CHAPTER II
REVIEW OF RELATED LITERATURE

A. THE GENERAL DESCRIPTION OF *CARD SORT*

1. Definition of *Card Sort*

Card Sorting is simple technique for discovering the latent structure in an unsorted list of statements or idea[1]. Donna Spancer and Tidd Warfel said that *Card Sorting* is a great, reliable, inexpensive method for finding patterns in how users would expect to find content or functionality[2].

In other source explain *card sorting* is "a technique for exploring how people group items, so that we can develop structure that maximize the probability of users being able to find items and also easy and cheap to conduct, enables you to understand how 'real people' are likely to group items, identifies items that are likely to be difficult to categorize and find, and identifies terminology that is likely to be misunderstood"[3].

Malvin Silberman in 'Active learning said that *card sort* is one of the way in active learning or collaborative activity which can use to teach concept, review information and the important from this technique is the physical movement can help to give energy for students[4].

Hamruni said that active learning form of fun, developing mind in learning process because it can increase the way of their study to learning concept, problem solving and can applying what their study. In this case the students not only sit at their chair, but moving also. Make collaboration and think hard also.[5]

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[1]Jakob Nielsen "*Card Sorting to Discover the users' model of the information space*", http://www.useit.com/papers/sun/cardsort,html.

[2]Donna Spancer and Tidd Warfel *"Card sorting: a definitive guide"* http://www.boxesanarrows.com/view/card-sortimg-a-definitive guide/07042004/

[3]http://www.infodesign.com.au/ftp/cardsort.pdf

[4]Malvin L Silberman, *Active learning:101 strategies to teach any subject*, (Allyn and Bacon, Boston, 1998) p.149

[5]Hamruni, *Strategi dan Model-Model Pembelajaran Aktif Menyenangkan*, (Yogyakarta: Sunan kalijaga, 2009), p.258

From the definition above the writer concludes that *card sort* is visual aids that can be used in any subject. It is a visual representation of a written and printed on a surface of paper or card and we can use *card sort* to make students more active in learning process because it is a collaborative learning.

2.   **The consideration of using *Card Sort***

The important of active learning are the students have to do activity in learning. They are must look for and solve the problem itself, find out the example, try the some of skills and do the exercise of material"[6] .

The learning activity must active because it is can help students to increase the technique and capability in listening, observing, give the question, and discussion about material[7].

Learning with *card sort* strategy is the collaborative activity which can use to teach concept, classifying, replay information and material[8].

Card facilitates teachers also on how to motivate students' interest in learning process. Card sort help them to make active in teaching learning process.

The Prophet Muhammad SAW. Said like that:

عَنْ اَبِى بُرْدَةً قَالَ سَمِعْتُ اَبِى قَالَ بَعَثَ النَّبِيُّ ص م اَبِى وَمُعَاذَ بْنَ جَبَلٍ اِلَى الْيَمَنِ

فَقَالَ: يَسِّرَا وَلاَ تُعَسِّرَا وَبَشِّرَا وَلاَ تُنَفِّرَ وَتَطَاوَعَا

From Abu Burdhah ('Amir ibn Abdullah ibn Abu Musa Al-Asy'ari) said "The Prophet Muhammad deleget my father (Abu Musa) and Mu'adz ibn Jabal to Yaman, so he said to them: Make easily and don't make difficult, make happy and don't make them run away and obediently"[9]

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[6] *Ibid*, p.256
[7] Ibid, p.259
[8] Ibid, p.280
[9]Imam Abu Abdullah Muhammad bin Ismail Albukhori, *Shahih Bukhor*i, (Semarang: CV.Asy-Syifa,1993) Juz IX ,p. 290

From the statement above we can conclude that the media are important as way in learning process, as a way to make students understanding. It means that students will more interest, not boring and understand when the teacher uses a media in teaching.

3. **Step of Using** *Card Sort*

    Mel Silberman in active learning said that the procedures of using *card sort* are[10]:

    a. Give each student an index card containing sentences in every type conditional sentence.

    b. Ask students to mill around the class and find others whose cards fits same category.

    c. Have students with cards in the same category present themselves to the rest of the class.

    d. As each category is presented, make any teaching points think are important.

