



**THE EFFECTIVENESS OF TEA PARTY TECHNIQUE
TO TEACH CONDITIONAL SENTENCES
A Quasi Experimental Research at the Eleventh Grade
Students of SMA N 1 Purwodadi in the Academic Year of
2014/2015**

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in English

by
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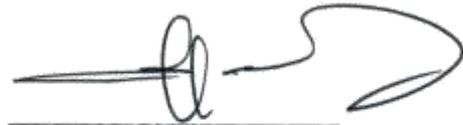
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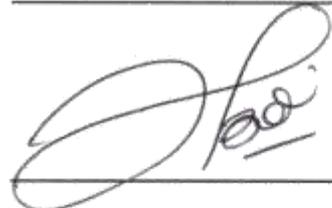
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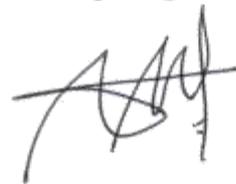
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menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar hasil karya saya sendiri, kecuali kutipan dan ringkasan yang semua sumbernya telah saya jelaskan. Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh Universitas batal saya terima.

Semarang, August 27 2015



Dyah Arista Pradikawati

MOTTO AND DEDICATION

Science without religion is lame, religion without science is blind

(Albert Einstein).

I dedicate this final project to:

- my beloved family and
- my incredible friends.

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Alhamdulillahirabbil'alamin. I praise Allah S.W.T., the Lord of the Universe, Who has blessed me so that I can manage to finish this final project. I also extend my praise unto prophet Muhammad S.A.W., his family, his companions, and all of his followers.

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I realize that this final project is still far from perfect. Therefore, any constructive suggestions for my final project will be appreciated. Hopefully, this final project will be useful for the readers.

Semarang, August 27 2015

A handwritten signature in black ink, consisting of stylized, overlapping letters that appear to be 'A', 'P', and 'A'.

Dyah Arista Pradikawati

ABSTRACT

Pradikawati, Dyah Arista. 2015. *The Effectiveness of Tea Party Technique to Teach Conditional Sentences to the Eleventh Grade Students of SMA N 1 Purwodadi in the Academic Year of 2014/2015*. Final Project, English Department, Languages and Arts Faculty, Semarang State University. Advisors: 1. Dr. Abdurrachman Faridi, M.Pd., 2. Hendi Pratama, S.Pd., M.A.

Key Words: Tea Party, Cooperative Learning, Conditional Sentences.

This final project dealt with teaching conditional sentences by using one technique in cooperative learning. I used tea party technique and aimed to find out the effectiveness of that technique in teaching conditional sentences.

I did a quasi-experimental research to achieve the goal. The subjects of this research were the eleventh grade students of SMA N 1 Purwodadi in the academic year of 2014/2015. There were two classes observed for this research. XI MIA 4 took a role as an experimental group, and XI MIA 5 acted as a control group. Different treatments were given to both groups. The experimental group was taught by using tea party technique while the control group was taught without using tea party technique. There were four meetings for each group including the pre-test and the post-test.

The results of this study show that tea party technique gives good effect in teaching conditional sentences. The average score of the pre-test for the experimental group was 59, and the average score for the control group was 57.20. After the experimental group was taught by using tea party technique, and the control group was taught without using tea party technique, the score of the groups increased. The average score of post-test for the experimental group was 87.28, and the average score for the control group was 79.73. In order to find out the significance of the score between the pre-test and the post-test, I used paired sample t-test. Based on the paired sample t-test measurement, it obtained sig value 0.000 in both the experimental and the control group, with $\alpha = 5\% = 0.05$. Because 0.000 was less than 0.05, the pre-test and the post-test data in the experimental and control group showed the different result.

The higher achievement in the experimental group showed that using cooperative learning tea party technique in teaching conditional sentences to the subjects was somehow effective. Therefore, I suggest English teachers to use tea party technique as an alternative technique in teaching conditional sentences or any other techniques related to cooperative learning.

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CHAPTER I

INTRODUCTION

In this chapter, I would like to present background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, hypotheses, significance of the study, limitation of the study, and outline of the study.

1.1 Background of the Study

PPL (Praktik Pengalaman Lapangan) is an obligatory intra-curricular activity which must be followed by Unnes students in the department of education. PPL is conducted in order that university students can apply all theories which they have learned in previous semesters. However, there are some problems which are faced by university students, especially me, in doing PPL.

In school life, like what I have observed when I did PPL, there were a lot of students who were not motivated to learn English. They thought that in learning English, they would face a big number of complicated formulas which are called as grammar. By all means, it can discourage the students. The students should be motivated in learning grammar because there are so many units that they have to understand. Learning grammar will benefit the students in both academic and professional life. One of the units in grammar that the students have to learn is conditional sentences.

Conditional sentences are not only explicitly written on syllabus design which should be taught for intermediate learners, but also they are frequently used in

students' daily life to communicate. The students often use them in any expression, such as to express real possibility, unreal possibility, advice or warnings, politeness markers, and regret.

In reality, the students find some difficulties in understanding conditional sentences. First, for Indonesian, conditional sentences are difficult for them because of grammatical differences. There is no distinguishing grammar in expressing conditional sentences in Indonesia. However, there are a number of tenses used to express English conditional sentences. Second, there are some types of conditional sentences. In school curriculum, there are three types of conditional sentences which should be taught. They are type 1, type 2, and type 3. Those three types use different formulas and reflect different meaning.

Moreover, in learning conditional sentences, the students are confused to decide which tenses that they should use in each type. They will find out some difficulties if they are asked to find the meaning of conditional sentences. It happens because the tenses which are used in each type are speculative. For example, if the students speculate about the present, they use the past tense. Therefore, the students should be exposed to the use of conditional sentences concerning their daily life to make them familiar.

Another problem is that teachers still often applied the teacher centered technique in teaching and learning process. If it is applied in teaching and learning grammar, especially conditional sentences, it will make the students bored and sleepy easily in class. Moreover, there are also some students who are occasionally afraid to pose questions whenever they do not understand the materials. This traditional

classroom learning environment can fit into competitive and individualistic categories. According to Burton (2004), competitive traditional classrooms are based on the concept of ranking. Thus, only one student can be at the head of the class. They often work individually to try getting the best among their friends, so students' success depends on individual action.

The teachers can try to involve cooperative learning to engage the students in class in order to create a better learning environment. Cooperative learning is a kind of learning in which students work together in heterogeneous groups. This technique is very effective because it applies students' centered technique, so it will make the students more active. In cooperative learning, students have many opportunities to ask each other when they do not understand the materials well.

There are many techniques in cooperative learning that teacher can use in teaching English as a second language. Tea party is one of techniques in cooperative learning. This technique will benefit both faster learners and slower learners. Faster learners will consolidate their understanding of materials when they explain what they know to their teammates. Slower learners will benefit from their friends' tutoring in group.

Based on the statements above, I decide to investigate the effectiveness of tea party technique to teach conditional sentences. By using this technique, the students' mastery of conditional sentences is expected to be improved.

1.2 Reasons for Choosing the Topic

My research is conducted based on some reasons. First, I choose conditional sentences as the materials to be taught to the research. It is because they play an important role in grammar, and they are not easy to learn. Conditional sentences are quite complex to learn in both the formulas which are used and the meaning. Celce-Murcia and Larsen-Freeman (1999) say that the main difficulties lie in the following aspects are form, meaning, oversimplified explanations, and time-tense relationship. Moreover, according to Cowan (2008), one cause of ESL/EFL students' difficulty in producing English conditional sentences is probably that some learners have difficulty which starts from a small number tenses used in conditionals in their L1 to the large number of tense sequence required for expressing specific conditional meanings in English. Moreover, conditional sentences cannot be separated from students' life. The students frequently use them in any expression related to everyday language. That is why conditional sentences are important for students' to learn.

Second, teachers should find an attractive technique to teach conditional sentences. One of the techniques that the teacher can use in teaching conditional sentences is tea party technique. This tea party technique which creates a lot of movements will enable the students to be more active and energetic to learn. Furthermore, the students will work in heterogeneous groups because their partners will always change. As a result, students can share their mind with each other and help each other to learn. In this condition, the students will feel more relaxed, and they are expected to be able to receive the materials well. Therefore, I intend to know the effectiveness of tea party technique to teach conditional sentences.

1.3 Statement of the Problems

The problems which are going to be discussed in my research are as follows:

- (1) How is the achievement of the subjects in mastering conditional sentences?
- (2) What is the effect of the use of tea party technique to teach conditional sentences on the subjects?

1.4 Objectives of the Study

- (1) to describe the achievement of the subjects in mastering conditional sentences,
and
- (2) to find out the effect of the use of tea party technique to teach conditional sentences on the subjects.

1.5 Hypotheses

Hypothesis is a suggested answer to the problem. The hypotheses of this research will be stated as follows:

Working hypothesis (H1)= the subjects who were taught by using tea party technique improved significantly in mastering conditional sentences than those who were taught without tea party technique.

Null hypothesis (H0)= the subjects who were taught by using tea party technique did not improve significantly in mastering conditional sentences than those who were taught without tea party technique.

1.6 Significance of the Study

According to the objectives of this study, this research is conducted to give useful contribution in education field. I elaborate the significances of the study into three aspects: theoretically, practically, and pedagogically.

1.6.1 Theoretically, this research is expected to give benefit for the teachers to get a new understanding of an alternative technique for teaching conditional sentences. For the students, this research is expected to make them more motivated to learn conditional sentences through tea party technique. Moreover, this research can become an inspiration for next researchers who want to conduct a research related to conditional sentences.

1.6.2 Practically, tea party technique will help the students to learn conditional sentences, and they can also apply this technique to learn any other subjects with their classmates. This technique is supposed to increase students' achievement in learning conditional sentences. Hopefully, this technique can be applied by teachers in teaching conditional sentences.

1.6.3 Pedagogically, the result of this research is expected to be a consideration for the teachers to improve students' understanding of conditional sentences.

1.7 Limitation of the Study

There are many techniques in cooperative learning which can be used in teaching and learning process. However, I focused only on tea party technique in teaching conditional sentences to the subjects.

1.8 Outline of the Study

This final project will consist of 5 chapters. The first chapter is introduction. It consists of background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, hypotheses, significance of the study, limitation of the study, and outline of the study.

The second chapter is review of related literature. It consists of review of previous studies, literature review, and theoretical framework.

The third chapter deals with methods of investigation. It presents research design, subjects of the study, research variables, method of collecting data, procedure of the experiment, and method of data analysis.

The fourth chapter presents the result of the data analysis and discussion about the result. It discusses the results of the try-out, the pre-test and post-test, and research finding. And the last chapter is conclusion and suggestion. It consists of conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains three sections. The first section presents the previous studies of subjects related to this topic. This is then followed by the second section that talks about the related literature underlying this research. The last section describes the theoretical framework which is used as the basis of the research.

2.1 Review of Previous Studies

There have been a number of researchers concerned with the use of certain media, technique, and method to teach conditional sentences. The first research was conducted by Permana (2012). This research is aimed to find out the effectiveness of www.englisch-hilfen.de in improving English conditional sentences at eleventh grade of SMA N 1 Ungaran in the academic year of 2011/2012. In his research, he only took 60 students of the eleventh grade who were divided into two groups. They were experimental group and control group. The results of his research showed that the treatment given to the experimental group has significant effect to increase the students' ability in mastering English conditional sentences. Thus, it can be said that using www.englisch-hilfen.de is effective for teaching English conditional sentences.

The second research was conducted by Wigati (2011). The research is aimed to obtain the effectiveness of circle the sage as a strategy in teaching conditional sentences type 2 at the eleventh graders of SMK N 7 Semarang in the academic year of 2010/2011. There were 15 classes of the eleventh graders, but she only took two

classes as experimental group and control group. After conducting the research, she concluded that circle the sage is an effective strategy because its implementation can improve students' mastery of conditional sentence type 2.

And the third research was conducted by Jayanti (2012). This research is aimed to know the improvement of students' understanding of conditional sentence type 1 by using substitution drills. It was classroom action research at the tenth grade students of SMK Islamiyah Ciputat. The subjects of her research were the students of X TKJ 2 in the academic year of 2011/2012. According to her, teaching conditional sentences type 1 by using substitution drill is effective. The finding of her research stated that students' understanding in mastering conditional sentence type 1 is more improved than before. Their motivations are also improved after using substitution drills in class.

There are some researches on international journals which discuss about conditional sentences, for example a research which was conducted by Nekoueizadeh (2013). The main purpose of the current research is to consider whether or not conversational shadowing has any impact on the acquisition of English conditional sentences. The participants of this research were 60 English learners from five intact classes in one language institute whose English knowledge was categorized to be at the intermediate level based on the placement test given to them. The results of her study showed that there is a statistically significant difference between the performances of the selected group on the post-test. Thus, it showed that conversational shadowing has a positive impact on teaching and learning the conditional sentences.

Moreover, there is also a research which was conducted by Wu (2012). The objective of her research is to know how effective the probability approach to teach four basic types of English if-conditional sentences is. Her research was conducted on the freshman who was majoring English in a teachers college in Sichuan. However, she only took 65 freshmen who were divided into two classes, experimental and control class, as her subjects. The finding of her research showed that the Probability Approach is effective in helping students acquire the four basic types of conditional sentences because students who learned the Probability Approach have scored 6 points higher in the second quiz than in the first quiz, compared with those who did not learn this approach.

My research is different from all the researches above because I will use cooperative learning tea party technique to teach conditional sentences. A topic related to the use of tea party technique in teaching conditional sentences has not been worked out. Thus, it motivates me to conduct the research of this particular interest. In this research, I will use this technique to teach eleventh grade students of senior high school.

2.2 Review of the Related Literature

Review of the related literature discusses about tea party technique, conditional sentences, teaching English for SMA, and teaching English for Eleventh grade students.

2.2.1 General Concept of Tea Party

One of some techniques in cooperative learning is tea party. In tea party, according to Colorado (2007), students form two concentric circles or two lines facing each other. The teacher asks a question (on any content) and the students discuss the answer with their partners. After one minute, the outside circle or one line moves to the right so that students have new partners. Then the teacher poses a second question for them to discuss, and it is continued with five or more questions. For a little variation, cards can be used in this technique.

The tea party technique refers to heterogeneous group because students spend the majority of their time to sit and work together in groups consisting of students who have different levels of ability. Mixed team is another way to name heterogeneous team. Tea party itself applies the heterogeneous team because student's partner will always change.

According to Barber (2007), tea party technique includes intensive interaction. With intensive interaction, from time to time students move away from the direct imitation and start to suggest linked variations and contributions, while staying within the shape of the exchange. Students do this by suggesting more of their own ideas, based on what the child is doing, but within the tea party game (e.g., echoes, similar sounds) and following the shape of the child's game (e.g., pauses and repetitions).

