell their condition				V	
	The teacher give some motivation				V	
	The teacher give some morivation The teacher check the attendance list				N	
	The teacher outlines the material				1	
	The teacher explain the goal of teaching and				1	
	learning				'	
	The teacher give some games to give them	N			V	
	stimulus					
	The teacher prepare student for study	A			√	
2.	While Teaching					
1	The students are ready to learn the material	Virgina PA		7	V	
	The teacher divided the students into group	A (Carl			V	
M	The teacher gives the students a opportunity	AW	her.		$\sqrt{}$	
- 37	to express their opinion and to give them own	32	Y			
	learning itself The students discuss and sharing idea each	49				
3	other	1.94		V		
	The teacher checks the students'	A. 3			√ 	
	understanding					
	The teacher gives the test to the students					
	The students use any media to get the			V		
	information				1	
	The learning process to see the students'				1	
	The learning process to see the students' activities and gives them encourage				Λ	
3.	Post-Teaching					
	The students give their reflection each other		√			
			V		V	
	The teacher gives feedback for their learning				V	
4.	Class Situation					
	The student's enthusiasm/motivation					
	The students' involvement			$\sqrt{}$		
	Time allocation				V	

The teacher's instruction				V	
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Observation Sheet for Cycle II

NO	ASPECTS		SCORE				
	ASPECTS	0	1	2	3	4	
1.	Pre-Teaching						
	The teacher greats the student and check						
	their condition.						
	The students respond to greeting and tell						
	their condition				1		
	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				V		
	The teacher give some games to give them	AND D					
1	stimulus						
F	The teacher prepare student for study	NW.	67		1		
2.	While Teaching		400				
1	The students are ready to learn the material				\ \		
	The teacher divided the students into group		PYVA		√		
	The teacher gives the students a		Map 3		√		
-	opportunity to express their opinion and to	1					
1	give them own learning itself	1,2			1		
	The students discuss and sharing idea each other				V		
	The teacher checks the students' understanding			1	$\sqrt{}$		
	The teacher gives the test to the students						
	The students use any media to get the				1		
	information				,		
	The teacher moves around the during the				$\sqrt{}$		
	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				$\sqrt{}$		
4.	Class Situation						
	Cimbb Situation	l	<u> </u>	l			

The student's enthusiasm/motivation		$\sqrt{}$	
The students' involvement		\checkmark	
Time allocation		V	
The teacher's instruction		\checkmark	

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



THE STUDENTS' ATTENDANCE LIST

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

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 Rosliana	RR
12	Rika Anggraini	RA
13	Septiya Syahranti	SS
14	Silva Mutia	SM
15	Siti Mariyah Swasfika	SMS
16	Suci Aulia Utami	SAU

SUMATERA UTARA MEDAN

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

NO	NAMA		SCORE	
NO	NAMA	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
	$MEAN \ (\overline{X} = \frac{\sum X}{N})$	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



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







APPENDIX XIII

LETTERS

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KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN

FAKULTAS ILMU TARBIYAH DAN KEGURUAN Jl. William Iskandar Pasar V Medan Estate 20371 Telp. (961) 8615683-6622925 Fax. 6615683

: B-15346/TE/TE, V.MPP00, 9/09/28/21 Nome

06 Agustus 2021

Lampina :-

Hal Lin Riest

Vth. Bapak/Bie Kepala SMK Tritech Indonesia

Assalamolaikum Fr. HS.

Dengan Hornat, diberitahakan beliwa untuk mencapai gelar Sarjana Steata Satu (S1) bagi Mahasiswa. Fokultsa lima Tarbiyah dan Kegaman adalah menyujan Skripni (Karya Ilmiah), kami tagaskan mehasiswa:

: Catyx Ega Anunda

: 0304172127 NIM

Temput/Tanggal Lable : Medan, 22 Oktober 1999

Program Stuff : Tadris Bahasa Jaggris

: VIII (Delagan) Semester

Jalan Suasa Tengah Pasar IV LL, V Ket, Mahar Hillir Kec, Medan Deli Kelurahan Mahar Hillir Kecamatan Medan Deli Alassat

untuk haf dienakual kami mohon memberikan lehir dan hantuarnya terhadap pelaksaman Riset di Ji. Saasa Tengah Par IV Gg Istiqomah, Mahar Hilir, Kite: Modan Deli, Kota Medan, Samatera Utara 20241, gama memperolek informisi/keterangan dati data-data yang berhubungan dengan Skripsi (Karya Ilmah) yang berjudal:

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

Depultion karri sampaikas, atas battum dan kerjasamannya diseapkas terima kasih.

Medan, 96 Agustus 2021

an DEKAN

Kotas Program Studi Pendidikan Bahasa

leggra

Yani Lubis, M.Hum NIP 197000062000031006



APPENDIX XIV

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 Suasa 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