    Besides the procedure above, there are any variations:

    a. Ask each group to make a teaching presentation about its category.

    b. At the beginning of the activity, form team. Give each team a complete set of cards. Be sure they are shuffled so that the categories into which they are to be sorted are not obvious. Ask each team to sort the cards into categories. Each team can obtain a score for the number of cards sorted correctly.

    Before conducting *card sort*, we should prepare *card* like[11]*:*

    a. Ensure that each term is as clear and unambiguous as possible.

    b. Ensure that you have included all the items you need to categorize.

    c. Shuffle or randomize card prior to each participant session.

    d. Script a set of instructions so that all participants have the same understanding of the process.

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[10]Melvim L Silbverman, *Loc.Cit.* hlm.149-150
[11]http://www.infodesign.com.au/ftp/cardsort.pdf

e. Leave participants alone while they are sorting the cards to avoid placing them under in necessary time pressure, but make sure they can contact your easily to ask question or when they have finished.

f. Provide additional blank cards for people to write group names.

g. Provide rubber bands so that people can gather groups of cards together.

Based on the PAIKEM the aims of *cards sort* is students can active both individual or work in group (cooperative learning) in their learning. And the steps of card sort are[12]:

a. Teacher prepares some cards. Cards contain about the material will teach in the class and then mix all the cards.

b. Distribute the card for all students one by one and make sure every students get it

c. Ask students to look for the main card with other and ask them match their card.

d. If the main cards and the detail cards collect, ask students to make a group and put their result on the blackboard.

e. Do correction together.

f. Ask the volunteer in each group to explain their result.

g. If possible teacher asks students to ask some questions or give commentary and teacher gives appreciation for them.

h. When the needed, teacher may give explain material to clearly again.

From the various step above how to application *card sort* in the class, we should choose easier one of them. In this case the writer to follow Mel Silberman and Paikem step because this is easy to conduct in the class.

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[12]Ismail, *Strategi Pembelajaran Agama Islam Berbasis PAIKEM: (Pembelajaran aktif, inovatif, kreatif, efektif dan menyenangkan),(*Semarang:Rasail Media Group,2008), hlm 88-89

4. Teaching Conditional Sentence Using *Card Sort*

Grammar is one important component to study language. Because in every English skill like listening, speaking, writing, and reading need a grammar and they have some relationship to each others.

In teaching grammar, the teachers are faced on difficulties related to make the students can understand and one of the difficulties in teaching grammar about the low of exciting students in learning grammar.

For this reason, it is very important for the teacher to know how to teach grammar enjoyable and exciting. So students will interest to study. And the alternative ways to teach grammar in conditional sentence the writer offers one of media which is used in grammar class. It is teaching grammar using card.

Cards are one of the visual aids that can be used in teaching any subject. In this case the writer wants to conduct by using the card sort. By using the *card sort* the students will more interest, motivate, and active in the study. If the students are interest and motivated, they will participate actively and will learn hard during the teaching learning process. There are a lot of ways to do it:

a. Teacher prepare cards contain about conditional sentence. They are main card (the mean of every types of conditional sentence) and detail card (sentences of conditional sentence in every type) then mix all the cards then distribute cards for all students.

b. Asks students look for their friends who have the same categories. It means that if the student gets of card that contain sentence of conditional with type I, she or he must look for the card which contain the card of type I also.

c. Students make a group based on the same categories and discuss together to find the pattern and sorting the card in each category.

d. When the students discuss, the teacher prepares also the material to explain students.

    e.   Ask the volunteer in each group to explain their result and then ask the commentary from the other group.

    f.   Do correction together after all of group put their result it.

    g.   Give the appreciation for students.

    h.   Teacher does conclusion for students.

B. GRAMMAR TEACHING AND LEARNING

1. General Description of Grammar Teaching and Learning

Before stepping forward to further discussion what should be discussed first is about the grammar itself. Actually there has been many definition stated by experts concerning to it, as Harmer had defined that "Grammar is a description of the rules for forming sentences, including an account of the meaning that these forms convey".[13] Further, he had also pointed out that: Grammar is the way in which words change themselves and group together to make sentences. The grammar of language is what happens to words when they become plural or negative, or what order is used when we make question or join two clauses to make one sentence.[14]

From the definition above, it can be inferred that learning grammar is the same as learning how to produce appropriate sentence. There is no doubt that knowledge of grammatical rules is essential for the language mastery. The ability to communicate effectively and accurately is probably not attained quickly or efficiently through the pure communication practice in the classroom.

