

**THE ELEVENTH-GRADE STUDENTS' ABILITY IN MASTERING  
CONDITIONAL SENTENCES BY USING SUBSTITUTION DRILL AT  
MAN KOTA SOLOK**

**THESIS**



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*Submitted to Fulfill a Partial Requirement for Getting S-1 Degree at the  
English Department, Teacher Training and Education Faculty, Bung Hatta  
University*



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Padang, 10 August 2023

The Researcher

## ABSTRACT

Saputri, S. 2023. *The Eleventh-Grade Students' Ability in Mastering Conditional Sentences by Using Substitution Drill at MAN Kota Solok.*

Advisor: Dra. Lisa Tavriyanti, M.Pd.

The purpose of this research was to describe the eleventh-grade students' ability in mastering conditional sentences by using substitution drills at MAN Kota Solok. The researcher used a descriptive method in this research. The sample of this research was the students of grades XI IPS 1 and XI IPK 1 at MAN Kota Solok. The researcher used a stratified cluster random sampling technique in selecting the sample, and the sample size was 62 students. The instrument for collecting data in this research was a grammar test. To make the test reliable, the researcher used the split-half method. The reliability index of the test was 0.88 (very high correlation). It means that the test was reliable. Then the test was valid in terms of content because it covered all the material that had been learned by the students.

In general, the results of this research show that eleventh-grade students have a high ability in mastering conditional sentences using substitution drills. It was supported by the fact that 48 students (77%) had high ability, and 14 students (23%) had low ability in mastering conditional sentences. In detail, 42 students (68%) have high ability, and 20 students (32%) have low ability in mastering conditional sentences type I. While mastering conditional sentences type II, 32 students (52%) had high ability, and 30 students (48%) had low ability. Last, in mastering conditional sentences type III, 29 students (47%) had a high ability, and 33 students (53%) had a low ability.

Based on these findings, it can be concluded that eleventh-grade students had a high ability in mastering conditional sentences by using substitution drills. Based on the conclusion, the teachers are suggested to motivate the students to maintain the students' ability in mastering conditional sentences of types I, II, and III and provide more exercises in the other forms. On the other hand, teachers are suggested to review conditional sentences type III because students' ability in mastering conditional sentence type III is low. For students, they are suggested to maintain their ability in mastering conditional sentences and do more exercises in other forms. And for future researchers, the researcher suggests finding students' ability in writing conditional sentences.

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# CHAPTER I

## INTRODUCTION

In this chapter, the researcher discusses the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the research questions, the purposes of the research, the significance of the research, and the definition of key terms.

### **1.1 The Background of the Problem**

English is a compulsory subject for junior and senior high school students. Nining *et al* (2021) state that the English subject itself is an adaptive subject whose goal is to equip students with the ability to communicate in English, both orally and in writing, which is combined with communication material that is much needed in their program of expertise.

Based on the 2013 Curriculum (K13), there are three objectives of learning English : (1) Developing the ability to communicate in that language both orally and written. These abilities include listening, speaking, reading, writing, grammar, vocabulary, and pronunciation. (2) Growing awareness of the nature and importance of English as a foreign language as the main learning tool; (3) developing an understanding of the relationship between language and culture and broadening cultural insights. Thus students have cross-cultural insight and involve themselves in cultural diversity.

During the teaching practice (PLP) from July to October 2022, the researcher taught English Specialization to eleventh-grade students at MAN Kota

Solok. English Specialization in this school focuses on teaching grammar in English. The topics in the syllabus for eleventh-grade English lessons are Suggestions and Recommendations, Perfect Tense, Narrative Texts, Giving and Asking for Information, Advertising Texts, Hortatory Exposition Texts and Conditional Sentences.

Conditional sentences have been taught in grade eleven at MAN Kota Solok. Students should master conditional sentences because conditional sentences function to presuppose something that will happen in the future, which is not possible now and has happened in the past. The purpose of this lesson is that students should be able to understand and write sentences in the form of conditional sentences and differentiate the types of conditional sentences type I, II, and III (RPP Bahasa Inggris Kelas XI MAN Kota Solok). Conditional sentences are often used to discuss present, future, and past situations. The situation can be real or contradictory. Students need to understand conditional sentences. For example, If I had enough time now, I would write a letter to my parents. The meaning of this sentence is that he did not have enough time right now to write letters to his parents.

In teaching conditional sentences, the technique used by the teacher at MAN Kota Solok is the substitution drill. The teacher asked the class or students to change one part of the sentence, such as verb forms. Jubhari (2018) states this technique is effective for students to develop their language rules such as pronouns, prepositions, verbs, etc. Therefore, using the substitution drill technique can familiarize students with constructing sentences in English properly and correctly, especially in the use of tenses in practice.

Based on the researcher's observation conducted from July to October 2022 at MAN Kota Solok, many grade XI students still do not understand conditional sentences, and they are still confused with the different types of conditional sentences even though they have learned them. It can be seen when the teacher asks them to write conditional sentence exercises. Here are some examples.

1. If you *brought* me a slice of bread, I will thank you.

The keyword of the sentence above is "I will thank you." This sentence is a conditional sentence type 1. The sentence pattern is if clause (simple present) + main clause (simple future). So the correct answer is "bring" because the tense used is the simple present. The correct sentence is "If you bring me a slice of bread, I will thank you."

2. If I were you, I *would have continued* my studies to get a master's degree.

The keyword of the sentence above is "If I were you." This sentence is included in conditional sentence type 2. The pattern of the sentence is if clause (past tense) + main clause (past-future). So the correct sentence is "If I were you, I would continue my studies to get a master's degree."