According to Kagan (1992), inside-outside circle is almost the same as mad hatter's tea party. In inside-outside circle, students have an opportunity to move and

talk with their partners. Unlike mix-freeze-pair, partners are determined by the movement of the circles or lines. This may be preferable when students might feel anxious or left out or when free movement may be too chaotic. This structure is particularly good for sharing, review, or closure. Then, for interpersonal and small-group learning skills, it can be used for sharing ideas, careful listening, asking clarifying and probing questions, paraphrasing, and moving in an organized way. In this technique, students form two circles, the inside circle faces out and the outside circle faces in. (If the classroom lacks floor space, two smaller concentric circles will work.) In mad hatter's tea party, students face each other in two lines. The teacher asks the question or presents a discussion topic. Students talk with their partners. This can be done freely or can be directed by the teacher. For example, in inside-outside circle, people in the outside circle have one minute to explain his/her position. If they are in the inside, they may ask questions but not share their own ideas. Students move to new partners, and it is easier for the outer circle to rotate. In mad hatter's tea party, either one line shifts or both lines shift but in opposite directions. When students move to a new partner, they might first paraphrase what their old partner said before beginning a new discussion.

According to Sanchez (2010:87), the objectives of tea party technique are to build inclusion, structure brainstorming or review, and use language in meaningful communication activity.

From the definitions of tea party technique above, it can be concluded that tea party is one of some techniques in cooperative learning in which students work and

learn together in heterogeneous group to answer questions with their partners facing them.

2.2.1.1 Cooperative Learning

There are some methods which can be used in language learning. One of them is cooperative learning.

Cooperative learning is a successful teaching strategy in which small teams, each with students of different ability levels, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible, not only for learning what is taught, but also for helping his or her teammates learn, thus creating an atmosphere of achievement (Fredericks, 2005).

According to Gokhale (1995), the term "cooperative learning" refers to an instruction method in which students at various performance levels work together with their friends in small groups to accomplish a common goal. The students are responsible for their friends' learning as well as their own. Thus, the success of one student helps other students to be successful.

“Via cooperative learning, learners may be able to progress faster than they could on their own, because what students can at first only do when working with others, they can later do on their own. Therefore, interaction aids learning” (Lantolf, 2000).

In cooperative learning, like what I have stated before, students work in heterogeneous groups.

Heterogeneous cooperative teams would seem to provide a good environment for such discussions, enabling learners to compare and contrast each others' preferred or habitual ways of learning and gain a deeper understanding of the processes. An important advantage of heterogeneous learning teams is that they can be facilitated to work independently to a large extent, with learners helping each other (Nunan, 2005a).

“Cooperative learning can be used by students at any level of language proficiency and with any existing textbook, workbook, or other materials for learning a second language. Furthermore, cooperative learning offers much advice on what they are going to do in their groups and how they going to do it” (Jacobs and Goh, 2007:4).

From the theories about cooperative learning above, it can be concluded that cooperative learning is a kind of learning in which students work together in heterogeneous groups. They learn together and help one another to be successful through teacher's monitoring.

2.2.2 General Concept of Conditional Sentences

In English, there are some units in grammar that students should learn and master. “Grammar is partly the research of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentences. Thus a grammar is a description of the rules that govern how a language's sentences are formed” (Thornbury, 2006:1). One of them is if-clause or conditional sentence.

Conditional sentences are formed when the conjunction 'if' is used to preface a condition, e.g. "If it rains (condition), you'll get wet (result)". In this case it is quite likely that it will rain, and therefore the result is possible. However, if we change the sentence to "If it rained, you would get wet" we are suggesting that the chance of it raining is unlikely. In other words, we are talking hypothetically, and this is signaled by the use of 'would' rather than 'will'. A further change of verb tense/form (using the past perfect) will produce an impossible condition, e.g. "If it had rained, you would have got wet" (Harmer, 2007:74).

"Clauses constructed with if (except in reported speech) are often called conditional clauses" (Swan, 2003:128).

According to Parrott (2000:232-236), there are three types of conditional sentence. Type 1 conditional sentences are called the first or future conditional. Although the verb in the if-clause is in a present tense, both clauses reflect the future. Type 2 conditional sentences are called the 'second', 'hypothetical', or 'unreal' conditional. They are used to speculate about something which is impossible or contrary to fact. Then, type 3 conditional sentences are used to speculate about past events, and about how things that happened or did not happen might have affected other things.

According to Raimes (2006:150), conditional sentences are used to say or write something which is quite speculative. The grammar used reflects imagination. Verb tenses do not fit their neat slots anymore. For example, when students speculate about the present, they use the past tense.

Some students find out that conditional sentences are difficult to learn "because conditional sentences are quite complex in both form and meaning, they are a

problem for most learners of English. If you have a good understanding of the English tense system and of the modal auxiliaries, you will find it easier to understand and use conditional sentences” (Fleming, 2003).

From the definitions of conditional sentence above, a conditional sentence is if-clause which presents a condition and the following result. The condition can be real or unreal.

2.2.2.1 Types of Conditional Sentences

According to Evans (2004:142), there are three types of conditional sentences which will be explained as follows:

	If-clause (hypothesis)	Main clause (result clause)	Use
Type 1 Real Present	If + any present form (Present S., Present Con. , or present Perf.)	Future/imperative can/may/might/must/should + bare infinitive Present Simple	True or likely to happen in the present or the future
	<p>If you finish work early. We'll go for a walk.</p> <p>If you have finished your coffee, we can pay the bill.</p> <p>If you're ill, see a doctor! If you burn yourself, it hurts.</p>		

Type 2 Unreal Present	If + past simple or past continuous	Would/could/might + bare infinitive	Untrue in the present; also use to give advice
	<p>If I had money, I would travel round the world. (but I don't have money _ untrue in the present)</p> <p>If I were you, I would take an umbrella. (advice)</p>		
Type 3 Unreal Past	If + Past Perfect or past perfect continuous	Would/could/might + have + past participle	Imaginary situation contrary to the facts in the past; also used to express regrets or criticism.
	<p>If we hadn't left so early, we would have missed the plane.</p>		

Based on the explanation above, it can be concluded that there are three types of conditional sentences. Type 1 talks about something real in the present or future, type 2 talks about something unreal in the present, and type 3 is about imaginary situation contrary to the facts in the past. Also, they all consist of two parts: hypothesis and result clause.

2.2.2.2 The Use of Conditional Sentences

According to Edufind (2014), conditional tenses are used to speculate about what could happen, what might have happened, and what we wish would happen.

1. The zero conditional is used for when the time being referred to is now or always and the situation is real and possible. The zero conditional is often used to refer to general truths. The tense in both parts of the sentence is the simple present. In zero conditional sentences, the word "if" can usually be replaced by the word "when" without changing the meaning.
2. The type 1 conditional is used to refer to the present or future where the situation is real. The type 1 conditional refers to a possible condition and its probable result. In these sentences the if-clause is in the simple present, and the main clause is in the simple future.
3. The type 2 conditional is used to refer to a time that is now or any time, and a situation that is unreal. These sentences are not based on fact. The type 2 conditional is used to refer to a hypothetical condition and its probable result. In type 2 conditional sentences, the if-clause uses the simple past, and the main clause uses the present conditional.
4. The type 3 conditional is used to refer to a time that is in the past, and a situation that is contrary to reality. The facts they are based on are the opposite of what is expressed. The type 3 conditional is used to refer to an unreal past condition and its probable past result. In type 3 conditional sentences, the if-clause uses the past perfect, and the main clause uses the perfect conditional.

Based on the description above, there are three types of conditional sentences, and they are different in usage and formula.

2.2.3 Teaching English for SMA

SMA belongs to students in intermediate level. According to age, they are described as adolescents. According to [Csikszentmihalyi](#) (2015) as cited on [World Health Organization](#) (WHO), an adolescent is any person between ages 10 and 19.

“At their best, adolescent students have a great capacity for learning, enormous potential for creative thought and a passionate commitment to things which interest them” (Harmer, 2007: 15).

2.2.3.1 Syllabus Design Issues for Intermediate Level

Unit	Grammar	Functions	Example of exponents
1	The present perfect	Talking about past experiences with present relevance	I don't want to see Gang of New York because I've seen it twice already.
2	Passive voice	Describing an action when the actor is unknown.	My car was stolen last week.
3	Conditional sentences	Hypothesizing/ conjecturing	If it rains, we'll get wet.

4	Coordination	Providing additional detail	I like reggae and hip-hop, but I also like classical music and jazz.
5	Relative clause	Identifying people	My brother is the guy who is wearing the yellow shirt.
6	Gerunds and Infinitives	Expressing attitude	I love going to the movies, but I don't like to watch them on DVD.
7	Comparative and Superlative adjectives	Comparing things	I'm more extroverted than most of my friends, but my sister is the most extroverted person I know.
8	Conjunctions	Giving reasons	Because we have an important examination next week, I decided not to go away for the weekend.
9	Future forms: going to and will. Present continuous to express future actions	Talking about planned and unplanned future actions	I'm going to the mountains next week. I just heard that my cousin is coming to visit, so I'll stay home next weekend.
10	Modals	Talking about things	You mustn't bring your cell phone

		that are prohibited, permitted, advisory, and compulsory	to school. You can wear sneakers. You should attend the sports day. You must attend the assembly.
11	Past continuous and past simple	Describing an ongoing past action in relation to a past point in time.	I was walking down the street when a small boy ran into the road.
12	Count and non-count nouns with quantifiers and how much/how many questions	Describing quantity and numbers of things	Are there any cans of soda? Is there any juice? How many cans of soda are there? How much juice is there? There are a few cans of soda but not much juice.
13	Reported speech	Reporting what somebody said	Boss: You're very hard-working. Employee to friend: The boss said I was very hard-working.
14	Past perfect	Relating one past event to a prior past event	By the time I got to the airport, my flight had already left.
15	Two-part verbs	Giving and following instructions	Turn on the machine, put in the paper, and when you've finished

			turn off the machine.
16	Indirect questions	Making inquiries	Can you tell me how much it costs?
17	Comparative and superlative adverbs	Making comparisons	I got to the snow quickly and comfortably because I went by train. Jose got there quicker and more comfortably because he went by a chauffer-driven limo.
18	Word order of modifiers	Describing things	I saw some fascinating wooden Scandinavian furniture in town today. Well, I saw some boring woolen English skirts.
19	Used to	Talking about past habits	When I was a kid I used to chew my nails, but I don't anymore
20	Tag questions	Checking and confirming facts and opinions	You have to travel a lot in your job, don't you? You don't live around here, do you? Oh, so you're an engineer, are you?

(Nunan, 2005b: 81-82)

Based on the table above, there are some units of grammar which must be taught to intermediate students.

2.2.3.2 Teaching Conditional Sentences

Conditional sentence is one of the units in grammar that students have to learn. In teaching grammar, some consideration should be made. According to Nunan (2005b: 15-22), there are many things about teaching of grammar, but there are only two fundamental aspects of teaching grammar which will be explained. First, in teaching grammar, there are two basic ways to introduce a new grammar item. They are deductively and inductively. In a deductive approach, the teacher presents the grammar rule and then gives students exercises in which they apply the rule. In an inductive approach, the teacher presents samples of language, and the students have to come to an intuitive understanding of the rule. Second, it is about repetition in language learning. It is better to maximize the amount of time that learners spend to practice the target language than talk about the language in class.

Thornbury (2006: 25-27) views that there are some basic principles for grammar teaching. They include how efficient of an activity (the E-factor) by determining its economy, its ease, and its efficacy and how appropriate of an activity (the A-factor) based on learners' need and interests, and learners' attitudes and expectation.

Scrivener (2004: 3) states that not only lessons that explicitly teach grammar, but everything which is done in class using English is also providing language example for learners to notice and learn from.

From the definitions above, there are two basic approaches in teaching grammar. They are deductive and inductive approach. Also, teaching grammar should be evaluated based on how efficient and how appropriate they are.

2.2.3.3 Teaching Conditional Sentence to Intermediate Learners

According to Nunan (2005b: 85), there are three principles to teach intermediate learners. First, teachers can start to move students from reproductive to creative language use. Second, teachers can personalize the grammar activities and exercises whenever possible. And the last, teachers can encourage learners to understand that learning grammar is as a process.

Harmer (2007: 18) views that success at intermediate level is less obvious. Intermediate students have learned a lot, but to recognize a daily progress is less likely to be able for them. However, it may seem that they do not improve much or fast anymore. It is often called as the plateau effect. To solve this, the teacher has to make strenuous attempts to show students what they still need to learn without being discouraging. For example, the teacher can ask students to make the more challenging tasks and analyze language more thoroughly. However, they should be helped to set clear goals for themselves so that they can measure their achievement.

It can be concluded that teaching grammar, especially conditional sentences, for intermediate learners is different from beginners. Learners should be exposed to creative language use, personalized grammar activities and exercises, and some challenging tasks.

2.2.4 Teaching English for Eleventh Grade Students

English is one of the compulsory subjects which is learned by eleventh grade students. Learning English is very important because English is one of the international languages used to communicate.

In order to support the English teaching and learning, the Indonesian government has constructed 2013 curriculum for elementary school, junior high school, and senior high school.

2.2.4.1 The 2013 Curriculum

According to the regulation of the ministry of education and culture of Indonesia, number 69/2013, the 2013 curriculum aims to prepare Indonesian people that have the ability to live as individuals and citizens who are religious, productive, creative, innovative, and affective and able to contribute to society, nation, and world civilization.

The 2013 curriculum consists of core competency (*kompetensi inti*) and basic competency (*kompetensi dasar*). Core competencies are designed in line with the increasing age of students in a particular class. Through its core competencies, vertical integration of various basic competencies in different classes can be maintained. The core competencies are formulated based on these notations:

1. core competency-1, for core competency of spiritual attitude,
2. core competency-2, for core competency of social attitude,
3. core competency-3, for core competency of knowledge, and

4. core competency-4, for core competency of skill.

Basic competencies are made to achieve core competencies. Formulation of basic competence is developed by taking into account the characteristics of learners, initial capabilities, as well as the characteristics of a lesson. Basic competencies are divided into four groups based on the following core competencies:

1. group 1: groups of basic competency which aim to describe the spiritual attitude of core competency-1;
2. group 2: groups of basic competency of social attitudes which aim to describe the core competency-2;
3. group 3: groups of basic competency of knowledge which aim to describe the core competency-3; and
4. group 4: groups of basic competency of skill which aim to describe the core competency-4.

2.2.4.2 Competencies in Eleventh Grade Students

According to the 2013 curriculum, there are some grammar points that eleventh grade students should master. One of them is conditional sentences or if-clause. The conditional sentence in 2013 curriculum is described on the following basic competencies.

