

Substitution Drills to Improve Students' Ability in Mastering Conditional Sentences at Islamic School (MAN)

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Abstrak

Pengajar haruslah menggunakan berbagai teknik dalam mengajar. Salah satu teknik yang bisa digunakan adalah substitution drills. Penelitian ini bertujuan untuk mendeskripsikan kemampuan siswa kelas XI MAN kota Solok dalam menguasai conditional sentences. Metode descriptive digunakan dalam penelitian ini. Pengambilan sampel dilakukan dengan menggunakan stratified cluster random sampling. Sampel penelitian ini adalah siswa kelas XI yang berjumlah 62 orang. Instrumennya yang digunakan adalah grammar test. Hasil penelitian ini menunjukkan bahwa siswa kelas XI mempunyai kemampuan yang baik dalam memahami conditional sentences. Hal ini dapat dilihat bahwa 48 (77%) orang siswa memiliki kemampuan yang baik dan 14 (23%) siswa memiliki kemampuan yang rendah dalam menguasai conditional sentences. Kesimpulan penelitian ini adalah siswa kelas XI MAN Kota Solok memiliki kemampuan yang baik dalam menguasai conditional sentences.

Kata kunci: Kemampuan Siswa, Conditional Sentences, Substitution Drills

Abstract

Teachers should vary their techniques in teaching conditional sentences in order to improve student's ability to master conditional sentences. One of the techniques that can be used is substitution drills. The purpose of this research was to describe the eleventh-grade students' ability to master conditional sentences by using substitution drills at MAN Kota Solok. A descriptive method was used in this research. The sample of this research was the eleventh-grade students at MAN Kota Solok. A stratified cluster random sampling technique was used in selecting the sample. The sample size was 62 students. The instrument for collecting data was a grammar test. The results of this research show that eleventh-grade students have a high ability to master conditional sentences using substitution drills. There are 48 students (77%) having high ability, and 14 students (23%) having low ability in mastering conditional sentences. This research concludes that the eleventh-grade students had a high ability to master conditional sentences by using substitution drills

Keywords: Students' Ability, Conditional Sentences, Substitution Drills

INTRODUCTION

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.

In Islamic School (MAN) Kota Solok English Specialization was taught to eleventh-grades students. It focuses on teaching grammar. Ur (2012) states grammar deals with how words are woven together to construct accurate sentences. Carter and McCarthy in Widiarti (2021) say that grammar is concerned with how sentences and utterances are formed. While Gerot & Wignell in Singodiwongso, (2021) state that grammar is how a language is used

.One of the grammar topics that students studied was Conditional Sentences. 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.

A conditional sentence is used to indicate an action in the main clause (without if) can only occur if a condition (in a clause with if) is fulfilled. (Abbas, 2012). A conditional sentence has two parts: if clause and a main clause. For example:

1. *If it rains, I will stay at home.* “*if it rain*” is the if-clause and “*I will stay at home*” is the main clause.

The if-clause can come first or last in the sentence without changing the meaning.

Notice that when if clause comes first, it is followed by a comma:

2. *If I have a lot of money, I will go to America, or I will go to America if I have a lot of money.*

If I have a lot of money is the if-clause *I will go to America* is the main clause

From the explanation above, we can conclude that conditional sentences are often used to express situations contrary to the actual situation. Conditions or actions that may or may not come true. Conditional sentences comprise two clauses, the main clause and the clause that starts with *if*.

There are four types of conditional sentences are the most common and most useful, namely types 0, 1, 2, and 3. (Graver (1984). Each type consists of a different combination of tenses.

1. Conditional Sentences Type 0

Conditional sentences type 0 discuss general truths, facts, and everyday events. This type is used in factual discussion or explanatory material (certain scientific and technical).

2. Conditional Sentence Type I (Future Possible or Future Conditional)

The conditional is used to talk about possible future events. Abbas (2012) shows using present tense to discuss possible future events. According to Wishon and Burks in Azzali (2019), sentences stating possible future conditions refer to actions that may not happen in the future. In addition, they add that the present tense is used in if clauses, and the future tense is used in main clauses.