In other words, grammar is still needed in the classroom although it is not the main objective of language learning. Learning grammar becomes a prerequisite step before learning how to practice the language. According to Littlewood cited by Richard and Lockhart, there are two sequences activities in Communicative Language Learning; that are pre-communicative activities and communicative activities. The first activity

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[13]Scott Thornburry, *How to Teach Grammar*, (Malaysia: Longman, 2004), 6 th Ed, p. 13.
[14]David Nunan, *Practical English Language Teaching: Grammar*, (Boston: Mc Graw Hill, 204), p.2

emphasizes on the accuracy aspects which focus on presentation of structure, functions, and vocabulary. Here, it can be seen that learning grammar is included. The second one is communicative activities which emphasizes on the fluency aspect which may concern to information sharing and information exchange.[15] It is because grammar does not stand alone. It embodies the three interdependent dimensions of form, meaning, and use.[16] In other words, those three aspects are interrelated and inseparable. Thus, the English learners are expected to be able to express the English language accurately, both in written and oral expression.

2. Approaches to Grammar Teaching and Learning

In general, there are two basic approaches to teaching grammar; that are deductively and inductively.

In deductive approach, the teacher presents the grammar rules and then gives students exercises in which they should apply the rules. In inductive approach, the teacher presents sample of language, and the students have to infer understanding from the rule[17].

Actually, both two approaches are appropriate for teaching grammar. There is no better approach between them. They have their own advantages and disadvantages.

As shown by Thornburry, the advantages of deductive approach are as follows.

a. It gets straight to the point and can be time-saving because many rules are more quickly explained thereby allowing more time for practice and application.

b. It confirms students' expectations about classroom learning, particularly for those with an analytical learning style.

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[15] Jack C. Richard and Charles Lockhart, *Reflective Teaching in Second Language Classroom,* (USA: Cambridge university pres: 1995), 2nd Ed., p. 119.

[16] Norbert Schmit (ed.), *An Introduction to Applied Linguistics*, (New York: Oxford University Press, 2002), p. 23.

[17] David Nunan, *op. cit,* p. 15.

On the other hand, the deductive approach has also disadvantages that are as follows.

a. It may be frustrating for some students, especially younger one.

b. Grammar explanation encourages a teacher-fronted, transmission style classroom.[18]

In other words, this approach will be beneficial for the students whose analytical ability are high and give much opportunity for students to do more practice rather than the teachers' rules explanation. In contrary, it will be a hindrance for young learner to study grammar because they have not had the analytical ability yet.

The second approach to the grammar teaching learning, that is inductive approach, has many advantages and disadvantages as well.

Here may be its advantages.

a. The rules learners discover for themselves are more likely to fit their existing mental structure than rules they have been presented and will make the rules more memorable and meaningful.

b. Students are more actively involved in leaning process, rather than being simply passive recipients.

Besides, this approach has also its disadvantages. Here are the following.

a. This approach frustrates students who, because of personal learning style or past learning experience, would prefer simply to be told the rule.

b. Students may hypothesize the wrong rules or their version of the rule may be either too broad or too narrow.[19]

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[18]Scott Thornburry, *op. cit.*, p. 30.
[19]*Ibid. ,* p. 54.

It can be said that students will understand easily what the grammar point is actually taught without telling them the rule directly because they are given opportunities to think more and infer the rule from the given examples. However, not all students will enjoy when they are taught using this approach because of their different learning styles.

Regardless those two approaches, teacher actually can use either deductive or inductive approach based on the teaching learning context which may includes student learning style because there is no single approach will appropriate for all grammar items and for all learners.