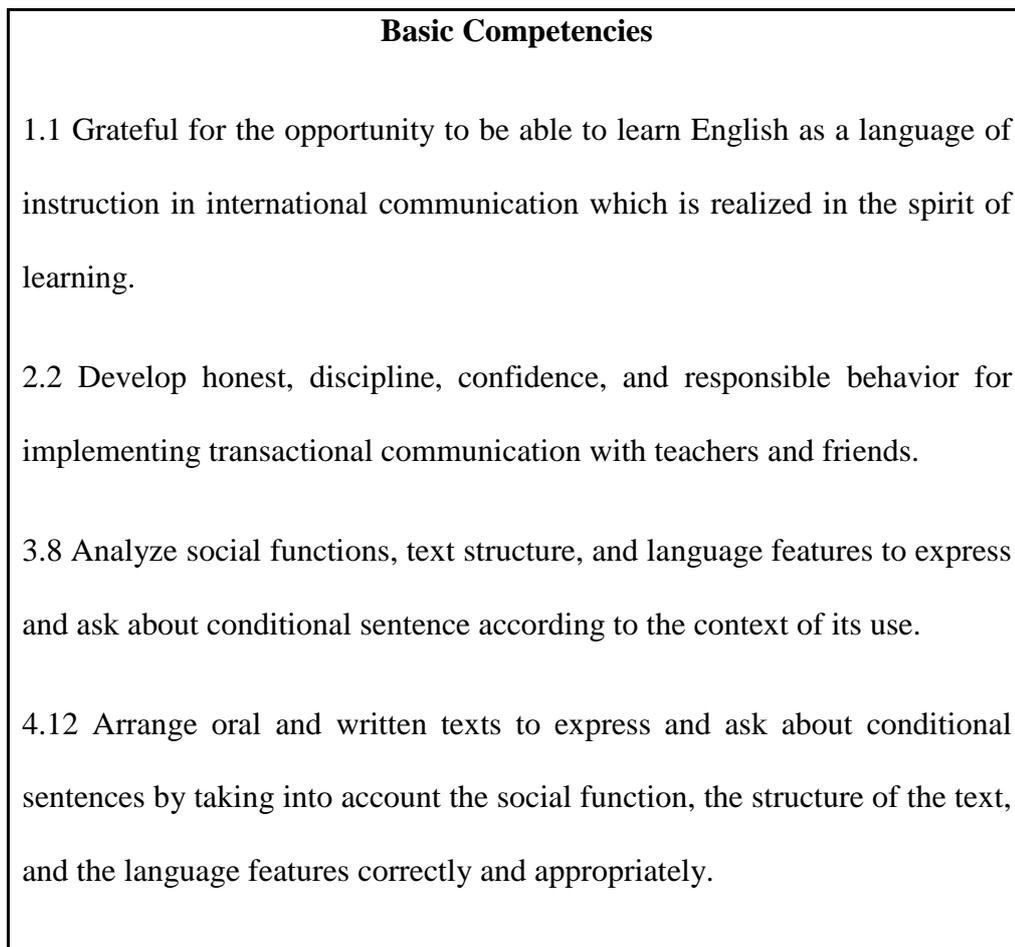


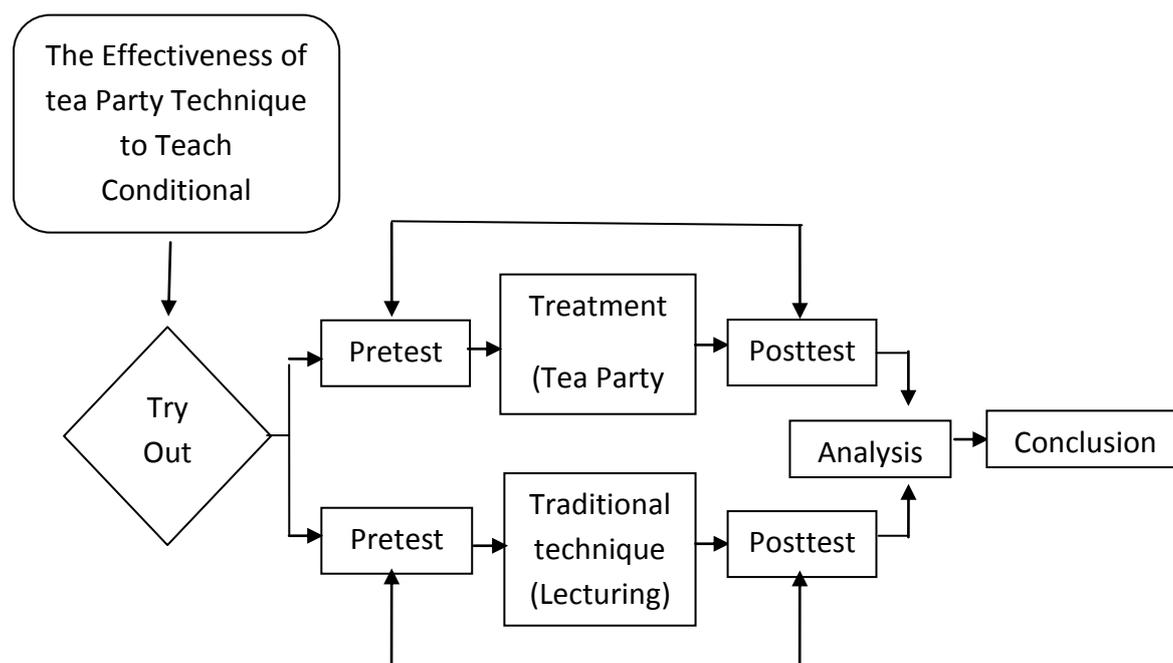
Figure 2.1

Basic Competencies of English Conditional Sentences

2.3 Theoretical Framework

In this research, I focused on teaching conditional sentences to eleventh grade students of senior high school. Conditional sentences need to learn because they often used by students in their daily life. They can be used to express any expression, such as to express real possibility, unreal possibility, advice or warnings, politeness markers, and regret. Moreover, conditional sentences are a bit difficult to learn, especially in form and meaning.

In overcoming the difficulties of conditional sentences, I used a technique which has not been used in previous studies about conditional sentences. I applied one of the techniques in cooperative learning, that is, tea party technique.



In this research, I used quasi experimental research to improve the effectiveness of teaching learning process. Quasi experimental research is a research which has a purpose to investigate whether there is an effect of something that is treated to the subjects of the research. In short, the objective of this research is to give senior high school students effective technique in learning conditional sentences.

The research was done through four steps. Firstly, the try-out was given to obtain the instrument's validity, reliability, item difficulty, and discriminating power. Secondly, the pre-test was given to both groups. Thirdly, the students in the

experimental group were given treatments, but the students in the control group were not. And the last, the post-test was given.

After the data were collected, they were analyzed by using t-test in order to find out the effectiveness of the technique used. The formula used in t-test is as follows:

$$t = \frac{|M_x - M_y|}{\sqrt{\left| \frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2} \right| \left| \frac{1+1}{N_x + N_y} \right|}};$$

in which,

M_x = the mean of the experimental group's scores,

M_y = the mean of the control group's scores,

$\sum X^2$ = the sum of the experimental group's scores,

$\sum Y^2$ = the sum of the control group's scores,

N_x = the number of students in the experimental group, and

N_y = the number of students in the control group.

Then, the t-value obtained by using that formula was consulted to the critical value with 5% level of significance. If the t-value is higher than t-table, it means that there is significance difference between the two means. However, if the t-value is lower than t-table, it means that there is no significant difference between two means.

CHAPTER III

METHODS OF INVESTIGATION

This chapter will present the research design, subjects of the study, research variables, method of collecting data, procedure of the experiment, and method of analyzing data.

3.1 Research Design

In this research, experimental design was used. That is by collecting data with treatments using pre-test and post-test (experiment control group design). The design of the experiment can be described as the following:

E	01	X	02;
C	03	Y	04

in which,

- E = experimental group,
- C = control group,
- 01 = pre-test for the experimental group,
- 02 = post-test for the experimental group,
- 03 = pre-test for the control group,
- 04 = post-test for the control group,
- X = treatment using tea party technique, and
- Y = using traditional technique or lecturing (Arikunto, 2006:86).

In the design above, samples are assigned either to the experimental group (top line) or to the control group (bottom line). The qualities of the subjects were elected firstly by pre-testing them (01 and 03). Then the experimental treatment was given to the experimental group. The two groups were taught by using the same topic but with different technique. The experimental group was taught by using tea party technique, while the control group was taught by using traditional technique (lecturing).

3.2 Subjects of the Study

Subject is the thing which is being discussed, considered or studied. The subjects of this research are a number of students. I took two classes for this research. Those classes were taken based on the consideration that both classes had equal average of achievement in English in the previous examination. Having equal average means that the average of that both classes were the same in quantity. I took XI MIA 4 as an experimental group and XI MIA 5 as a control group.

3.3 Research Variables

Variable is the condition as characteristics that a researcher manipulates, controls, and observes. There were two kinds of variables namely independent variable (X), and dependent variable (Y).

3.3.1 Independent Variable

Independent variable is a variable that makes change in the value of one variable. In this research, the independent variable is using tea party as the technique to teach conditional sentences.

3.3.2 Dependent Variable

The dependent variable is the variable that the researcher observes and measures to determine the effect of the independent variable that is measured in order to know how far the independent variable affects it. The dependent variable of this research is the effectiveness in teaching conditional sentences.

3.4 Method of Collecting Data

The method of collecting data should be applied in conducting the research in order to get the appropriate result of the research.

3.4.1 Type of Data

The data for the objective of this research were students' scores in mastering conditional sentences after they were taught by using tea party technique for the experimental group and using traditional technique for the control group.

3.4.2 Instrument for Collecting Data

Instrument is an important device to collect data in a research program. In this research, a test was used as a method of collecting data. In general, there are two kinds of test namely essay test and objective test. However, I used the objective test,

and it was multiple choice test and fill-in-the-blank test. These types of tests were chosen because of some advantages. Those were: the technique of scoring was easy; it would be easy to compute and determine the reliability of the test; and it would be more practical for the students to answer.

3.4.3 Try-out

Try-out test is highly important since the result will be used to make sure that the instrument has such characteristics as valid and reliable. The try-out test consists of 40 items. After scoring the result of the try-out, I made an analysis to find the reliability, validity, level of difficulty, and discriminating power of the items on the multiple choice test. Then, for fill-in-the-blank test, I assigned three validators to check the validity. All the items were used to decide which item should be used in making instrument.

3.4.4 Condition of the Test

According to Arikunto (2009: 57), a good test must fulfill some requirements, such as validity, reliability, objectivity, practicality, and economy. That is to say, any test that we used had to be appropriate in terms of our objectives, dependable in the evidence it provided, and applicable to our particular situation. Those characteristics of a good test would be explained further below.

3.4.4.1 Validity of the Test

Validity is a standard or criterion that shows whether the instrument is valid or not. “By far the most complex criterion of a good test is validity, the degree to which the

test actually measures what it is intended to measure” (Brown, 2001:387). To measure the validity, I used Pearson’s Product Moment Correlation by using formula below:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N(\sum X^2) - (\sum X)^2)(N(\sum Y^2) - (\sum Y)^2)}};$$

in which,

r_{xy} = the correlation of the scores,

$\sum X$ = the total of students who have right answer,

$\sum Y$ = the total of students’ scores,

X = the number of the students who have right answer,

Y = the students’ scores, and

N = the number of students (Arikunto, 2006:170).

This formula was used for validating each score, and the results were consulted to critical value for r-product moment. When we obtain coefficient of the correlation is higher than the critical value for r- product moment, the item is valid at 5 % alpha level of significance.

3.4.4.2 Reliability of the Test

“A reliable test is consistent and dependable” (Brown, 2001: 386). To know whether this test is reliable or not, I applied K-R 21 formula by using the following formula:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{M(k-M)}{kVt} \right);$$

in which,

- r_{11} = the reliability of the test,
 k = the number of items,
 M = the means of the scores, and
 Vt = the total of variance (Arikunto, 2006:189).

To get the result of Vt , the formula used is:

$$Vt = \frac{\sum y - \frac{(\sum y)^2}{N}}{N};$$

in which,

- N = the number of students participating in the test,
 $\sum y$ = the sum of even items, and
 $\sum y^2$ = the sum of the square score of the even items (Arikunto, 2006:184).

3.4.5 Item Analysis

After determining the try-out test, I made an item analysis to evaluate the effectiveness of the test items. It was intended to check whether or not each item was appropriate for the requirement of a good test item. It consists of difficulty level and discriminating power.

3.4.5.1 Item Difficulty

An item is considered to have a good difficulty level if it is not too easy or too difficult for the students, so they can answer the item. If a test contains many items, which are too difficult or too easy, the test cannot function as a good means of evaluation. Therefore, every item should be analyzed first before it is used in a test.

The formula of item difficulty is as follows:

$$P = \frac{B}{JS};$$

in which,

P = the facility value (index difficulty),

B = the number of students who answered correctly, and

JS = the total number of the students.

Table 3.1

The Criteria of Facility Value are Classified

Interval ID	Criteria
0.0 < ID ≤ 0.30	difficult
0.30 < ID ≤ 0.70	medium
0.70 < ID ≤ 1.00	easy

(Arikunto, 2006:208)

The next step, I calculated the discriminating power in order to determine how well each item discriminated between high-level and low-level examinees.

3.4.5.2 Discriminating Power

The discriminating power is a measurement of the effectiveness of an item discriminating between high and low scores of the whole test. The higher values of discriminating power are the more effective the item will be. Discriminating power can be obtained by using this following formula:

$$D = \frac{BA}{JA} - \frac{BB}{JB};$$

in which,

D = the discrimination index,

BA = the number of students in the upper group who answered the item correctly,

BB = the number of students in the lower group who answered the item correctly,

JA = the number of students in the upper group, and

JB = the number of students in the lower group.

Table 3.2

The criteria of facility value are classified

Interval	Criteria
0.0 < DP ≤ 0.20	poor
0.21 < DP ≤ 0.40	satisfactory
0.41 < DP ≤ 0.70	good
0.71 < DP ≤ 1.00	excellent

(Arikunto, 2006:208)

3.4.6 Pre-test

Pre-test was given to both the control and the experimental groups to measure the condition before the treatments. Both groups were given questions from pre-test. The goal of the pre-test is to measure students' prior ability in mastering conditional sentences.

3.4.7 Treatment

Some treatments were given to the experimental and the control groups after the pre-test was conducted. The experimental group was taught by using tea party technique, while the control group was taught by using traditional technique (lecturing). The treatments were given in 2 sessions for each group. More explanation can be seen in Chapter IV.

3.4.8 Post-test

A post-test was given after the treatments were conducted. This test intends to measure the students' achievement in mastering conditional sentences after they are given the treatments.

3.4.9 Scores Analysis

I used an objective test in this research because it is easy to score and administer. In scoring the test, each correct answer is given one point using the formula:

$$S = \frac{R}{n} \times 100;$$

in which,

S = score,

R = total number of correct answer, and

n = total number of items.

3.5 Procedure of the Experiment

Procedure of experiment is an established method of doing an experiment. In this research, in order to collect data, some steps were applied; they were:

- (1) choosing the eleventh grade of SMA N 1 Purwodadi as the target of the experiment; then, taking two groups from them as the subjects and dividing the subjects into experimental and control groups (XI MIA 4 and XI MIA 5);
- (2) conducting the try-out test to XI MIA 3;

- (3) deciding the validity, reliability, item difficulty, and the item discrimination of the try-out test;
- (4) conducting pre-test to the experimental and control groups;
- (5) analyzing the pre-test;
- (6) giving the treatments by using tea party technique to the experimental group, and traditional technique (lecturing) to the control group;
- (7) conducting the post-test;
- (8) analyzing the data; and
- (9) discussing the research finding.

3.5.1 Timetable of the Experiment

The timetable of this research can be seen in the following table.