3. Conditional Sentence Type II (Present Unreal or Present Conditional)

Conditional sentences type II is used to express something that is now happening that is contrary to fact. According to Wishon and Burk, this kind of conditional sentence describes a situation that does not exist or is not real. The past tense of the verb is used in the *if* clause of the sentence and the modals *would*, *should*, *could*, and *might* are used in the main clause. This *if* clause is what is traditionally called the subjunctive (Wishon and Berk, 2010).

4. Conditional Sentence Type III (Past Unreal or Past Conditional)

This conditional sentence talks about the past, unlike the first and second which talk about a real or unreal past event. (Adela,2020 ; Azzali,2019). Therefore, this condition is also impossible, as it has already happened or may have happened but will not happen again. The verb in the if clause is in the past perfect tense and the verb in the main clause is perfectly conditioned. The time has passed and the condition cannot be fulfilled because

the action in the if clause did not happen (Abbas, 2012). The Function of Conditional Sentences

Each conditional sentence has a different usage. According to Cobuild in Fatimah (2019), the use of conditional sentences consists of several points. First, to talk about situations that can sometimes occur. For example, *if she sleeps late, she is sleepy at school*. Next, to talk about a situation that does not exist or will not occur. For example, *if Indonesia had a winter, the atmosphere would look beautiful*. Then, talk about situations that are known to exist or not. For example, *if she were good, she would be able to attend the meeting*. The last is to talk about situations that might occur in the future. For example, *if mom does not cook, we will go out to eat*.

On the other hand, Foley and Hall in Fatimah (2019) state that the use of conditional sentences is divided into each type. They are:

1. The first conditional sentence emphasizes the possibility of an event or situation in the future and its outcome. For example: If you work hard on a test, you will get the best mark.
2. The second conditional sentence describes an event or situation that may not occur in the present and the future. These conditions cannot be met because future events are unlikely to occur. For example: If I were you, I would wear full makeup on my face. (Fact: I am not you, so I would not wear full makeup on my face).
3. The third conditional sentence expresses a hypothetical past. The incident happened in the past and its meaning is contrary to reality. For example: If Indonesia experiences winter, it could be snow everywhere. (Fact: Indonesia does not have winter so there cannot be snow everywhere)

Based on the researcher's observation conducted 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 to master conditional sentences well. So, the teacher should overcome the students' problems by implementing the technique of substitution drills in teaching conditional sentences. Jubhari (2018) states that substitution drills are 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. Jayanti (2011) conducted her research entitled "Improving Students' Understanding of Conditional Sentence Type 1 by Using Substitution Drill (A Classroom Action Research in the First Year of SMK Islamiyah Ciputat)". Based on the findings of her study, the result shows that that the average post-test 1 score was 61.71, which was better than the pretest average score, which was 24.74. 20 students passed the KKM, and 18 had scores below the KKM. The average value of post-test 2 was 76.18, better than that of post-test 1. In

cycle 2, 37 students passed the KKM. It can be concluded that substitution drills can improve students' understanding of conditional sentences type 1.

A substitution drill is a classroom technique used to practice the new language. It involves the teacher first modeling a word or sentence and the student repeating it. The student then substitutes one or more keywords or changes the prompt. Substitution drills are slightly more interactive than repetition drills. (Sutrisno,2013; Freeman and Nurhilaliyah, 2017; Maharida 2014). Substitution drills are the most powerful and useful to overcome the limited ability to speak only one set of sentences of the same structure. The sentence consists of segments within a frame whose positions are in a fixed relationship with the positions of the other slots. The general structure of the sentence is maintained, but there will be changes in the semantic content (Fernando, 2014).