3. **Students' Grammar Understanding Test**

After conducting the teaching, there should be assessment. Thornburry shown two kinds of test which are used to assess what the learners know and what they can do with that knowledge.[20]

a. Testing grammar using discrete-item test

It is a means of grammar test to assess the individual components of the learners' knowledge. This test is used to know what the learner knows and to test their competence. According to Thornburry it is appropriate to test students' understanding of any unit of the grammar system that is sufficiently narrowly defined to form the focus of test can be in multiple choice, completion, or gap fills format.

b. Testing grammar in an oral performance test

This kind of test is usually employed to assess learners' ability to communicate (performance). This test provides information about how well the learner can cope in situations of real life language use. This test is an advance level of test after testing the learner's competence. The format test can be role plays, simulations, or informal chat. The criteria of assessment are decided according to fluency, complexity, and accuracy.

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[20]*Ibid.* , p. 142-147.

Two kinds of test stated above have their own functions. At this point, the first type of test; that is testing grammar using discrete-item is considered appropriate to test learner's knowledge and understanding on certain grammar item. Having studied the English conditional sentences, the students are assessed to measure their understanding (competence), not their performance ability.

4. Methods In Teaching Grammar

Because of many viewpoints, stating that grammar is an important language aspect should be possessed and mastered. It would be better to review some methods includes the grammar aspects in language teaching and learning. Following are some of them.

a. Grammar Translation Method

This method emphasizes grammar component to be taught, grammatical rules are given in quite large proportion and are taught deductively because the fundamental purpose of language learning is to be able to read literature written in the target language.[21]

b. Communicative Language Learning

This method has main objective in language teaching and learning; that is students' communication ability. However the grammar aspect is given in quite proportion as the pre communicative activities.[22]

c. Audio lingual Method

The goal of this method is that students are hoped to be able to use the language communicatively. There are many drillings as forming habits in target language. Grammar is taught inductively through given examples, explicit grammar rules are not provided.[23]

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[21]Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (English: Oxford University Press, 1986), 9th Ed., p. 9.
[22]*Ibid* , p. 123.
[23]*Ibid*, p. 43

d. Direct Method

The objective of learning make the learners communicate in target language. Thus, the proportion of grammatical rules to be taught is relatively just little. It tends to be taught inductively, that learners are provided with examples and they figure out the rule or generalization from the examples.[24]

Those methods might point out how grammar is seen as the aspect in language learning that cannot be ignored at all. Each of them includes grammar to be taught in language learning either in deductive or inductive approach although it might just be taught in a little portion.

C. CONDITIONAL SENTENCE

Course material usually teach that conditional sentences consist of two clauses a main (conditional) clause containing a verb in a form with will or would, and subordinate clause that is introduced by *if*[25].

There are three kinds of conditional sentences. Each kind contains a different pair of tenses. With each type, certain variations are possible but students who are studying the conditional for the first time should ignore these and concentrate on the basic forms[26].

1. Conditional Sentence type one[27]

a) Basic Pattern

If + S + Simple Present +S +Future Tense

The conditional sentence consists of two clauses: the *if clause*, and the *main clause*. Either of the clauses can come at the beginning of the sentence.

If he goes there, we will give a permit

We will give a permit if he goes there

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[24]*Ibid* , p. 25

[25]Martin Parrot, *Grammar for English Language teacher with exercise and a key*,(Cambridge university press, 2000) p.231

[26]A.J.Thomson and A.V.Martinet, *A Practical English Grammar*, (Oxford University Press, 1986), 4th Ed., p.197.

[27]Bambang sugeng, *Functional English for senior high school grade XI*,(PT.tga serangkai pustaka mandiri,2005)p.97

The *if-clause* is in the simple present tense. Remember that there is agreement between the subjects and predicate for this tense. The main clause contains the verb *will + infinitive.*

*If he **goes** there, we **will give** a permit*

Simple present   will + infinitive

b) The Reference

The *if-clause* tells about an event which may or may not happen in the future. The *main clause* tells about an event which will happen if the condition is fulfilled. So, when we use the if-clause, we are referring to the future time. For example, we can add to the example sentence above an adverb of time

If he goes there, we will give a permit

Tomorrow

c) The Use

The *if-clause* tells about an event which may or may not happen in the future. This is the condition. The main tells about an event which will happen if the condition is fulfilled. That is why this condition is often called an open condition, or real condition, or a possibility. The *if-clause* is often referred to as an *if clause of open condition*, or if clause of possibility, or *if clause of real condition*. This means that the event in the main clause will happen if the condition in the if-clause is fulfilled.