No	Activities	Time	Class
1.	Try out test	Wednesday, May 6 th 2015	XI MIA 3
2.	Pre-test of Experimental Group	Friday, May 8 th 2015	XI MIA 4
3.	Pre-test of control group	Friday, May 8 th 2015	XI MIA 5
4.	First treatment of experimental group	Friday, May 15 th 2015	XI MIA 4
5.	First treatment of control group	Friday, May 15 th 2015	XI MIA 5
6.	Second treatment of experimental	Friday, May 22 nd 2015	XI MIA 4

	group		
7.	Second treatment of control group	Friday, May 22 nd 2015	XI MIA 5
8.	Post-test of experimental group	Saturday, May 30 th 2015	XI MIA 4
9.	Post-test of experimental group	Saturday, May 30 th 2015	XI MIA 5

3.6 Method of Data Analysis

After the pre-test and the post-test data were collected, the next step was to analyze them. The data were in the form of scores. In analyzing the data, I took the steps as follows:

- (1) doing tabulation of the data;
- (2) applying the appropriate formula for analyzing the data (It was done to determine whether the difference was statistically significant. In this case, the t-test formula was applied to check the truth);

$$t = \frac{|M_x - M_y|}{\sqrt{\left| \frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2} \right| \left| \frac{1+1}{N_x + N_y} \right|}};$$

in which,

M_x = the mean of the experimental group's scores,

M_y = the mean of the control group's scores,

$\sum X^2$ = the sum of the experimental group's scores,

$\sum Y^2$ = the sum of the control group's scores,

N_x = the number of student in the experimental group, and

N_y = the number of student in the control group.

- (3) reporting the data based on the data analysis. The type or the technique in reporting the result could be in various ways, such as tables, statistical data, and description. The report also described the students' achievement in mastering conditional sentences.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

This chapter presents the data analysis and discussion of the research findings.

4.1 Analysis of the Try-Out Test

The data analysis of the try-out test is used to know whether the research instrument fulfill the requirements of a good instrument. The test used was divided into two parts, multiple choice and fill-in-the-blank. I made an analysis to find the reliability, validity, level of difficulty, and discriminating power of the items on the multiple choice test. Moreover, on fill-in-the-blank items, I assigned three validators to check the validity.

4.1.1 Validity

In this research, I used multiple choice test consisting of 25 items. To find the validity of each item, I used Pearson's Product Moment Correlation by using the following formula:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N(\sum X^2) - (\sum X)^2)(N(\sum Y^2) - (\sum Y)^2)}} ;$$

in which,

r_{xy} = the correlation of the scores,

- $\sum X$ = the total of students who have right answer,
 $\sum Y$ = the total of students' scores,
 X = the number of the students who have right answer,
 Y = the students' scores, and
 N = the number of students.

The item is valid if $r_{xy} > r_{table}$.

The following was the example of the validity computation of item number 4. The other items also used the same formula.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N(\sum X^2) - (\sum X)^2)(N \cdot \sum Y^2 - (\sum Y)^2)}}$$

$$r_{xy} = \frac{40(422) - (26)(591)}{\sqrt{(40(26) - (20)^2)(40.977) - (591)^2}}$$

$$r_{xy} = 0.494053$$

The computation of validity of item number 4 obtained 0.494, for $\alpha = 5\%$ with $N = 40$, the r -table = 0.312. Because 0.494 was higher than 0.312, it was said that item number 4 was valid.

From the validity computation of all items, it was showed that 15 items were valid, and 10 items were invalid. The invalid items were number 1, 2, 3, 6, 10, 12,

14, 21, 22, and 23. Then, the invalid items were not used in the pre-test (See Appendix 9).

4.1.2 Reliability

To measure the reliability of the test, I applied K-R 21 by using the following formula:

$$r_{11} = \left(\frac{k}{k-1}\right) \left(1 - \frac{M(k-M)}{kVt}\right);$$

in which,

r_{11} = the reliability of the test,

k = the number of items,

M = the means of the scores, and

Vt = the total of variance.

The example of reliability computation could be shown as follows:

$$r_{11} = \left(\frac{k}{k-1}\right) \left(1 - \frac{M(k-M)}{kVt}\right)$$

$$r_{11} = \left(\frac{25}{25-1}\right) \left(1 - \frac{14.78(25-14.78)}{25 \times 16.124}\right)$$

$$r_{11} = 0.651$$

The computation of reliability obtained 0.651, for $\alpha = 5\%$ with $N = 40$, the $r_{\text{table}} = 0.312$. Since r_{11} was higher than r_{table} ($0.651 > 0.312$), it was concluded that the research instrument was reliable (See Appendix 10).

4.1.3 Difficulty Level

The formula used to find the difficulty level of each item was:

$$P = \frac{B}{JS}$$

in which,

P = the facility value (index difficulty),

B = the number of students who answered correctly, and

JS = the total number of the students.

Table 4.1

The criteria of facility value are classified

Interval ID	Criteria
$0.0 < ID \leq 0.30$	difficult
$0.30 < ID \leq 0.70$	medium
$0.70 < ID \leq 1.00$	easy

The following was the example of the difficulty level computation of item number 4.

The other items also used the same formula.

$$P = \frac{B}{JS}$$

$$P = \frac{26}{40}$$

$$P = 0.65$$

According to the criterion, the item number 4 was medium.

From the computation of item difficulty, I found that 2 items were difficult, 15 items were medium, and 8 items were easy (See Appendix 9).

4.1.4 Discriminating Power

To calculate the discriminating power of each item, I used the following formula:

$$D = \frac{BA}{JA} - \frac{BB}{JB};$$

in which,

D = the discrimination index,

BA = the number of students in the upper group who answered the item correctly,

BB = the number of students in the lower group who answered the item correctly,

JA = the number of students in the upper group, and

JB = the number of students in the lower group.

Table 4.2

The criteria of facility value are classified

Interval	Criteria
$0.0 < DP \leq 0.20$	Poor
$0.21 < DP \leq 0.40$	satisfactory
$0.41 < DP \leq 0.70$	good
$0.71 < DP \leq 1.00$	excellent

The following was the example of the discriminating power of item number 4. The other items also used the same formula.

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

$$D = \frac{17}{20} - \frac{9}{20}$$

$$D = 0.4$$

According to the criterion of discriminating power, item number 4 was satisfactory. The computation of discriminating power of the test items showed that one item was excellent (16), 9 items were good (5, 7, 8, 9, 15, 17, 19, 24, 25), 5 items were categorized satisfactory (4, 11, 13, 18, 20), and 10 items were poor (1, 2, 3, 6, 10, 12, 14, 21, 22, 23) (See Appendix 9).

4.2 The Achievement of Students' Mastery in Pre-Test

To know how far the students' mastery of conditional sentences before the treatments, a pre-test was given. It was followed by 40 students of the experimental group and 41 students of the control group. In the pre-test, there were 30 items given for each group (experimental and control groups). They got the same test and the same allotted time. They were divided into two parts: 15 items were multiple choice test, and 15 items were fill-in-the-blank test.

After the pre-test was conducted, the students' scores of the experimental and control groups could be shown as follows:

Table 4.3 The Pre-test Scores of the Experimental Group

No	Code of the Students	Students' Scores of Pre-test
1	E-01	33
2	E-02	56
3	E-03	77
4	E-04	50

5	E-05	73
6	E-06	70
7	E-07	60
8	E-08	63
9	E-09	53
10	E-10	40
11	E-11	67
12	E-12	77
13	E-13	83
14	E-14	73
15	E-15	57
16	E-16	60
17	E-17	67
18	E-18	57
19	E-19	67
20	E-20	67
21	E-21	73
22	E-22	37
23	E-23	80
24	E-24	83
25	E-25	60
26	E-26	57
27	E-27	67
28	E-28	56

29	E-29	43
30	E-30	43
31	E-31	50
32	E-32	40
33	E-33	77
34	E-34	53
35	E-35	76
36	E-36	56
37	E-37	36
38	E-38	40
39	E-39	37
40	E-40	46
	Total	2360
	Mean	59
	Standard Deviation	14.422

Table 4.4 The Pre-test Scores of Control Group

No	Code of the students	Students' Scores of Pre-test
1	C-01	46
2	C-02	60
3	C-03	63
4	C-04	53

5	C-05	33
6	C-06	53
7	C-07	73
8	C-08	70
9	C-09	70
10	C-10	43
11	C-11	80
12	C-12	66
13	C-13	33
14	C-14	43
15	C-15	73
16	C-16	63
17	C-17	73
18	C-18	63
19	C-19	56
20	C-20	33
21	C-21	67
22	C-22	33
23	C-23	33
24	C-24	66
25	C-25	46
26	C-26	53
27	C-27	73
28	C-28	43

29	C-29	46
30	C-30	56
31	C-31	60
32	C-32	67
33	C-33	56
34	C-34	56
35	C-35	43
36	C-36	73
37	C-37	80
38	C-38	67
39	C-39	70
40	C-40	67
41	C-41	50
	Total	2345
	Mean	57.20
	Standard Deviation	13.102

In order to show the students' mastery level in mastering conditional sentences, I classified the students' scores in five grades, namely A, B, C, D, and E. The students' scores were transformed into percentage. The students' level of achievement could be shown as follows:

Table 4.5 Grade of Achievement

Score	Grade	Level of Achievement
90-100	A	Excellent
80-89	B	Very Good
70-79	C	Good
60-69	D	Sufficient
0-59	E	Insufficient

(Bloom, *et al.* 1981: 105-106)

The achievement level of the experimental and control groups in the pre-test could be shown in the following table:

Table 4.6 The Students' Achievement in Pre-Test**Experimental Group**

Grade	Frequency	Percentage
	Pre-Test	Pre-Test
A	0	0%
B	3	7.5%
C	8	20%

Control Group

Grade	Frequency	Percentage
	Pre-Test	Pre-Test
A	0	0%
B	2	4.88%
C	8	19.51%

D	9	22.5%
E	20	50%

D	11	26.83%
E	20	48.78%

The tables showed that the pre-test percentage of grade B in the experimental group was 7.5%. The following was example of percentage computation for grade B in the experimental group, and the other items would use the same formula:

Percentage pre-test for grade B = (pre-test frequency of grade B : total frequency pre-test) x 100%

$$= (3 : 40) \times 100\%$$

$$= 7.5\%$$

From the data of the pre-test above, I could conclude that the respondents had low understanding of conditional sentences. It shows that almost half of students either in the experimental or in the control group got E.

4.2.1 The Initial Score Differences between Two Groups

I used independent sample t-test to know the initial score between the experimental and the control groups in the pre-test. Before t-test was done to know the significant difference between the control and the experimental groups, I measured test of normality and homogeneity.

4.2.1.1 Pre-Test Normality

Normality analysis is used to determine whether or not the subjects have normal distribution. The following was analysis of normality of the two tests.

Table 4.7 Process of Normality Analysis

		One-Sample Kolmogorov-Smirnov Test	
		Pre-Test (control)	Pre-Test (experimental)
N		41	40
Normal Parameters ^a	Mean	57.20	59.00
	Std. Deviation	13.102	14.422
Most Extreme Differences	Absolute	.091	.110
	Positive	.073	.091
	Negative	-.091	-.110
Kolmogorov-Smirnov Z		.581	.699
Asymp. Sig. (2-tailed)		.889	.714

a. Test distribution is Normal.

b. Calculated from data

Based on normality test by using Kolmogorov test for pre-test in the control group, Z value was 0.581 and sig value was 0.889. Because sig 0.889 was higher than 0.05, it was concluded that the pre-test data in the control group was distributed normally. Moreover, in the experimental group, it showed that Z value was 0.669 and sig value was 0.714. The pre-test data in the experimental group were also distributed normally, for it showed that 0.714 was higher than 0.05.

4.2.1.2 Pre-Test Homogeneity

Homogeneity test is used to assume whether the subjects are variant or not (heterogeneous or homogeneous). The following was the computation of homogeneity of the pre-test.

Table 4.8 Process of Homogeneity Analysis

Test of Homogeneity of Variance

Pre-Test

Levene Statistic	df1	df2	Sig.
.532	1	79	.472

Based on the homogeneity test of the pre-test data in the control and experimental groups by using Levene Statistic, it showed that F value was 0.523 and sig value was 0.472. Because 0.472 was higher than 0.05, it indicated that the data were homogeneous.

4.2.1.3 The Results of Pre-Test

The prior knowledge and skill of the test-takers could be known through the pre-test. The pre-test was done before the treatments were conducted. The students' scores in the pre-test for both the experimental and the control groups could be seen on the previous tables.

The table of students' scores showed that the results of the pre-test from both groups were slightly different. It was proved from the average score of the experimental group which was 59, while that of the control group was 57.20. It means that the two groups were at the same level before the treatments were given.

The calculation by using T-test was also explained below

Table 4.9 T-test

Group Statistics

Group	N	Mean	Std. Deviation	Std. Error Mean
Pre-Test Control	41	57.20	13.102	2.046
Experimental	40	59.00	14.422	2.280

Independent Sample Test

	t-test for Equality of Means						
	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Pre-Test Equal variances assumed	-.590	79	.557	-1.805	3.060	-7.896	4.286
Equal variances not assumed	-.589	77.9	.558	-1.805	3.064	-7.905	4.295

Output on table 4.9 showed that t value was 0.590 and sig. (2.tailed) value was 0.557 = 55.7% > 5%. It indicated that the average score of the pre-test from both groups were the same. Thus, it was concluded that the prior ability of students in mastering conditional sentences was equal.

4.3 Post-Tests Results

I conducted the post-test to measure how far the students' ability progressed after the treatments were given. Based on the calculation of the post-test results, the average score of the experimental group was 87.28, while that of the control group was 79.73. It could be seen that the experimental group's score was higher than that of the control group. The average score of the post-test could be shown below.

Table 4.10 Post-Test Score of Experimental Group

No	Code of the Students	Students' Scores of Post-test
1	E-01	70
2	E-02	100
3	E-03	90
4	E-04	83
5	E-05	87
6	E-06	97
7	E-07	87
8	E-08	70

9	E-09	97
10	E-10	77
11	E-11	90
12	E-12	80
13	E-13	100
14	E-14	90
15	E-15	87
16	E-16	83
17	E-17	90
18	E-18	77
19	E-19	83
20	E-20	80
21	E-21	83
22	E-22	70
23	E-23	97
24	E-24	97
25	E-25	77
26	E-26	83
27	E-27	100
28	E-28	83
29	E-29	90
30	E-30	97
31	E-31	93
32	E-32	97

33	E-33	93
34	E-34	90
35	E-35	93
36	E-36	93
37	E-37	80
38	E-38	93
39	E-39	87
40	E-40	77
	Total	3491
	Mean	87.28
	Standard Deviation	8.545

Table 4.11 Post-test Score of Control Group

No	Code of the Students	Students' Scores of Post-test
1	C-01	70
2	C-02	83
3	C-03	83
4	C-04	77
5	C-05	63
6	C-06	63
7	C-07	93
8	C-08	83

9	C-09	97
10	C-10	73
11	C-11	73
12	C-12	70
13	C-13	67
14	C-14	73
15	C-15	93
16	C-16	83
17	C-17	77
18	C-18	80
19	C-19	97
20	C-20	73
21	C-21	97
22	C-22	80
23	C-23	70
24	C-24	93
25	C-25	93
26	C-26	67
27	C-27	87
28	C-28	70
29	C-29	77
30	C-30	77
31	C-31	83
32	C-32	80

33	C-33	77
34	C-34	67
35	C-35	73
36	C-36	80
37	C-37	90
38	C-38	93
39	C-39	90
40	C-40	87
41	C-41	67
	Total	3318
	Mean	79.73
	Standard Deviation	9.995

The Achievement level of experimental and control groups in the post-test could be shown in the following table:

Table 4.12 The Students' Achievement in Post-Test

Experimental Group

Grade	Frequency	Percentage
	Post-Test	Post-Test
A	20	50%
B	13	32.5%

Control Group

Grade	Frequency	Percentage
	Post-Test	Post-Test
A	10	24.39%
B	11	26.83%

C	7	17.5%
D	0	0%
E	0	0%

C	14	34.15%
D	6	14.63%
E	0	0%

From the tables above, it was seen that the post-test percentage of grade A in the experimental group was 50%. I used the same formula in percentage computation for grade A like what I had done in the previous pre-test computation in the experimental group. The other items would use the same formula.