The procedure for teaching conditional sentences using substitution drills is that the teacher first presents the basic structure that needs to be practiced by the students. A cue word to replace a slot is given, and students are expected to give a new sentence by maintaining the same pattern. The meaning of the words is already known. And the examples are given by the teacher himself to illustrate,, and then the students are asked to continue with the same sentences (Nurhilaliya, 2017). Jayanti (2011) states there are several procedures for substitution drills as follows: (a) the teacher presents a rule for substitution drills that needs to be practiced by students, (b) the teacher becomes the first modeling sentence, and then the student repeats, (c) the teacher then changes one or more keywords or changes the instructions, (d) the teacher gives a signal word, and (e) the students say the new structure must correspond to the sign word.

Substitution drills can benefit students, learners, and teachers. Fernando (2011) states that substitution drills give advantages for the teaching learning process, namely it provides a good atmosphere for learners to practice by producing language. It can help build confidence, especially among learners who are not risk-takers.

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 Islamic School (MAN) Kota Solok. The researcher wants to prove scientifically the students' ability in mastering conditional sentences. This research aims to describe the eleventh-grade students' ability in mastering conditional sentence type I (future possible or future conditional), conditional sentences type II (present unreal or present conditional), conditional sentences type III (past unreal or past conditional by using substitution drills

METHOD

This research used descriptive research. According to Refnita (2018), descriptive research is about collecting data to test hypotheses or answer questions about the current state of research subjects. In addition, Arikunto (2014) states that descriptive research intends to investigate the circumstances. The population of this research was the students of grade XI IPS and XI IPK MAN Kota Solok. The researcher chose them as the population because they studied conditional sentences in eleventh grade. The researcher did not choose class XI IPA because they did not study English specializations. The total population of this study was 125 students. In this research, the stratified cluster random sampling technique was used. The classes selected to conduct the real test were XI IPS 1 and XI IPK 1, the total number of students was 62 students. The instrument to collect data in this research is a grammar test. The test consists of a multiple-choice form. There were 35 items: 12 items to identify students' ability to master conditional sentences type I, 12 items to identify students' ability to master conditional sentences type II, and 11 items to identify students' ability to master conditional sentences type III. The students were given 60 minutes to do the try-out test. The researcher gave 1 point for correct answers and 0 for wrong answers. A good test must be valid and reliable. According to Gay (2012), validity refers to the extent to which a test measures what it is supposed to measure and, consequently, allows for the proper interpretation of scores. To ensure the validity of the test, the researcher used content validity

To analyze the reliability of the test, the researcher used the split-half method. To find out whether the test item is good or not, the researcher analyzes the item difficulty and the item discrimination. The researcher collected data on the ability of eleventh-grade students of MAN Kota Solok by using test through the following procedures: The researcher gave the test to students. The researcher gave 60 minutes to do the test. The researcher collected the students' answers. The researcher checked the students' answer sheets one by one. The researcher gave a score for each item. The researcher gave 1 for the correct answer and 0 for the wrong answer. The researcher calculated the total score for each student.

To analyze the data, the researcher classified students' ability based on the criteria for evaluation using KKM. The KKM is 75. The criteria are as follows in the following table:

The Score Criteria at Islamic School (MAN)

Criteria	Ability
≥ 75	High
< 75	Low

Then the researcher calculated the percentage of students who had high and low ability by using the formula:

$$P = \frac{R}{N} \times 100\%$$

Where:

P = Percentage of the student's score

R = The sum of the students who get high, moderate, and low

N = The sum of the students

RESULT AND DISCUSSION

The researcher presents the findings of the research. They are the students' ability to master conditional sentences, the students' ability to master conditional sentence type I, the students' ability to master conditional sentences type II, the students' ability to master conditional sentences type III

The Students' Ability in Mastering Conditional Sentences

After the researcher analyzed the data, the researcher found that the students' highest score was 93 and the lowest score was 29. Students' ability was categorized as high if their score was above 75 and categorized as low if their score was less than 75. Then the researcher calculated the percentage of students who had high and low ability. The results can be seen in the chart below:

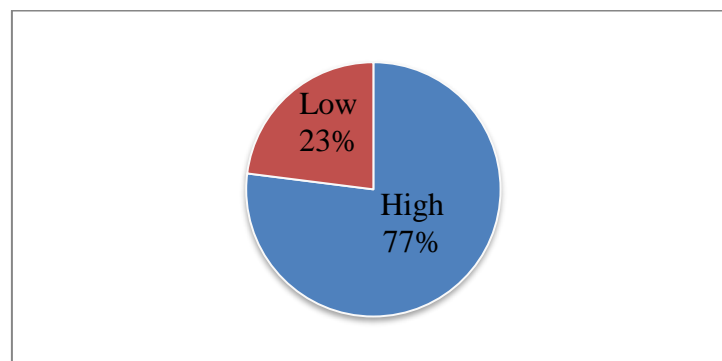


Chart 1 The Percentage of the Students' Ability to Mastering Conditional Sentences

Based on the chart above, there are 48 students (23 %) who had students getting low ability and 77 % getting high ability. It can be concluded that students' ability to master conditional sentences was high. It was proved by 48 students (77%) who had high ability. This result indicates that 77% of students had a high ability to answer conditional sentence questions. On the other hand, based on previous research conducted by Barliana (2021) entitled "A Study on Students' Ability in Understanding Conditional Sentences at Second Grade of SMK N 1 Tembilahan Accounting 3 Majoring", that eleventh-grade students at SMK N 1 Tembilahan Accounting 3 Majoring had a good ability to answer conditional sentence questions. This is proved by the percentage of students who had a very good ability of 88.89%.

The Students' Ability in Mastering Conditional Sentence Type I

After the researcher analyzed the data, the researcher found that the highest score of students in mastering conditional sentences of type I was 100, and the lowest score was 27.. Students' ability was categorized as high if their score was above 75 and categorized as low if their score was less than 75. Then the researcher calculated the percentage of students who had high and low ability. The results can be seen in the chart below:

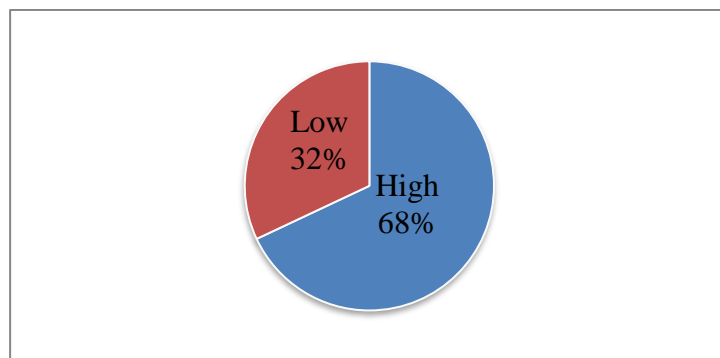


Chart 2 The Percentage of the Students' Ability in Mastering Conditional Sentences Type I

Based on the chart above, there were 42 students (68%) who had high ability and 20 students (32%) who had low ability. So it can be concluded that students' ability to master conditional sentences of type I was high. It was proved by 42 students (68%) who had high ability.

The result above indicated that students can master conditional sentences type I. It means that students understand sentences that express possible future conditions that refer to actions that may not happen in the future. In addition, students also understand that simple present tense is used in if-clauses and future tense is used in main clauses. It is in line with the previous research conducted by Salamah (2014) entitled "A Study of the Students' Competence in Mastering Conditional Sentences of the Second Semester Students of English Education Program at Muhammadiyah University of Purworejo in the Academic Year 2013/2014". She found that 15 students (80%) had a high ability in mastering conditional sentences.

The Students' Ability in Mastering Conditional Sentences Type II

After the researcher analyzed the data, the researcher found that the highest score of students in mastering conditional sentences of type II was 100, and the lowest score was 40. Students' ability was categorized as high if their score was above 75 and categorized as low if

their score was less than 75. Then the researcher calculated the percentage of students who had high and low ability. The results can be seen in the chart below:

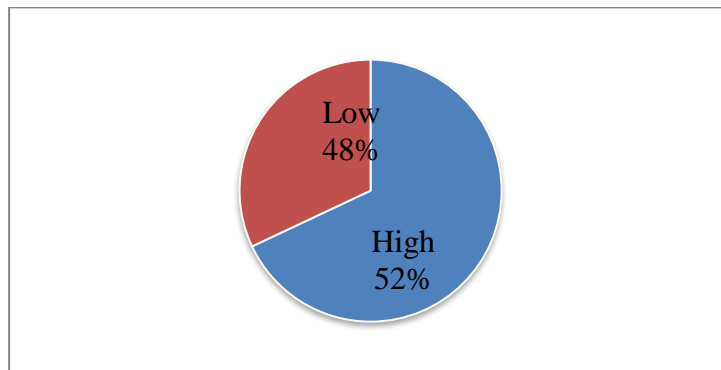


Chart 3
The Percentage of the Students' Ability in Mastering Conditional Sentences Type II

Based on the chart above, there were 32 students (52%) who had high ability and 30 students (48%) who had low ability. So it can be concluded that students' ability to master conditional sentences of type II was high. It was proved by 32 students (52%) who had high ability.

The result above indicated most students have a high ability to master conditional sentences type II. This is proved by the fact that 52% have a high ability to answer conditional sentence questions. It means that students understand conditional sentences type II which express conditions that are impossible or improbable to happen at present or in the future. In addition, students also understand that simple past tense is used in if-clauses, and past future is used in main clauses. This is in line with previous research conducted by Barliana (2021) entitled "A Study on Students' Ability to Understanding Conditional Sentences at Second Grade of SMK N 1 Tembilahan Accounting 3 Majoring". Based on her research, she found that the percentage of mastery of conditional sentences type II was a high ability. The students' ability to understand conditional sentences type II was 96.92.

The Students' Ability in Mastering Conditional Sentences Type III

After the researcher analyzed the data, the researcher found that the highest score of students in mastering conditional sentences of type III was 100, and the lowest score was 14. Students' ability was categorized as high if their score was above 75 and categorized as low if their score was less than 75. Then the researcher calculated the percentage of students who had high and low ability. The results can be seen in the chart below:

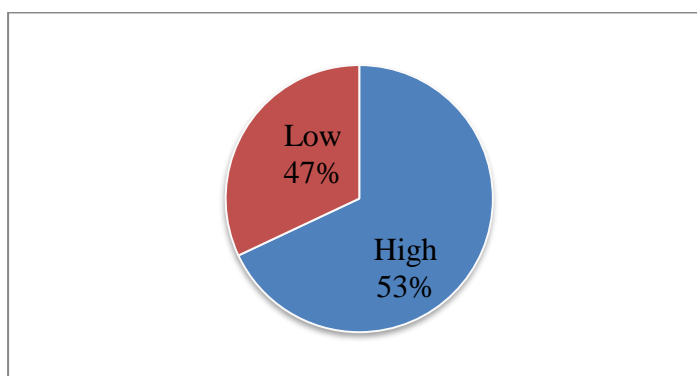


Chart 4.4 **The Percentage of the Students' Ability in Mastering Conditional Sentences Type III**

Based on the chart above, there were 29 students (47%) who had high ability and 32 students (53%) who had low ability. So, It can be concluded that students' ability to master conditional sentences of type III was low. It was proved by 29 students (47%) who had low ability.

The findings above show that students have many wrong answers to type III conditional sentence questions. It means students do not understand conditional sentence type III which expresses an imaginary or unreal situation that happened in the past and the hypothetical results. In addition, students also do not understand that the past perfect is used in the if clause, and the past future perfect is used in the main clause

CONCLUSION

Based on the results of the data analysis discussed in the previous chapter, the conclusions about the eleventh-grade students' ability to master conditional sentences by using substitution drills at MAN Kota Solok was that the eleventh-grade students had a high ability to master conditional sentences using substitution drills at MAN Kota Solok. It was shown by the data that more than 50% of students had high ability. In detail, 48 students (77%) had high ability, and 14 students (23%) had low ability. Specifically, the eleventh-grade students' ability to master Conditional Sentences Type 1 and 2 was high, but the students' ability to master Conditional Sentences was low.

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