If he goes there, we will give a permit

In this sentence, we find the following situation. We will give a permit (the event in the main clause) if he goes there (the condition in thief-clause). At present, we do not know whether he will go there or not. But, if he goes there, then we will give a permit.

d) The writing

When *if-clause* is written in the front, we use a comma at the end of the clause. When the *main clause* is written at the back, we do not use a comma at the end of the clause. Look at the same example and pay attention to the comma in the first sentence.

a comma
↓
If he goes there, we will give a permit

We will give a permit if he goes there (no comma)

e) If Vs When

Sometimes we need to distinguish between *if* and *when*. We use *if* when we are not sure whether or not the conditional is going to happen. We use *when* when we are sure that the condition is going to happen.

If he goes there, we will give a permit

When he goes there, we will give a permit

In the first sentence, we do not know for sure whether he goes there or not. Maybe he does, may be he does not. In the second sentence, we know for sure that he goes there.

2. Conditional Sentence type two[28]

a) Basic pattern

If + S + Simple Past... +S + Would + V1

In conditional sentence Type II, the *if clause* is in the simple past tense and the *main clause* has the *would + infinitive verb*.

If he went there, we would give a permit
    ↑   ↑
Simple present   would + infinitive

We would give a permit if he went there

Below are other examples of conditional sentences type II

If they went there, we would give a permit

If he did not go there, we would not give a permit

If she were there, he would go to see her

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[28]Ibid ,. p111

b) The Reference

The *if-clause* tells about condition which could happen in the present time. The *main clause* tells about an event which could happen if the condition could really happen. Actually, the event could not possibly happen. So, when we use an *if-clause* in a conditional sentence type II, we are referring to the present time. For example, we can add to the example sentence above adverb of time.

If he went there, we would give a permit
   ↑
  Now

c) The Use

The *if-clause* tells about a condition which could happen in the present time. Again, the condition could not actually happen. It just a hypothecal thing. It just an imagination; a dream. When we say *if he went there now*, we mean that he does not go there. He is right here. When we say *if he were here*, similarly, we mean that he is not here now. We just imagine that he *were* here. Below are some other unreal conditions:

If I were rich, (I am not rich)
If she were the teacher, (she is not the teacher)
If they were present now, (they are not present now)
If I were President, (I am not President)

The main clause tells about an event which could happen if the condition could really happen. Again, the condition could not actually happen. So, the event in the main clause does not happen either because the condition is not real. That is why this condition, and the *if-clause* is often referred to as an *unreal if clause* or *if clause of unreal condition.*

If I were a rich man, I would give all of you a lot of money
   ↑   ↑
(I am not rich)   (I don't give you a lot of money)

In this sentence, we find the following situation. I am not a rich man and I cannot give you a lot of money. I make a hypothetical condition; if I *were* rich; and a hypothetical event; I *would give* you of money. In this situation, neither the condition nor the event could actually happen, they are just in our mind.

d) Were

One characteristic of the conditional sentence type II is the use of the auxiliary verb *were* for all subject. The following if-clauses are correct:

If she were rich,

If she were the teacher,

If you weren't absent,

If he were president,

e) I wish …

Conditional sentences type II is often used to express a wish, an ambition.

I wish I were you.

I wish I were rich.

The meaning is the same as above. The event is not possible to happen. It just a wish. When we say *I wish I were you,* it just a wish because it cannot actually happen.

3. Conditional Sentence type three[29]

a) Basic pattern

If + S + Past Perfect + S + Would/Could/Might + Have + Past Participle (V3)

In conditional sentence type III, the *if clause* is in the simple past perfect tense and the *main clause* has the verb *would have + past participle.*

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[29]Ibid.. p113

If he <u>had gone</u> there, we <u>would have given</u> a permit
↑   ↑
Past perfect   would have + past participle

b) The reference

The *if-clause* tells about an event which could have happened in the past. The main clause tells about an event which could have happened if the condition had really happened. But, of course, the event did not happen because the condition could not have happened. So, when we use an *if-clause* in a conditional sentence type III, we are referring to the past time. For example, we can add the example sentence above with an adverb of time.