Furthermore, I concluded that the students' achievements increased in the post-test. The facts proved that there was no students who got E (0-59) in the post-test.

4.3.1 The Score Differences between Two Groups of Post-Test

I used independent sample t-test to know the score differences between the experimental and the control groups in the post-test. Before t-test was done to know the significant difference between the control and the experimental groups, I measured test of normality and homogeneity of post-test like what I had done before.

4.3.1.1 Post-Test Normality

Table 4.13 Process of Normality Analysis

		One-Sample Kolmogorov-Smirnov Test	
		Post-Test (control)	Post-Test (experimental)
N		41	40
Normal Parameters ^a	Mean	79.73	87.28
	Std. Deviation	9.995	8.545
Most Extreme Differences	Absolute	.116	.125
	Positive	.116	.092
	Negative	-.103	-.125
Kolmogorov-Smirnov Z		.740	.791
Asymp. Sig. (2-tailed)		.644	.559

a. Test distribution is Normal.

b. Calculated from data.

Output on normality test by using Kolmogorov test above for post-test in the control group showed that Z value was 0.740 and sig value was 0.644. Because sig 0.664 was higher than 0.05, it was concluded that the post-test data in the control group was distributed normally. Furthermore, the experimental group showed that Z value was 0.791 and sig value was 0.559. The post-test data in the experimental group were also distributed normally, for it showed that 0.559 was higher than 0.05.

4.3.1.2 Post-Test Homogeneity

Table 4.14 Process of Homogeneity Analysis**Test of Homogeneity of Variance**

Pre-Test

Levene Statistic	df1	df2	Sig.
1.246	1	79	.268

Based on the homogeneity test of post-test data in the control and experimental groups by using Levene Statistic, it showed that F value was 1.246 and sig value was 0.268. Because 0.268 was higher than 0.05, it indicated that the data were homogeneous.

4.3.1.3 The Results of Post-Test

Based on the table of students' achievement in the post-test, it could be seen that the experimental group gained better achievement in the post-test than the control group did. The results of the post-test were better than the results of the pre-test in the control group. It indicated that the control group improved well. However, the score's improvement of the control group was lower than that of the experimental group. The calculation of the post-test result by using T-test

Table 4.15 T-test

Group Statistics

Group	N	Mean	Std. Deviation	Std. Error Mean
Post-Test Control	41	79.73	9.995	1.561
Experimental	40	87.28	8.545	1.351

Independent Sample Test

	t-test for Equality of Means					
	t	df	Sig.	Mean	Std. Error	95% Confidence

				(2-tailed)	Difference	Difference	Interval of the Difference	
							Lower	Upper
Post-Test	Equal variances assumed	- .3.647	79	.000	-7.543	2.069	- 11.661	-3.426
	Equal variances not assumed	- .3.654	77.67 3	.000	-7.543	2.065	- 11.654	-3.433

Based on t-test calculation above, it showed that t value was 3.647 and sig. (2-tailed) was 0.000. 0.000 was lower than 0.05, so it indicated that there was significant difference of both groups where the average score of the post-test was different between the experimental and the control groups. The statistic table above proved that the experimental group had higher score than the control group did in which the experimental group gained 87.28 and the control group gained 79.73.

4.4 The Effectiveness of Tea Party Technique

I applied tea party technique as the treatment in teaching conditional sentences type 1, 2, and 3. After the treatments were given, students' scores from both the experimental and the control groups were improved. I used paired sample t-test to know the effectiveness of the treatments given.

4.4.1 T-Test Results of Score Improvement of Each Group

The significance of the means difference between the control and the experimental groups can be measured by using t-test. In this case, paired sample t-test is used to investigate whether there is any significant difference of the students' achievement in

mastering conditional sentences between the students who were taught by using tea party technique and those who were taught by using traditional technique. The hypotheses were clarified as follows:

H1 = students who were taught by using tea party technique improved significantly in mastering conditional sentences than those who were taught without tea party technique.

H0 = students who were taught by using tea party technique did not improve significantly in mastering conditional sentences than those who were taught without tea party technique.

Then, those hypotheses were tested by using t-test through paired sample statistics to know whether those hypotheses were accepted or refused. Paired samples statistics is used to check the different results between two groups before and after the treatments. The results of t-test calculation was as follows :

4.4.1.1 Pre-test and Post-test Difference on Control Group

Table 4.16 T-test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test (control)	57.20	41	13.102	2.046
	Post-Test (control)	79.73	41	9.995	1.561

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pre-Test (control) & Post-Test (control)	41	.567	.000

Paired Samples Test

	Paired Differences			t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean			
Pair 1 Pre-Test (control) - Post-Test (control)	-22.537	11.098	1.733	-13.003	40	.000

Based on t-test result in the pre-test and post-test of the control group, t value was 13.003 and sig value was 0.000. Because sig value 0.000 was lower than 0.05, the pre-test and post-test data in the control group showed different results. It was also proved on the pre-test and the post-test average score. The post-test average score was 79.73, and it was higher than the pre-test average score, that was 57.20. The score gap between the pre-test and the post-test in the control group was 22.53.

4.4.1.2 Pre-test and Post-test Difference on Experimental Group

Table 4.17 T-test**Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-Test (experimental)	59.00	40	14.422	2.280
Post-Test (experimental)	87.28	40	8.545	1.351

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pre-Test (experimental) & Post-Test (experimental)	40	.343	.030

Paired Samples Test

		Paired Differences			t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean			
Pair 1	Pre-Test (experimental) - Post-Test (experimental)	-28.275	14.015	2.216	-12.760	39	.000

Based on t-test result in the pre-test and the post-test of the experimental group, t value was 12.76 and sig value was 0.000. Because sig value 0.000 was lower than 0.05, the pre-test and post-test data in the experimental group showed significant difference. It was also proved in the pre-test and post-test average score. The post-test average score was 87.28, and it was higher than the pre-test average score, that was 59.00. The score gap between the pre-test and the post-test in the experimental group was 28.28.

Thus, from the calculation above, it could be concluded that H1 was accepted. H1 states that the eleventh grade students of SMA N 1 Purwodadi who were taught by using tea party technique improved significantly in mastering conditional sentences than those who were taught without tea party technique. It was proved from the average score of the two groups before and after the treatments which were different. The average scores of the two groups showed that the experimental group was higher than the control group in both the pre-test and the post-test. Also, the score gap in the experimental group was higher than that of in the control group.

4.5 The Discussion of the Research Findings

The average score of students in the experimental group and control group were almost the same in mastering conditional sentences before the treatments were given. It can be seen from the average score of pre-test for the experimental group was 59.00 and for the control group was 57.19. Moreover, based on the independent

sample t-test, it showed that there was no significant difference in the pre-test average score of students in the experimental and control group.

After I gave treatments, the student's average score in the post-test was improved higher than that of in the pre-test. The experimental group gained 87.27 in the post-test, and the control group gained 79.73 in the post-test. Furthermore, it can be seen from the paired sample t-test measurement which obtained sig value 0.000 in both the experimental and the control group, with $\alpha = 5\% = 0.05$. Because 0.000 was less than 0.05, the pre-test and the post-test data in the experimental and control group showed the different result. From the results, it was concluded that the treatments given in the experimental group achieved a better result. Thus, the effect of tea party technique in teaching conditional sentences could be one of the factors in improving students' understanding in their learning process. It can be stated statistically that tea party technique is effective to be applied in improving students' mastery of conditional sentences.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Based on the data analysis, conclusions and suggestions of this research would be stated on this chapter.

5.1 Conclusions

Due to the research finding and discussion in the previous chapter, it could be concluded that students still had low understanding on mastering conditional sentences in the pre-test. Also, the students' prior ability is equal when the pre-test was given.

Then, there was a significant difference of students' understanding of conditional sentences between those who were taught by using tea party technique and those who were taught without using tea party technique for the eleventh grade students of SMA N 1 Purwodadi in the academic year of 2014/2015. It means that the working hypothesis(H1) was accepted. Thus, the effect of tea party technique in teaching conditional sentences could be one of the factors in improving students' understanding in learning process.

5.2 Suggestions

There are some suggestions that I could give after conducting this research. Firstly, for the students, they could apply tea party technique in learning and mastering

conditional sentences. Besides, they could also use this technique to learn other materials.

Secondly, for English teachers, especially in teaching conditional sentences, they should find an interesting way to increase students' motivation and interest. There are so many techniques in cooperative learning which teachers can use in teaching conditional sentences, and tea party is one technique which can be used as an alternative technique.

And the last, for the next researchers, I hope they can use this research as one of their references to conduct their research on the same field of study and are expected to conduct a better improvement on their research.

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APPENDICES

APPENDIX 1

LESSON PLAN

School	: SMA N 1 Purwodadi
Subject	: English
Class/Semester	: XI/2
Material	: Conditional Sentences
Time	: Experimental Group (4 x 40 minutes)

A. Core Competencies (Kompetensi Inti)

KI 1: Appreciating and understanding the teaching of their religion.

KI 2: Appreciating and understanding honesty, discipline, responsibility, caring (tolerance, mutual cooperation), politeness, and confidence in interacting effectively with the social and natural environment in the range of the association and its existence.

KI 3: Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture which related to phenomena and visible incident.

KI 4: Trying, processing, and presenting in the realm of concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting, drawing, and arranging) in accordance with the materials learned in school and other similar sources of theory.

B. Basic Competencies and Indicators

No	Basic Competencies	Indicators
1	1.1 Grateful for the opportunity can learn English as a language of instruction in international communication realized in the	1.1.1 Learners are eager to follow the learning process which discusses conditional situation.

	spirit of learning.	1.1.2. Learners feel enthusiastic in learning process which discusses conditional situation.
2	2.2 Develop honest, discipline, confidence, and responsible behavior for implementing transactional communication with teachers and friends.	2.2.1. Learners state and ask about conditional situation with their friends and the teacher confidently and discipline. 2.2.2 Learners are honest and responsible in stating and asking about conditional situation with their friends and the teacher.
3	3.8 Analyze social functions, text structure, and language features to express and ask about the modality if there is an event in the future (Conditional situation), according to the context of its use.	3.8.1 Learners identify the text structures and language feature correctly in stating and asking about conditional situation.
4	4.12 Arrange oral and written texts to express and ask about the modality if there is an event in the future (conditional situation), by taking into account the social function, the	4.12.1 learners are competent in creating the conditional expression if there is an event in the future, by taking into account the social function, the structure of the text, and

	structure of the text, and the language features correctly and appropriate to the context.	the language features correctly either orally or written.
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C. Learning Goals

1. Spiritual and Social Attitude Competencies

- 1.1.1.1 Learners are eager to follow the learning process which discusses conditional situation
- 1.1.2.1 Learners feel enthusiastic in learning process which discusses conditional situation.
- 2.2.1.1 Learners state and ask about conditional situation with their friends and the teacher confidently and discipline.
- 2.2.2.1 Learners are honest and responsible in stating and asking about conditional situation with their friends and the teacher.

2. Knowledge and Skill Competencies

- 3.8.1.1 Learners identify the text structures and language feature correctly in stating and asking about conditional situation.
- 4.12.1.1 Learners are competent in creating the conditional expression if there is an event in the future, by taking into account the social function, the structure of the text, and the language features correctly either orally or written.

D. Learning Materials

Appendix 1

Text Structures

	If-clause (hypothesis)	Main clause (result clause)	Use
Type 1 Real Present	If + any present form (Present S., Present Con. , or present Perf.)	Future/imperative can/may/might/must/sh ould + bare inf Present Simple	True or likely to happen in the present or the future
	<p>If you finish work early. We'll go for a walk.</p> <p>If you have finished your coffee, we can pay the bill.</p> <p>If you're ill, see a doctor! If you burn yourself, it hurts.</p>		
Type 2 Unreal Present	If + past simple or past continuous	Would/could/might + bare infinitive	Untrue in the present; also use to give advice
	<p>If I had money, I would travel round the world. (but I don't have money _ untrue in the present)</p> <p>If I were you, I would take an umbrella. (advice)</p>		
Type 3 Unreal Past	If + Past Perfect or past perfect continuous	Would/could/might + have + past participle	Imaginary situation contrary to the facts in the past; also used to express

			regrets or criticism.
	If we hadn't left so early, we would have missed the plane.		

Language Features

Grammar used in constructing conditional sentences

- Simple Present tense

S + V_{s/es} + O

Example : If I go to school early,

- Present Future Tense

S + Will + V₁ + O

Example : I will get the bus.

- Modal

S + Would + V₁ + O

S + Would + Have + V₃ + O

Example : I would get the bus.

I would have got the bus.

- Simple Past Tense

S + V₂ + O

Example : If I wrote an essay, ...

- Past Perfect Tense

S + had + V₃ + O

Example : If I had told you, ...

E. Learning Method

Scientific Approach (Observing, questioning, experimenting, associating, networking), and tea party technique.

