

**THE EFFECTIVENESS OF THE
TEACHING CONDITIONAL SENTENCES
BY USING BILINGUAL METHOD**

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Abstract

The objective of this research is to find out whether bilingual method is effective to improve the grammar ability especially in conditional sentences type 1, 2, and 3 of the eleventh grade students of SMK Muhammadiyah 1 Sirampog in the academic year 2013/2014 or not. This study uses a quasi-experimental approach to *nonrandomized* design of *control-group pretest-posttest design*. The subjects of the study are 25 male students of TSM class as experimental group and 25 male students of TKJ class as control group. The writers use test,

observation, questionnaire, and documentation techniques to collect the data. It can be concluded that bilingual method is effective to improve the grammar ability especially in conditional sentences type 1, 2, and 3 of the eleventh grade students of SMK Muhammadiyah 1 Sirampog in the academic year 2013/2014.

Keywords: effectiveness, conditional sentences, bilingual method

A. Introduction

Grammar is central to teaching and learning English. Many people think that one can be titled having good English if he/she uses grammar in daily communication. However, grammar is one of difficult aspects to teach since many students consider it as the most difficult subject in English. Nevertheless, it depends on the creativity of teacher to teach grammar in an easy way to make the students understand what the teacher gives. It is a challenge for the creative teachers to teach grammar in a non stress way.

Conditional sentence is one of important lessons to be learnt by the students since it typically consists of an if clause (which present a condition) and a result clause (Azhar, 2002: 412). The writers chose conditional three types (type 1, 2, and 3) because the writers think that they are subjects that need discussing for their unique characteristics such as tenses used there. In learning and mastering conditional sentences type 1, 2, and 3, students are expected to master simple present tense and simple future tense, simple past tense and past future tense, past perfect tense and past future perfect tense.

Students were usually bored and confused when they learnt English, especially when they learnt conditional sentence. It happened since they usually

got traditional method in teaching from their teacher. Actually the teacher needs to use new methods with the purpose to make the students get what the goal is when they learn. The ability to master three conditional sentences will make their understanding deeper and they certainly can apply them in their daily communication.

Bilingual method claims to put equal stress on all the four skills unlike other methods of foreign language teaching. It also claims to strike a balance between fluency and accuracy (Mukalel, 2007 :87). Besides, this method has not been used yet in SMK Muhammadiyah 1 Sirampog. Thus, the writers formulated this research question: Is bilingual method effective to improve the grammar ability especially in conditional sentences type 1, 2, and 3 of the eleventh grade students of SMK Muhammadiyah 1 Sirampog in the academic year 2013/2014?

B. Literature Review

Wishon and Burk (1980: 249) say that conditional sentence is used to express something expected to unexpected which may or may not be possible. It consists of two clauses. A dependent clause that beginning with if-clause and the main clause. The place of the main clause and the if-clause could be at the first or the second part of the sentence. It doesn't matter which come first.

According to Malik (2006: 73), there are three types of conditional sentences to be learnt in a school, as follows:

1. Type 1: real present/future

It is the conditional sentence which tells about something that can be true.

Verb form in the if-clause: Simple present tense

Verb form in the result clause: Present future tense

Examples:

- a. If I have enough time, I will write to my parents every week.
 - b. If I have enough time tomorrow, i will write to my parents.
2. Type 2: unreal present
- It is the conditional sentence which tells about something that can not be true.
- Verb form in the if-clause: Simple past tense
- Verb form in the result clause: Past future tense
- Example:
- If I had enough time now, I would write to my parents (In truth, I do not have enough time now, so I do not write to them).
3. Type 3: unreal past
- It is the conditional sentence which tells about something that could not be true.
- Verb form in the if-clause: Past perfect tense
- Verb form in the result clause: Past future perfect tense
- Example:
- If I had had enough time yesterday, I would have written to my parents (In truth, I did not have enough time yesterday, so I did not write to them).

Longman (2000: 38) says that bilingual is using two languages. Riagáin and Lüdi (2003: 23) state that bilingual education/method has three advantages, as follows:

1. Language acquisition is more spontaneous when it is used in authentic situations of communication (the teaching of geography, mathematics, etc.). The learners can thus activate to a maximum their natural faculty of acquiring languages. The formal teaching of the second language (English) is

- adapted to the needs of the subject which leads to an optimal combination between tutored and untutored learning.
2. Subjects that raise the learners' interest constitute important sources of primary motivation which arises directly from the immediate learning situation and must not be derived from a potential future advantage to which the knowledge of the language could lead. Learning the language and learning non-linguistic contents are integrated processes that favor the learning processes.
 3. Bilingual teaching is demanding for the teachers who have to make a conscious use of the language for the purposes of subject teaching through more than one language. Dealing intensively with the difficulties inherent to the subjects taught strengthens the learners' language awareness and contributes to the development of the language curriculum across subject borders.