<u>If he had gone there</u>, we <u>would have given</u> a permit
↑
Yesterday

c) The Use

In conditional sentence type III, the *if-clause* tells about a condition which could have happened in the past time. This could not have been possible because the event already happened in the past. In the if-clause *If he <u>had gone</u> there*, it means that he did not go there (yesterday). But we made a conjecture that he went there (yesterday). This is called unreal condition in the past.

The main clause tells about an event hat could have happened. But, again, it could not have happened because everything has already happened in the past. Nobody can change it. In the main clause, *we <u>would have given</u> a permit,* but, of course, it is impossible because, in actuality, he did <u>*not*</u> go there.

If he <u>had gone</u> there, we <u>would have given</u> a permit
↑   ↑
(He did not go there)   (We did not give a permit)

The condition in the if-clause is unreal because it could not have happened. He did not go there, but we say: "If he had gone there". This unreal condition is in the past, so it is often called an

unreal past condition, and the *if-clause* is often referred to as an *unreal past.* The event could not have otherwise been averted.

d) The Writing

The writing is the same with conditional sentence type I and type II. When the if clause is written at the beginning of the conditional sentence, we use a coma at the end of the clause. When the main clause is written at the beginning, we do not use a soma at the end of the clause.

e) I Wish …

Conditional sentence type III is often used to express regret, something that happened in the past that we are sorry for.

> I wish had been there.
>
> I wish I had come earlier

In the above situation, I was not there. But I feel sorry about it, and I make a conjecture that I was there. This, of course, is not possible because it is already over.

f) Inversion

A special characteristic of conditional sentence type III is the inversion of the subject and verb in the if clause. The inversion is done by moving the verb before the subject while deleting the conjunction *if* .

> If **she had** been there, he would have gone to see her.
> **Had she** been there, he would have gone to see her.

> He would have gone to see her if **she had** been there.
> He would have gone to see her **had she** been there.

D. PREVIOUS RESEARCH

The research will describe some works which are relevant to these thesis to make the thesis arrangement easier:

Research conducted by Kusnaini (2201905037) with the title "*Students mastery of English Conditional Sentences (The case of the ninth Grade students of SMP Mardi Rahayu Ungaran in the academic year of 2006/2007*. The aims of her thesis were identifying students' mastery of English Conditional Sentence still bring problems. Therefore, she conducted this study, with the hope that she could identify some problems faced by the students' competence in using conditional sentence can be improve. To gain the purpose, first learned more about the material of English conditional sentence and it is application in teaching learning process not using media, but just drill on teaching learning. In order to achieve the data, she made an instrument, the multiple-choice type that had been try out before it was test to the students. The main purpose of conducting the try out was to measure the reliability as well as validity of the instruments. Moreover, the data from the result analyzed to determine the students' competence of conditional sentence. The result of the test showed that the students' mastery of English conditional sentences was 62%. So, from the factual about she can get conclusion that to improve the teaching learning process in English grammar and also to get satisfactory result in learner competence, it is suggested that the teacher pay much attention to their method and technique of teaching.[30].

Research conducted by Jatmi Puji Astuti (050106058) with the title "*Efektifitas strategi true and false and card sort dalam pembelajaran fiqih di kelas VIII SMP Muhammadiyah 5 Surakarta 2008/2009.*The writer uses random sampling technique and the sample of this study is VIIID SMP Muhammadiyah 5 Surakarta 2008/2009. The instruments to collect data were

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[30]Kusnaini(2201905037) , *Students' mastery of English Conditional Sentence (the case of nine grade of SMP Mardi Rahayu Ungaran 2006/2007,* (Semarang: The Library of UNNES, 2007)t.d

test. Based on the data analysis it found that using card sort to teach fiqih better than use true or false[31] .

This research is different from previous one. This research focus on the effectiveness in teaching Fiqih between using *card sort* and true false to improve young learners' understanding with experimental approach. From this research we can conclude that teaching using media will be better than conventional method.

So, in this case the writer wants to try using of media; card in teaching grammar commonly and especially in English Conditional Sentences. Moreover, using card sort as a technique in order to teach that goal were the students could improve their understanding in conditional sentence.

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[31]Jatmi Puji Astuti (050106058), *Efektifitas Strategi True or False and Card Sort dalam pembelajaran fiqih di kelas VIII SMP Muhammadiyah 5 Surakarta 2008/2009,* (Surakarta: The library of UMS, 2009)t.d