F. Learning Materials

➤ Media

- Some questions related to conditional sentences in flash cards
- Students' worksheet

➤ Learning Sources

- English Book for Class XI
- From Internet:

www.myenglishpages.com

http://americanenglish.state.gov/files/ae/resource_files

<http://learnenglish.britishcouncil.org/en/>

G. Learning Activities**First Meeting**

	Activities	Time
Introduction	a. Learners respond teacher's greeting. b. Teacher checks students' attendance. c. Teacher explain the learning goals.	5 minutes
Core Section	Observing: 1. Learners read some conditional sentences type 1 and 2 in various contexts. Questioning: 1. Learners guided by the teacher ask	70 minutes

	<p>about the text structures and language feature used in conditional sentences type 1 and 2 to the teacher.</p> <p>Experimenting:</p> <ol style="list-style-type: none">1. Learners are divided into four groups. In their own groups, they face each other in two lines.2. Teacher asks a question (on any content) written on cards and students discuss the answer with the student facing them. After one minute, one line moves to the right so that students have new partners. Then pose a second question for them to discuss. Continue with five or more questions. The questions are in the form of first conditional, then, followed by second conditional. <p>Associating:</p> <ol style="list-style-type: none">1. Learners review their friends answers based on the questions they pose to them. In the teacher guidance, they try to take more attention on text structures and language features correctly. <p>Communicating:</p> <ol style="list-style-type: none">1. Learners try to answer the questions	
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	of conditional sentences type 1 and 2.	
Closing	<ol style="list-style-type: none"> 1. Teacher asks learners to review what they have learned. 2. Teacher gives feedback to learners. 3. Teacher and learners say goodbye. 	5 minutes

Second Meeting

	Activities	Time
Introduction	<ol style="list-style-type: none"> a. Learners respond teacher's greeting. b. Teacher checks students' attendance. c. Teacher explains the learning goals. 	5 minutes
Core Section	<p>Observing:</p> <ol style="list-style-type: none"> 2. Learners read some conditional sentences type 3 in various contexts. <p>Questioning:</p> <ol style="list-style-type: none"> 1. Learners guided by the teacher ask about the text structures and language features used in conditional sentences type 3 to the teacher. <p>Experimenting:</p> <ol style="list-style-type: none"> 1. Learners are divided into four groups. In their own groups, they face each other in two lines. 2. Teacher asks a question (on any content) written on cards and students discuss the answer with the student 	70 minutes

	<p>facing them. After one minute, one line moves to the right so that students have new partners. Then pose a second question for them to discuss. Continue with five or more questions. The questions are in the form of third conditional.</p> <p>Associating:</p> <ol style="list-style-type: none"> 1. Learners review their friends answers based on the questions they pose to them. In the teacher guidance, they try to take more attention on text structures and language features correctly. 2. Learners try to differentiate the text structures, language feature, and meaning among conditional sentences type 1, 2, and 3. <p>Communicating:</p> <ol style="list-style-type: none"> 1. Learners try to answer the questions of conditional sentences type 3. 	
Closing	<ol style="list-style-type: none"> 1. Teacher asks learners to review what they have learned. 2. Teacher gives feedback to learners. 3. Teacher and learners say goodbye. 	5 minutes

Percaya diri (Confidence) :

MK= Membudaya Konsisten (consistent)

MB= Mulai Berkembang (developing)

MT= Mulai Terlihat (begin to be seen)

BT= Belum Terlihat (unseen)

Disiplin (Discipline):

MK=Membudaya Konsisten (Consistent)

MB=Mulai Berkembang (developing)

MT= Mulai Terlihat (begin to be seen)

BT= Belum Terlihat (unseen)

Second Meeting

Fill the assessment sheet based on students' attitude.

Social Attitude Assessment Rubric

No	Name	Honesty				Responsibility			
		BT	MT	MB	MK	BT	MT	MB	MK
1.	Akro								
2.	Anwar								
3.	Dst....↓								

Kejujuran (Honesty) :

MK= Membudaya Konsisten (consistent)

MB= Mulai Berkembang (developing)

MT= Mulai Terlihat (begin to be seen)

BT= Belum Terlihat (unseen)

Tanggung jawab (Responsibility):

MK=Membudaya Konsisten (Consistent)

MB=Mulai Berkembang (developing)

MT= Mulai Terlihat (begin to be seen)

BT= Belum Terlihat (unseen)

e. Assessment guidelines

Explanation	Score
MK	4
MB	3
MT	2
BT	1

$$S = \frac{R}{n} \times 4$$

in which,

S = Score

R = Total number of correct answer

n = Total number of items

Attitude Competency Conversion

Predicate	Attitude Competency Score
A	MK
A-	
B+	MB
B	
B-	

3.	Lian								
4.	Pampam								
5.	Yeni								

Explanation:

- | | |
|---------------------------|-------------------------|
| A.4: no mistakes | B.4: Appropriate |
| A.3: 1-2 mistakes | B.3: Appropriate enough |
| A.2: 3-5 mistakes | B.2: Less Appropriate |
| A.1: mistakes are above 6 | B.1: Deviate |

$$S = \frac{R}{n} \times 100$$

in which,

- S = Score
R = Total number of correct answer
n = Total number of items

c. Skill

- a. Assessment Technique : Tes Tulis
b. Instrument : review the answers in group work.
c. Table of Specification :

Indicator	Instrument
Learners are able to review their friends' answers based on the questions dealing with conditional sentences they have posed correctly.	Review your friends' answers

d. Instrument: Review your friends' answers.

e. Assessment Aspect

Number	Rated Aspects	Criteria	Score
1	Contextual appropriateness	100% appropriate	4
		75% appropriate	3
		50% appropriate	2
		25% appropriate	1
2	Word choice	100% using appropriate word choice	4
		75% using appropriate word choice	3
		50% using appropriate word choice	2
		25% using appropriate word choice	1
			4
			3
			2
			1
			4
			3
			2
		25% grammatically correct	1

$$S = \frac{R}{n} \times 100$$

in which,

S = Score

R = Total number of correct answer

n = Total number of items.

Purwodadi, 2015

Teacher

Researcher

Eko Ari Sulistiyanto, S.Pd.

NIP. 197509042000031002

Dyah Arista Pradikawati

NIM 2201411066

Materials (Flash Cards)

<p>If you have a million dollars, what will you do?</p>	<p>If you can speak 20 languages, what will you do?</p>
<p>What will happen to you if you eat too much junk food?</p>	<p>If tomorrow is holiday, where will you go?</p>
<p>What if you don't eat for one day?</p>	<p>If you have leisure time, what will you do?</p>

<p>If you fall sick, what will you do?</p>	<p>What will you do if you feel bored?</p>
<p>You will feel proud if</p>	<p>You will feel shy if</p>
<p>What if your heart beats faster?</p>	<p>If your father doesn't give you a pocket money, what will you do?</p>
<p>What will happen to you if you stay up till late night?</p>	<p>What will you do if you are dizzy?</p>

What will you do if you are down?	What will you do if tomorrow is Sunday?
You will feel excited if	You will feel disappointed if
What would you do if you were computer illiterate?	What would happen if there were no any teachers in Indonesia?

What will you do if you find a stranger in your bedroom?	What if you don't have any money?
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<p>If a nut person stare at you, what will you do?</p>	<p>If your buddy annoys you, what will you do?</p>
<p>If you are expelled from home, where will you go?</p>	<p>If you were a president, what would you do?</p>
<p>If there were no internet in this world,</p>	<p>If there were no canteens at school,</p>
<p>If you were not busy in the weekend, where would you go?</p>	<p>I would not get mad, if you</p>

<p>What would you do if the music concert shown were free of charge?</p>	<p>I don't understand what you say.</p> <p>If you explained it in details, I would</p>
<p>Jono doesn't handsome.</p> <p>If Jono were handsome,</p>	<p>Doni cuts the class again.</p> <p>If Doni didn't cut the class again,..... would not</p>
<p>What would you do if there were a twister now?</p>	<p>If you were a famous star, what would you do?</p>
<p>You get a scholarship to New York.</p> <p>If I were you,</p>	<p>What would you do if everyone were angry at you?</p>

<p>If you were an animal, what animal would you be?</p>	<p>What would you do if you were a headmaster in this school?</p>
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<p>I didn't know his phone number.</p> <p>If I had known his phone number,</p>	<p>I didn't finish my homework earlier.</p> <p>If I had finished my homework earlier,</p>
<p>You were at home yesterday morning.</p> <p>If I had known you were at home yesterday,</p>	<p>Dika was angry at you.</p> <p>If you had talked to him, he</p>
<p>Your laptop would not have lost if you</p>	<p>Where is Bunga?</p> <p>If you had not told her a lie,</p>

<p>You got a fever yesterday.</p> <p>If I had known you got a fever,</p>	<p>You slapped your girlfriend/boyfriend's face, so she/he stayed away from you.</p> <p>Make a conditional sentence.</p>
<p>I didn't save my money in the bank, so they lost.</p> <p>Make a conditional sentence.</p>	<p>I didn't eat the meat because they were tough.</p> <p>Make a conditional sentence.</p>

<p>I didn't know his phone number.</p> <p>If I had known his phone number,</p>	<p>It was fixed price.</p> <p>Make a conditional sentence.</p>
<p>You were at home yesterday morning.</p> <p>If I had known you were at home yesterday,</p>	<p>I lost my appetite.</p> <p>If I had not lost my appetite,</p>

<p>Your laptop would not have lost if you</p>	<p>He got bumped this morning.</p> <p>Make a conditional sentence.</p>
<p>You got a fever yesterday.</p> <p>If I had known you got a fever,</p>	<p>You slapped your girlfriend/boyfriend's face, so she/he stayed away from you.</p> <p>Make a conditional sentence.</p>
<p>I didn't save my money in the bank, so they lost.</p> <p>Make a conditional sentence.</p>	<p>I didn't eat the meat because they were tough.</p> <p>Make a conditional sentence.</p>

APPENDIX 2

LESSON PLAN

School	: SMA N 1 Purwodadi
Subject	: English
Class/Semester	: XI/2
Material	: Conditional Sentences
Time	: Control Group (4 x 40 minutes)

D. Core Competencies (Kompetensi Inti)

KI 1: Appreciating and understanding the teaching of their religion.

KI 2: Appreciating and understanding honesty, discipline, responsibility, caring (tolerance, mutual cooperation), politeness, and confidence in interacting effectively with the social and natural environment in the range of the association and its existence.

KI 3: Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture which related to phenomena and visible incident.

KI 4: Trying, processing, and presenting in the realm of concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting, drawing, and arranging) in accordance with the materials learned in school and other similar sources of theory.

E. Basic Competencies and Indicators

No	Basic Competencies	Indicators
1	1.1 Grateful for the opportunity can learn English as a language of instruction in international	1.1.1 Learners are eager to follow the learning process which discusses conditional situation.

	communication realized in the spirit of learning.	1.1.2. Learners feel enthusiastic in learning process which discusses conditional situation.
2	2.2 Develop honest, discipline, confidence, and responsible behavior for implementing transactional communication with teachers and friends.	2.2.1. Learners state and ask about conditional situation with their friends and the teacher confidently and discipline. 2.2.2 Learners are honest and responsible in stating and asking about conditional situation with their friends and the teacher.
3	3.8 Analyze social functions, text structure, and language features to express and ask about the modality if there is an event in the future (Conditional situation), according to the context of its use.	3.8.1 Learners identify the text structures and language feature correctly in stating and asking about conditional situation.
4	4.12 Arrange oral and written texts to express and ask about the modality if there	4.12.1 learners are competent in creating the conditional expression if there is an event in

	<p>is an event in the future (conditional situation), by taking into account the social function, the structure of the text, and the language features correctly and appropriate to the context.</p>	<p>the future, by taking into account the social function, the structure of the text, and the language features correctly either orally or written.</p>
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F. Learning Goals

3. Spiritual and Social Attitude Competencies

3.1.1.1 Learners are eager to follow the learning process which discusses conditional situation

1.1.2.2 Learners feel enthusiastic in learning process which discusses conditional situation.

2.2.1.1 Learners state and ask about conditional situation with their friends and the teacher confidently and discipline.

2.2.2.1 Learners are honest and responsible in stating and asking about conditional situation with their friends and the teacher.

4. Knowledge and Skill Competencies

3.8.1.1 Learners identify the text structures and language feature correctly in stating and asking about conditional situation.

4.12.1.1 Learners are competent in creating the conditional expression if there is an event in the future, by taking into account the social function, the structure of the text, and the language features correctly either orally or written.

D. Learning Materials

Appendix 1

Text Structures

	If-clause (hypothesis)	Main clause (result clause)	Use
Type 1 Real Present	If + any present form (Present S., Present Con. , or present Perf.)	Future/imperative can/may/might/must/should + bare inf Present Simple	True or likely to happen in the present or the future
	<p>If you finish work early. We'll go for a walk.</p> <p>If you have finished your coffee, we can pay the bill.</p> <p>If you're ill, see a doctor! If you burn yourself, it hurts.</p>		
Type 2 Unreal Present	If + past simple or past continuous	Would/could/might + bare infinitive	Untrue in the present; also use to give advice
	<p>If I had money, I would travel round the world. (but I don't have money _ untrue in the present)</p> <p>If I were you, I would take an umbrella. (advice)</p>		
Type 3 Unreal Past	If + Past Perfect or past perfect continuous	Would/could/might + have + past participle	Imaginary situation contrary to the

			facts in the past; also used to express regrets or criticism.
	If we hadn't left so early, we would have missed the plane.		

Language Features

Grammar used in constructing conditional sentences

- Simple Present tense

S + V_{s/es} + O

Example : If I go to school early,

- Present Future Tense

S + Will + V₁ + O

Example : I will get the bus.

- Modal

S + Would + V₁ + O

S + Would + Have + V₃ + O

Example : I would get the bus.

I would have got the bus

- Simple Past Tense

S + V₂ + O

Example : If I wrote an essay, ...

- Past Perfect Tense

S + had + V₃ + O

Example : If I had told you, ...

H. Learning Method

Observing, questioning, experimenting, associating, communicating (Scientific approach).

I. Learning Materials

➤ Media

- Students' worksheet
- Cambridge Dictionary (Digital)

➤ Learning Sources

- English Book for Class XI
- From Internet:

www.myenglishpages.com

http://americanenglish.state.gov/files/ae/resource_files

<http://learnenglish.britishcouncil.org/en/>

J. Learning Activities

First Meeting

	Activities	Time
Introduction	<ol style="list-style-type: none"> 1. Learners respond teacher's greeting. 2. Teacher checks students' attendance. 3. Teacher explains the learning goals. 	5 minutes
Core Section	<p>Observing:</p> <ol style="list-style-type: none"> 3. Learners read some conditional sentences type 1 and 2 in various contexts. <p>Questioning:</p> <ol style="list-style-type: none"> 2. Learners guided by the teacher ask about the text structures and language features used in 	70 minutes

	<p>conditional sentences type 1 and 2 to the teacher.</p> <p>Experimenting:</p> <p>3. Learners guided by the teacher try to state and ask about conditional situation in the form of conditional sentence type 1. Then, followed by conditional sentence type 2.</p> <p>Associating:</p> <p>1. Learners try to differentiate the text structures, language features, and the meaning between conditional sentences type 1 and 2.</p> <p>Communicating:</p> <p>2. Learners try to answer the questions of conditional sentences type 1 and 2.</p>	
Closing	<p>4. Teacher asks learners to review what they have learned.</p> <p>5. Teacher gives feedback to learners.</p> <p>6. Teacher and learners say goodbye.</p>	5 minutes

Second Meeting

	Activities	Time
Introduction	<p>1. Learners respond teacher's greeting.</p> <p>2. Teacher checks students' attendance.</p> <p>3. Teacher explains the learning goals.</p>	5 minutes
Core Section	<p>Observing:</p> <p>1. Learners read some conditional sentences type</p>	70 minutes

	<p>3 in various contexts.</p> <p>Questioning:</p> <ol style="list-style-type: none"> Learners guided by the teacher ask about the text structures and language feature used in conditional sentences type 3 to the teacher. <p>Experimenting:</p> <ol style="list-style-type: none"> Learners guided by the teacher try to state and ask about conditional situation in the form of conditional sentence type 3. <p>Associating:</p> <ol style="list-style-type: none"> Learners try to differentiate the text structures, language features, and meaning among conditional sentences type 1, 2, and 3. <p>Communicating:</p> <ol style="list-style-type: none"> Learners try to answer the questions of conditional sentences type 3. 	
Closing	<ol style="list-style-type: none"> Teacher asks learners to review what they have learned. Teacher gives feedback to learners. Teacher and learners say goodbye. 	5 minutes

I. Assessment

d. Social Attitude

- Assessment Technique : Direct assessment by the teacher through observation.
- Instrument : Authentic Assessment Sheet

c. Table of Specification :

First Meeting

No.	Attitude	Instrument
2.	Giving assessment toward students' attitude (confidence and discipline).	Appendix 2

Second Meeting

No.	Attitude	Instrument
1.	Giving assessment toward students' attitude (honesty and responsibility).	Appendix 3

d. Instrument:

First Meeting

Fill the assessment sheet based on students' attitude.