C. Method of Investigation

This study used a quasi-experimental approach to *nonrandomized* design of *control-group pretest-posttest design*, where subject group was taken from a particular population and conducted *a pretest* then subjected to *treatment* in a row. Having given *treatment*, subjects were given *a posttest* to measure learning outcomes in the group. The difference between *pretest* and *posttest* showed results of treatment that had been given. The study was done at SMK Muhammadiyah 1 Sirampog, Brebes Regency. This is located on Manggis Sirampog Street Brebes Regency 52274 Central Java.

The subjects of the study were 25 students of class TSM and 25 students of class TKJ who study in SMK Muhammadiyah 1 Sirampog in the academic

year 2013/2014. These consisted of 25 male students in class XI.1 (TSM) as an experimental group, and 25 male students in class XI.2 (TKJ) as control group. The writers used four techniques in collecting the data: test, observation, questionnaire, and documentation.

Data analysis technique used to describe the data of this study was descriptive statistics by using the mode, median, mean, variance, and standard deviation, for analyzing the data to test the homogeneity test requirements analysis and test of normality. To test the hypothesis of differences in student learning outcomes, the data were normally distributed by using the parametric statistical *t-test*.

D. Findings and Discussion

The purpose of this study was to compare the use of teaching conditional method by using bilingual method with speech method. The results obtained in this study a *pretest* and *posttest* values of the experimental group students (class X1.1 or TKJ) and control group (class X1.2 or TSM) SMK Muhammadiyah 1 Sirampog in the academic Year 2013/2014. The experimental group is a group of students in conditional sentences learning by using bilingual method, while the control group is a group of students are learning to use the traditional conventional method (speech).

Data obtained from studies in SMK Muhammadiyah 1 Sirampog were then processed to determine the price of the mean, median, mode, standard deviation, variance, the highest value and the lowest value. The presentation of data using bar graphs and tables was in order to make the data easier to understand and clarify the meaning of the data.

The writers found that the most value obtained in the experimental group pretest was 64–70 and the

least was 85–91 and 99–100. The writers found that the most value obtained in the control group pretest was 70–74 and the least was 60–64 and 80–84. The writers found that the most value obtained in the experimental group posttest was 98–100 and the least was 70-73. The writers found that the most value obtained in the control group posttest was 76–81 and the least was 64-69 and 86-87.

The following table shows us the data analysis of experimental group pretest:

Data	The Amount
The highest value	99
The lowest value	50
Mean	64,72
Median	65
Modus	69 and 70
Standard deviation	11,02

Then, the following table shows us the data analysis of control group pretest:

Data	The Amount
The highest value	91
The lowest value	55
Mean	73,44
Median	72
Modus	71 and 79
Standard deviation	9,28

Then, the following table shows us the data analysis of experimental group posttest:

Data	The Amount
The highest value	100

The lowest value	70
Mean	94,48
Median	89
Modus	98 and 99
Standard deviation	7,45

Then, the following table shows us the data analysis of controll group posttest:

Data	The Amount
The highest value	99
The lowest value	58
Mean	72,48
Median	79
Modus	78 and 80
Standard deviation	10,32

After conducting the research, the writers found that the students in experimental group really felt excited by applying bilingual method visual as a teacher's method in teaching conditional sentences. Therefore, the students followed the teaching and learning process enthusiastically. The existence of bilingual method helped the students to understand conditional sentences. The application of bilingual method was appropriate to make the students understand well the lesson with two languages (English and their mother tongue), more active, and understand the material better in class.

It meant that it had been reflected by a good response by the students and a better achievement of experimental group. The result of this research showed that the students of the experimental group got better score or improvement in the averages than the control group score.

The experimental class that was taught by using bilingual method which showed the difference between their mother tongue and English and they got better improvement in the average score than the control class that was taught without the bilingual method (but conventional method). The average class score of the experimental group was 94 and the average class score was 80 for the control group. It meant that the experimental group got better score than the control group.

There was linier correlation between teacher's creativity and students' achievement in learning process by using the method. It showed that sig= 0.000 = 0% (less 5 %), which meant HO was refused (similarity not linier) and coefficient regression was significant (there was significant effect of teacher's creativity to students' achievement in teaching conditional sentences by using bilingual method). Linier regression $y = 0,887662683 + 0,841578506$ and R square = 0,514130074 = 51,431% meant the effect of teacher's creativity to students' achievement in teaching conditional sentences by using bilingual method was 51,41.% while 48,59% was influenced by the other factors.

E. Conclusion

After collecting and analyzing the data, the writers concluded from the true experimental study that there is a good influence in teaching conditional sentence type 1, 2 and 3 by using bilingual method. It can be concluded that bilingual method is effective to improve the grammar ability especially in conditional sentences type 1, 2, and 3 of the eleventh grade students of SMK Muhammadiyah 1 Sirampog in the academic year 2013/2014.

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