3. If I *knew* you were in the hospital, I would have visited you.

The keyword in the sentence above is "I would have visited you." This sentence is included in conditional sentence type 3. The sentence pattern is if clause (past perfect) + main clause (past future perfect). So the correct sentence is "If I had known you were in hospital, I would have visited you."

The example above shows that some students still need help mastering conditional sentences.

Some previous research related to this study, the first was conducted by Jayanti (2011) entitled “Improving Students’ Understanding of Type I Conditional Sentences by Using Substitution Drill (A Classroom Action Research in Class X SMK Islamiyah Ciputat).” This research shows that substitution drills can improve students’ understanding of conditional sentences. The second was Barliana (2021) entitled “A Study on Students’ Ability to Understand Conditional Sentence at Second Grade of SMK N 1 Tembilahan Accounting 3 Majoring”. The results showed that students’ ability to understand conditional sentences was excellent. It means that they have understood conditional sentences.

Based on the reasons above, the researcher is interested in analyzing the eleventh-grade students’ ability to master conditional sentences by using substitution drills at MAN Kota Solok. The researcher wants to prove scientifically the students’ ability in mastering conditional sentences.

## **1.2 Identification of the Problem**

Based on the background of the problems above, there are several problems in mastering conditional sentences in types 0, 1, 2, and 3. First, students are still confused about conditional sentence type 0 (zero conditional). Example of a students error with conditional sentence structure type 0: *If people eat too much, they will get fat*. That is an example of a conditional sentence that is wrong. In the zero conditional, both clauses are simple present tense. A common mistake is to



use the simple future tense. So the correct sentence is, “*If people eat too much, they get fat.*”

Second, students still have difficulty understanding or mastering conditional sentences type I. For example, a conditional sentence type I errors: *If you will rest, you will feel better.* It is an example of a conditional sentence that is wrong. In the first conditional, we use the simple present tense in the if clause and the simple future tense in the main clause. Placing the simple future tense in the if clause is a common mistake. So the correct sentence is, “*If you get rest, you will feel better.*”

Third, students still have problems understanding or mastering conditional sentences type II. Examples of a conditional sentences type II errors: *The students would listen to the teacher if he speaks louder.* It is an incorrect conditional sentence. In the second conditional, we use the simple past in the if clause and the past future in the main clause. The correct sentence should be, “*The students would listen to the teacher if he spoke louder.*”

Last, students still have problems understanding or mastering conditional sentences type III. An example of a conditional sentences type III error: *If I had have known earlier, I would not have done it.* It is an example of a wrong sentence. This example shows how some students incorrectly put "have" into the if clause. The correct sentence is “*If I had known earlier, I would not have done it.*”

### **1.3 Limitation of the Problem**

Based on the problem identification above, the researcher limited the research to the eleventh-grade students' ability in mastering conditional sentences by using substitution drills. This research focuses on conditional sentences type I, II, and III. Because students only study conditional sentences type I, II, and III. This research was conducted at MAN Kota Solok.

### **1.4 Formulation of the Problem**

The formulation of this research problem is "How is the eleventh-grade students' ability in mastering conditional sentences by using substitution drill at MAN Kota Solok?"

### **1.5 Research Questions**

Based on the formulation of this problem, the researcher wants to formulate the problem as follows:

1. How is the eleventh-grade students' ability in mastering conditional sentence type I (future possible or future conditional) by using substitution drill at MAN Kota Solok?
2. How is the eleventh-grade students' ability in mastering conditional sentence type II (present unreal or present conditional) by using substitution drill at MAN Kota Solok?
3. How is the eleventh-grade students' ability in mastering conditional sentence type III (past unreal or past conditional) by using substitution drill at MAN Kota Solok?

## **1.6 Purpose of the Research**

In general, this research aims to describe the eleventh-grade students' ability in mastering conditional sentences by using substitution drill. Specifically, the purposes of this study are as follows:

1. To describe the eleventh-grade students' ability in mastering conditional sentence type I (future possible or future conditional) by using substitution drill at MAN Kota Solok.
2. To describe the eleventh-grade students' ability in mastering conditional sentences type II (present unreal or present conditional) by using substitution drill at MAN Kota Solok.
3. To describe the eleventh-grade students' ability in mastering conditional sentences type III (past unreal or past conditional) by using substitution drill at MAN Kota Solok.

## **1.7 Significance the Research**

The results of this research are expected to contribute to teachers, students, researchers, and further research. For the teacher, they get information about students' ability to master conditional sentences. The results of this study are also expected to be taken into consideration for teachers of English in teaching students about conditional sentences and improving their teaching methods. For students, the result of this study can make them aware of their ability in mastering conditional sentences, so that they can improve their ability in mastering conditional sentences. For researchers, conducting this research can increase knowledge in conducting research. For future researchers, the results of this study can be used as a reference and contribute to further research.

## 1.8 Definition of Key Terms

To avoid misunderstanding about the key terms used in this study, the researcher defines them as follows:

1. Students' ability refers to the ability of eleventh-grade students in mastering conditional sentences at MAN Kota Solok.
2. Mastering conditional sentences refers to the ability to understand and use different types of conditional clauses and structures in the English language.
3. A conditional sentence is a type of sentence that states the possibility or consequence of a certain condition or situation.
4. Conditional sentence type I is a sentence that describes a condition that may occur in the future.
5. Conditional sentence type II is the sentence that describes a condition that may not occur.
6. Conditional sentence type III is the sentence that states things that are not real situations in the past.
7. Substitution drills are language practice tests that involve substituting different words or phrases while maintaining the same grammatical structure.