Social Attitude Assessment Rubric

No	Name	Confidence				Discipline			
		BT	MT	MB	MK	BT	MT	MB	MK
1.	Akro								
2.	Anwar								
3.	Dst....↓								

Percaya diri (Confidence) :

MK= Membudaya Konsisten (consistent)

MB= Mulai Berkembang (developing)

MT= Mulai Terlihat (begin to be seen)

BT= Belum Terlihat (unseen)

Disiplin (Discipline):

MK=Membudaya Konsisten (Consistent)

MB=Mulai Berkembang (developing)

MT= Mulai Terlihat (begin to be seen)

BT= Belum Terlihat (unseen)

Second Meeting

Fill the assessment sheet based on students' attitude.

Social Attitude Assessment Rubric

No	Name	Honesty				Responsibility			
		BT	MT	MB	MK	BT	MT	MB	MK
1.	Akro								
2.	Anwar								
3.	Dst....↓								

Kejujuran (Honesty) :

MK= Membudaya Konsisten (consistent)

MB= Mulai Berkembang (developing)

MT= Mulai Terlihat (begin to be seen)

BT= Belum Terlihat (unseen)

Tanggung jawab (Responsibility):

MK=Membudaya Konsisten (Consistent)

MB=Mulai Berkembang (developing)

MT= Mulai Terlihat (begin to be seen)

BT= Belum Terlihat (unseen)

e. Assessment guidelines

Explanation	Score
MK	4
MB	3
MT	2
BT	1

$$S = \frac{R}{n} \times 4$$

in which,

S = Score

R = Total number of correct answer

n = Total number of items

Attitude Competency Conversion

Predicate	Attitude Competency Score
A	MK
A-	
B+	MB
B	
B-	
C+	MT
C	
C-	

4.	Pampam								
5.	Yeni								

Explanation:

A.4: no mistakes	B.4: Appropriate
A.3: 1-2 mistakes	B.3: Appropriate enough
A.2: 3-5 mistakes	B.2: Less Appropriate
A.1: mistakes are above 6	B.1: Deviate

$$S = \frac{R}{n} \times 100$$

in which,

S = Score

R = Total number of correct answer

n = Total number of items

f. Skill

f. Assessment Technique : Tes Tulis

g. Instrument : review the answers in group work.

h. Table of Specification :

Indicator	Instrument
Learners are able to review their friends' answers based on the questions dealing with conditional sentences they have posed correctly.	Review your friends' answers.

- i. Instrument: Review your friends' answers.
- j. Assessment Aspect

No	Rated Aspects	Criteria	Score
1	Contextual appropriateness	100% appropriate	4
		75% appropriate	3
		50% appropriate	2
		25% appropriate	1
2	Word choice	100% using appropriate word choice	4
		75% using appropriate word choice	3
		50% using appropriate word choice	2
		25% using appropriate word choice	1
3	Spelling	100% using proper spelling	4
		75% using proper spelling	3
		50% using proper spelling	2
		25% using proper spelling	1
4	Grammar	100% grammatically correct	4
		75% grammatically correct	3
		50% grammatically correct	2
		25% grammatically correct	1

$$S = \frac{R}{n} \times 100$$

in which,

S = Score

R = Total number of correct answer

n = Total number of items

Purwodadi, 2015

Teacher

Researcher

Eko Ari Sulistiyanto, S.Pd.

NIP 197509042000031002

Dyah Arista Pradikawati

NIM 2201411066

APPENDIX 3

TRY-OUT TEST

Subject : Conditional Sentence

Class : XI

Time :

Name :

A. Select the best possible answer from the given options.

- | | |
|---|--|
| <p>1. If it rains tomorrow morning, we...</p> <p>a. will be taken by our umbrellas.</p> <p>b. won't take our umbrellas.</p> <p>c. will take our umbrellas.</p> <p>d. would take our umbrellas</p> | <p>4. How ... you ... me know if you didn't tell me anything?</p> <p>a. will, let</p> <p>b. do, let</p> <p>c. are, let</p> <p>d. would, let</p> |
| <p>2. If you eat too much junk food, you ...</p> <p>a. will become unhealthy.</p> <p>b. will become healthy.</p> <p>c. would be become healthy.</p> <p>d. would become unhealthy.</p> | <p>5. If you ... eating fruits and vegetables, you ... young</p> <p>a. liked, will stay</p> <p>b. like, will stay</p> <p>c. likes, will stay</p> <p>d. like, will stayed</p> |
| <p>3. Even if I drive fast,</p> <p>a. we don't come on time, I'm afraid.</p> <p>b. we will not come on time, I'm afraid.</p> | <p>6. If I were a bird, I ...</p> <p>a. have to fly and see many places.</p> <p>b. would fly and see many places.</p> <p>c. can fly and see many places.</p> <p>d. will fly and see many places.</p> |

- c. we would come on time, I'm afraid.
- d. we didn't come on time, I'm afraid.

7. I would appreciate it, if ...

- a. you would not smoke.
- b. you didn't smoke.
- c. you didn't smoked.
- d. you will not smoke.

8. If you found a stranger in your bedroom, how would you react?

- a. I would screamed aloud.
- b. I would screaming aloud.
- c. I would scream aloud.
- d. I screamed aloud.

9. If your mobile phone fell in a public toilet,

- a. what would you do?
- b. what would you did?
- c. what are you doing?
- d. what will you do?

10. Where would you go at the weekend, if you weren't so busy?

- a. I would go to my grandma's home.

11. What would you have said ... ?

- a. if he had asked you
- b. if he have asked you
- c. if he asked you
- d. if he is asking you

12. I told you to be careful. If you hadn't fallen over, you ... your arm.

- a. will not break
- b. would not break
- c. would not have break
- d. would not have broken

13. I would have eaten the meat, if it ... tough.

- a. were not
- b. were
- c. had not been
- d. had been not

14. Jim was so angry. He wouldn't have been angry ...

- a. if you had talked to him.
- b. if you talked to him.

- b. I will go to my grandma's home.
- c. I would have gone to my grandma's home.
- d. I went to my grandma's home.
15. If I had told you the truth, ...
- a. you wouldn't like it
- b. you wouldn't have liked it
- c. you like it.
- d. you will not like it.
16. What will you do if you are bored?
- a. If I am bored, I will hang out with my friends.
- b. If I am bored, I will hung out with my friends
- c. If I am bored, I would hang out with my friends
- d. If I am bored, I would have hung out with my friends
17. If there were no police officers, ...
- a. there would be so much crime in the streets.
- b. there will be so much crime in the streets.
- c. there won't be so much crime in the streets.
- c. if you talk to him.
- d. If you are talking to him.
18. The dog ... you, if it hadn't been tied up.
- a. would bite
- b. would have bite
- c. would have bitten
- d. would had bitten
19. Johana is such a hard-working student. If she studies hard, she...
- a. would pass all her school exams.
- b. will passed all her school exams.
- c. will pass all her school exams.
- d. will be passed her school exams.
20. People would spend more time at home, if..
- a. there were no restaurants.
- b. there would be no restaurants.
- c. there is no restaurants.
- d. there are no restaurants.

- d. there would be so much crime in the streets.

21. 1. You would look prettier,
2. You will look prettier,
a) if you don't cry.
b) if you didn't cry.

Match two parts of the conditional sentences above.

- a. 1 b, 2 a c. 2 b, 1 a
b. 1 b, 2 b d. 2 a, 1 a

22. 1. If it were not raining now,
2. If it had not been raining at noon,
a) we would go out.
b) we would have gone out.

Match two parts of the conditional sentences above.

- a. 1 b, 2 a c. 2 b, 1 a
b. 1 b, 2 b d. 2 a, 1 a

23. 1. I wouldn't have screamed,
2. I wouldn't scream,
a) If I weren't so scared.
b) If I hadn't been so scared.

Match two parts of the conditional sentences above.

- a. 1 b, 2 a c. 2 b, 1 a

24. From the following sentences, which one is incorrect?

- a. If he had stopped smoking, he would not have had cancer.
b. If she were you, she would go with them.
c. If they look angry, what would you do?
d. If she is brilliant, her parents will not be disappointed.

25. From the following sentences, which one is correct?

- a. If I have finished work earlier, I would have gone to the movie.
b. If I had finished work earlier, I would have gone to the movie.
c. If I finished work earlier, I would have gone to the movie.
d. If I had finished work earlier, I would have went to the movie.

b. 1 b, 2 b d. 2 a, 1 a

B. Complete the sentences with the verb in parentheses.

1. If I (have) enough time, I will watch TV every evening.
2. She will not be slim if she (not, stop) eating so much chocolate.
3. If I won a million dollars, I (buy) a luxurious car.
4. He will come to the cinema after he (finish) his homework.
5. If you saw a thief stealing, what (be) you do?
6. If I were younger, (be) you marry me?
7. If I (know) her phone number, I would call her soon.
8. If I were you, I (do) that.
9. My sister would go to the Job Fair if she (want) a job.
10. Where is Jane? If you hadn't cheated on her, she (not) gone away.
11. I didn't know the phone number. I would have texted it to you if I (have) it.
12. Adit was ill. He wouldn't have been ill if he (not, lose) his appetite.
13. If she (be) not busy, she would answer my phone.
14. Sule will be unhappy if he (not, get) any present.
15. If you (tell) about the problem. I would have helped you.

APPENDIX 4**ANSWER KEY OF TRY-OUT TEST**

A.

1. C	6. B	11. A	16. A	21. A
2. A	7. B	12. D	17. A	22. C
3. B	8. C	13. C	18. C	23. A
4. D	9. A	14. A	19. C	24. C
5. B	10. A	15. B	20. A	25. B

B.

- | | |
|------------------|--------------------|
| 1. Have | 9. Wanted |
| 2. Does not stop | 10. Would not have |
| 3. Would buy | 11. Had had |
| 4. Finishes | 12. Had not lost |
| 5. Would | 13. Were |
| 6. Would | 14. Does not get |
| 7. Knew | 15. Had told |
| 8. Would do | |

APPENDIX 5

PRE-TEST

Subject : Conditional Sentence

Class : XI

Time :

A. Select the best possible answer from the given options.

- | | |
|---|---|
| <p>1. If you ... eating fruits and vegetables, you ... young</p> <p>a. liked, will stay
b. like, will stay
c. likes, will stay
d. like, will stayed</p> | <p>4. If you found a stranger in your bedroom, how would you react?</p> <p>a. I would screamed aloud.
b. I would screaming aloud.
c. I would scream aloud.
d. I screamed aloud.</p> |
| <p>2. How ... you ... me know if you didn't tell me anything?</p> <p>a. will, let
b. do, let
c. are, let
d. would, let</p> | <p>5. If your mobile phone fell in a public toilet, ...</p> <p>a. what would you do?
b. what would you did?
c. what are you doing?
d. what will you do?</p> |
| <p>3. I would appreciate it, if ...</p> <p>a. you would not smoke.
b. you didn't smoke.
c. you didn't smoked.
d. you will not smoke.</p> | <p>6. What would you have said ... ?</p> <p>a. if he had asked you
b. if he have asked you
c. if he asked you
d. if he is asking you</p> |

7. I would have eaten the meat, if it ...
tough.
- were not
 - were
 - had not been
 - had been not
8. If I had told you the truth, ...
- you wouldn't like it
 - you wouldn't have liked it
 - you like it.
 - you will not like it.
9. What will you do if you are bored?
- If I am bored, I will hang out with my friends.
 - If I am bored, I will hung out with my friends
 - If I am bored, I would hang out with my friends
 - If I am bored, I would have hung out with my friends
11. Johana is such a hard-working student. If she studies hard, she...
- would pass all her school exams.
 - will passed all her school exams.
 - will pass all her school exams.
 - will be passed her school exams.
12. People would spend more time at home, if ...
- there were no restaurants.
 - there would be no restaurants.
 - there is no restaurants.
 - there are no restaurants.
13. If there were no police officers, ...
- there would be so much crime in the streets.
 - there will be so much crime in the streets.
 - there won't be so much crime in the streets.
 - there would so much crime in the streets.

10. The dog ... you, if it hadn't been tied up.

- a. would bite
- b. would have bite
- c. would have bitten
- d. would had bitten

14. From the following sentences, which one is incorrect?

- a. If he had stopped smoking, he would not have had cancer.
- b. If she were you, she would go with them.
- c. If they look angry, what would you do?
- d. If she is brilliant, her parents will not be disappointed.

15. From the following sentences, which one is correct?

- a. If I have finished work earlier, I would have gone to the movie.
- b. If I had finished work earlier, I would have gone to the movie.
- c. If I finished work earlier, I would have gone to the movie.
- d. If I had finished work earlier, I would have went to the movie.

B. Complete the sentences with the verb in parentheses.

- 16. If I (have) enough time, I will watch TV every evening.
- 17. She will not be slim if she (not, stop) eating so much chocolate.
- 18. He will come to the cinema after he (finish) his homework.
- 19. If I won a million dollars, I (buy) a luxurious car.
- 20. If you saw a thief stealing, what (be) you do?

21. If I were younger, (be) you marry me?
22. If I (know) her phone number, I would call her soon.
23. If I were you, I (do) that.
24. My sister would go to the Job Fair if she (want) a job.
25. Where is Jane? If you hadn't cheated on her, she (not) gone away.
26. I didn't know the phone number. I would have texted it to you if I (have) it.
27. Adit was ill. He wouldn't have been ill if he (not, lose) his appetite.
28. If she (be) not busy, she would answer my phone.
29. Sule will be unhappy if he (not, get) any present.
30. If you (tell) about the problem. I would have helped you.

APPENDIX 6**ANSWER KEY OF PRE-TEST**

A.

1. B	6. A	11. C
2. D	7. C	12. A
3. B	8. B	13. A
4. C	9. A	14. C
5. A	10. C	15. B

B.

16. Have	24. Wanted
17. Does not stop	25. Would not have
18. Finishes	26. Had had
19. Would buy	27. Had not lost
20. Would	28. Were
21. Would	29. Does not get
22. Knew	30. Had told
23. Would do	

APPENDIX 7

POST-TEST

Subject : Conditional Sentence

Class : XI

Time :

A. Select the best possible answer from the given options.

- | | |
|---|---|
| <p>1. If your sister's mobile phone fell in a public toilet, ...</p> <p>a. what would you do?</p> <p>b. what would you did?</p> <p>c. what are you doing?</p> <p>d. what will you do?</p> | <p>4. My father would appreciate it, if ...</p> <p>a. you would not smoke.</p> <p>b. you didn't smoke.</p> <p>c. you didn't smoked.</p> <p>d. you will not smoke.</p> |
| <p>2. If you found a stranger in your room, how would you react?</p> <p>a. I would screamed aloud.</p> <p>b. I would screaming aloud.</p> <p>c. I would scream aloud.</p> <p>d. I screamed aloud.</p> | <p>5. How ... you ... me know if you didn't tell me anything?</p> <p>a. will, let</p> <p>b. do, let</p> <p>c. are, let</p> <p>d. would, let</p> |
| <p>3. If I ... eating fruits and vegetables, I ... young</p> <p>a. liked, will stay</p> | <p>6. What would you have said ... ?</p> <p>a. if your teacher had asked you</p> <p>b. if your teacher has asked you</p> |

- b. like, will stay
c. likes, will stay
d. like, will stayed
7. The dogs ... you, if they hadn't been tied up.
- a. would bite
b. would have bite
c. would have bitten
d. would had bitten
8. If Zaskia had told you the truth, ...
- a. you wouldn't like it
b. you wouldn't have liked it
c. you like it.
d. you will not like it.
9. What will you do if you are bored?
- a. If I am bored, I will hang out with my buddies.
b. If I am bored, I will hung out with my buddies
c. If I am bored, I would hang out with my buddies
d. If I am bored, I would have hung out with my buddies.
- c. if your teacher asked you
d. if your teacher is asking you
10. Samantha is such a hard-working student. If she studies hard, she...
- a. would pass all her school exams.
b. will passed all her school exams.
c. will pass all her school exams.
d. will be passed her school exams.
11. People would spend more time at home with family, if ...
- a. there were no restaurants.
b. there would be no restaurants.
c. there is no restaurants.
d. there are no restaurants.
12. If there were no police officers in our country, ...
- a. there would be so much crime in the streets.
b. there will be so much crime in the streets.
c. there won't be so much crime in the streets.
d. there would so much crime

in the streets

13. My grandmother would have eaten the meat, if it ... tough.

- a. were not
- b. were
- c. had not been
- d. had been not

14. From the following sentences, which one is correct?

- a. If I have finished work earlier, I would have gone to the movie.
- b. If I had finished work earlier, I would have gone to the movie.
- c. If I finished work earlier, I would have gone to the movie.
- d. If I had finished work earlier, I would have went to the movie.

15. From the following sentences, which one is incorrect?

- a. If he had stopped smoking, he would not have had cancer.
- b. If she were you, she would go with them.
- c. If they look angry, what would you do?
- d. If she is brilliant, her parents will not be disappointed.

B. Complete the sentences with the verb in parentheses.

1. If she (have) enough time, she will watch TV every evening.
2. Naya will not be slim if she (not, stop) eating so much chocolate.
3. I will come to the cinema after I (finish) his homework.
4. If I won a million dollars, I (buy) a luxurious car.
5. If you saw a thief stealing, what (be) you do?
6. If I were younger, (be) you marry me?
7. If Rehan (know) my phone number, he would call me soon.
8. If he were you, he (do) that.
9. My cousin would go to the Job Fair if she (want) a job.
10. Where is Janet? If you hadn't cheated on her, she (not) gone away.
11. I didn't know the phone number. I would have texted it to you if I (have) it.
12. Micella was ill. She wouldn't have been ill if she (not, lose) her appetite.
13. If I (be) not busy, I would answer your phone.
14. My brother and sister will be unhappy if they (not, get) any present.
15. If you (tell) about the problem. I would have helped you.

APPENDIX 8**ANSWER KEY OF POST-TEST**

A.

1. A	6. A	11. A
2. C	7. C	12. A
3. B	8. B	13. C
4. B	9. A	14. B
5. D	10. C	15. C

B.

1. Has	9. Wanted
2. Does not stop	10. Would not have
3. Finish	11. Had had
4. Would buy	12. Had not lost
5. Would	13. Were
6. Would	14. Do not get
7. Knew	15. Had told
8. Would do	

APPENDIX 9

THE COMPUTATION OF THE VALIDITY, DIFFICULTY LEVEL, AND DISCRIMINATING POWER OF THE TRY-OUT TEST

No	Code	No. Item																											
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	y	y2	
1	T-29	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	576
2	T-10	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	21	441
3	T-25	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	21	441	
4	T-32	1	1	1	1	0	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	21	441
5	T-41	1	1	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	21	441
6	T-04	1	1	1	1	1	1	0	1	0	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	0	19	361
7	T-02	1	1	1	1	1	1	1	0	1	0	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	19	361
8	T-17	1	1	1	1	1	0	1	1	1	0	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	19	361
9	T-33	1	1	1	1	0	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	19	361
10	T-31	1	1	1	1	0	1	0	1	0	1	1	1	0	0	1	1	1	0	1	1	1	1	1	0	1	18	324	

11	T-39	1	1	1	1	1	0	1	1	1	0	0	0	1	0	0	1	0	1	1	1	1	1	1	1	1	18	324
12	T-36	1	1	1	0	1	1	1	0	1	1	1	0	0	1	1	0	1	1	1	1	1	0	1	0	1	18	324
13	T-42	1	1	1	1	1	0	1	1	1	0	0	0	0	1	1	1	0	1	1	1	1	1	0	0	1	17	289
14	T-06	1	1	1	1	1	0	1	1	1	0	0	0	0	0	1	1	1	1	1	0	1	1	1	1	0	17	289
15	T-19	1	1	1	1	0	1	0	0	0	1	0	1	1	1	1	0	1	1	1	0	0	1	1	1	1	17	289
16	T-38	1	1	1	1	1	0	1	1	1	0	0	0	0	1	0	1	0	0	1	1	1	1	1	0	1	16	256
17	T-05	1	1	1	1	1	0	0	1	1	0	0	0	0	0	1	1	1	1	1	1	1	1	1	0	0	16	256
18	T-07	1	1	1	1	1	1	0	1	1	0	0	0	0	0	1	1	1	1	1	0	1	1	1	0	0	16	256
19	T-22	1	1	1	0	1	1	0	0	1	0	0	0	1	0	0	1	0	1	1	1	1	1	0	0	1	14	196
20	T-16	1	1	0	0	0	1	1	1	0	1	0	1	0	0	1	0	0	1	0	1	1	1	1	1	0	14	196
21	T-35	1	1	1	1	0	1	0	0	0	1	0	1	0	1	1	0	1	1	1	0	0	1	1	0	0	14	196
22	T-20	1	1	1	1	0	1	0	0	0	1	0	1	0	1	0	0	0	1	0	1	1	1	1	1	0	14	196
23	T-11	1	1	0	1	0	0	0	0	1	0	1	0	0	0	1	0	1	0	1	1	1	1	1	0	1	13	169
24	T-28	1	1	1	0	0	1	0	1	0	1	0	1	1	0	0	0	0	1	0	1	1	1	1	0	0	13	169
25	T-14	1	1	1	1	1	0	1	0	0	0	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	12	144

26	T-09	1	1	1	0	0	1	0	0	0	1	0	1	1	1	0	0	0	0	0	0	1	1	1	1	0	0	12	144
27	T-26	1	1	0	1	0	1	1	0	0	1	0	0	0	1	0	0	0	1	0	1	1	1	1	0	0	12	144	
28	T-27	1	1	1	0	0	1	0	0	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	11	121	
29	T-18	1	1	1	1	0	1	0	0	0	1	0	0	0	0	1	0	1	0	1	0	0	1	1	0	0	11	121	
30	T-34	1	1	1	0	0	1	0	1	1	1	0	1	0	0	0	0	0	0	0	0	0	1	1	1	0	0	11	121
31	T-40	1	1	1	0	0	1	0	1	0	1	0	1	0	0	0	0	0	1	0	0	1	1	1	0	0	11	121	
32	T-21	1	1	1	0	0	1	0	0	0	1	0	1	0	1	0	0	0	1	0	0	1	1	1	0	0	11	121	
33	T-37	1	1	1	0	0	1	0	1	0	1	0	1	0	0	0	0	0	1	0	0	1	1	1	0	0	11	121	
34	T-08	1	1	1	0	0	1	0	0	0	1	0	1	0	1	0	0	0	0	0	1	1	1	1	0	0	11	121	
35	T-01	1	1	1	0	0	1	0	0	0	1	0	1	0	1	0	0	0	0	0	1	1	1	1	0	0	11	121	
36	T-24	1	0	0	0	0	1	0	0	1	1	0	0	1	0	0	0	1	1	0	0	1	1	1	1	0	11	121	
37	T-03	1	1	1	0	0	1	0	0	0	1	0	1	0	0	0	0	0	0	0	1	1	1	1	0	0	10	100	
38	T-13	1	1	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	9	81	
39	T-12	1	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1	1	0	0	9	81	
40	T-30	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1	1	1	1	0	0	9	81

	Σ	40	39	34	26	14	31	15	18	18	25	7	23	13	16	18	16	20	29	26	26	36	38	38	13	12	591	9377	
Validity	Σx	40	39	34	26	14	31	15	18	18	25	7	23	13	16	18	16	20	29	26	26	36	38	38	13	12			
	Σx^2	40	39	34	26	14	31	15	18	18	25	7	23	13	16	18	16	20	29	26	26	36	38	38	13	12			
	Σxy	591	580	511	422	246	454	258	298	311	356	134	347	229	259	315	295	344	460	430	420	540	564	560	235	218			
	r_{xy}	0	0.150537	0.15082	0.494053	0.511022	-0.06001	0.467785	0.401087	0.563775	-0.172	0.500978	0.090363	0.490824	0.287211	0.613833	0.744716	0.603907	0.43956	0.598477	0.467947	0.168098	0.059477	-0.04142	0.570578	0.552947			
	r_{label}	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312
	Criteria	invalid	invalid	invalid	valid	valid	invalid	valid	valid	valid	valid	invalid	valid	Invalid	valid	invalid	valid	valid	valid	valid	valid	valid	invalid	invalid	invalid	valid	valid		
Discrimination of Power	RU	20	20	18	17	13	14	12	14	15	9	6	10	10	9	15	16	15	18	19	17	19	19	18	11	11			
	RL	20	19	16	9	1	17	3	4	3	16	1	13	3	7	3	0	5	11	7	9	17	19	20	2	1			
	T	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40		
	DP	0	0.05	0.1	0.4	0.6	-0.15	0.45	0.5	0.6	-0.35	0.25	-0.15	0.35	0.1	0.6	0.8	0.5	0.35	0.6	0.4	0.1	0	-0.1	0.45	0.5			
	criteria	poor	poor	poor	Satisfactory	good	poor	good	good	good	poor	satisfactory	Poor	satisfactory	poor	good	Excellent	Good	satisfactory	Good	satisfactory	poor	Poor	poor	good	good			

Difficulty Level	RU+RL	40	39	34	26	14	31	15	18	18	25	7	23	13	16	18	16	20	29	26	26	36	38	38	13	12			
	T	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40		
	ID	1	0.975	0.85	0.65	0.35	0.775	0.375	0.45	0.45	0.625	0.175	0.575	0.325	0.4	0.45	0.4	0.5	0.725	0.65	0.65	0.9	0.95	0.95	0.325	0.3			
	Criteria	easy	easy	easy	medium	medium	easy	medium	medium	medium	medium	difficult	Medium	easy	medium	medium	easy	easy	easy	medium	difficult								

APPENDIX 10

RELIABILITY COMPUTATION

To measure the reliability of the test, the writer applied K-R 21 by using the following formula:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{M(k-M)}{kVt} \right)$$

in which,

r_{11} = the reliability of the test

k = the number of items

M = the means of the scores

Vt = the total of variance

The example of reliability computation can be shown as below:

$$Vt = \frac{\sum y - \frac{(\sum y)^2}{N}}{N}$$

$$Vt = \frac{9377 - \frac{(591)^2}{40}}{40}$$

$$Vt = 16.124$$

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{M(k-M)}{kVt} \right)$$

$$r_{11} = \left(\frac{25}{25-1} \right) \left(1 - \frac{14.78(25-14.78)}{25 \times 16.124} \right)$$

$$r_{11} = 0.651$$

The computation of reliability obtained 0.651, for $\alpha = 5\%$ with $N = 40$, the r -table = 0.312. Since r_{11} were higher than r_{table} ($0.651 > 0.312$), it can be concluded that the research instrument is reliable.

APPENDIX 11

Validation Sheet

Name of Validator : Abdurrachman Faridi
 Degree : Doctor
 Position : Lecturer
 No. of year in teaching. : 21 years

To the evaluator: Please check the appropriate box for your ratings.

Scale: 5 -Excellent 4 -Very Good 3 -Good 2 -Fair 1 -Poor

	5	4	3	2	1
1. Clarify and Directions of Items. The vocabulary level, language, structure, and conceptual level of participants. The test directions and the items are written in a clear and understandable manner.		✓			
2. Presentation and Organization of Items. The items are presented and organized in logical manner.		✓			
3. Suitability of Items. The item appropriately presented the substance of the research. The questions are designed to determine the skills that are supposed to be measured.		✓			
4. Adequateness of Purpose. The number of the questions per area is a representative enough of all the questions needed for the research.		✓			
5. Attainment of Purpose. The instrument as a whole fulfills the objectives needed for the research.		✓			
6. Objective. Each item question requires only one specific answer.		✓			

7. Scale and Evaluation Rating. The scale adapted is appropriate for the item	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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REMARKS _____

Semarang, 23 April 2015



Dr. Abdurrachman Faridi, M.Pd.

NIP 195301121990021001

Validation Sheet

Name of Validator : *Hendi Pratomo*
 Degree : *M. A .*
 Position : *Lecturer*
 No. of year in teaching. : *7 years*

To the evaluator: Please check the appropriate box for your ratings.

Scale: 5 -Excellent 4 -Very Good 3 -Good 2 -Fair 1 -Poor

	5	4	3	2	1
1. Clarify and Directions of Items. The vocabulary level, language, structure, and conceptual level of participants. The test directions and the items are written in a clear and understandable manner.		✓			
2. Presentation and Organization of Items. The items are presented and organized in logical manner.		✓			
3. Suitability of Items. The item appropriately presented the substance of the research. The questions are designed to determine the skills that are supposed to be measured.		✓			
4. Adequateness of Purpose. The number of the questions per area is a representative enough of all the questions needed for the research.		✓			
5. Attainment of Purpose. The instrument as a whole fulfills the objectives needed for the research.		✓			
6. Objective. Each item question requires only one specific answer.		✓			

7. Scale and Evaluation Rating.

The scale adapted is appropriate for the item

		✓				
--	--	---	--	--	--	--

REMARKS check some numbers I marked.

Semarang, 9 May 2015



Hendi Pratama, S.Pd., M.A.

NIP 198505282010121006

Validation Sheet

Name of Validator : EKO AMI SULISTIYANTO
 Degree : S.Pd
 Position : ENGLISH TEACHER
 No. of year in teaching : 15 YEARS

To the evaluator: Please check the appropriate box for your ratings.

Scale: 5 -Excellent 4 -Very Good 3 -Good 2 -Fair 1 -Poor

	5	4	3	2	1
1. Clarify and Directions of Items. The vocabulary level, language, structure, and conceptual level of participants. The test directions and the items are written in a clear and understandable manner.	✓				
2. Presentation and Organization of Items. The items are presented and organized in logical manner.	✓				
3. Suitability of Items. The item appropriately presented the substance of the research. The questions are designed to determine the skills that are supposed to be measured.	✓				
4. Adequateness of Purpose. The number of the questions per area is a representative enough of all the questions needed for the research.	✓				
5. Attainment of Purpose. The instrument as a whole fulfills the objectives needed for the research.		✓			
6. Objective. Each item question requires only one specific answer.	✓				

7. Scale and Evaluation Rating. The scale adapted is appropriate for the item	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
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REMARKS _____

Purwodadi, 5 May 2015



Eko Ari Sulistiyanto, S.Pd.

NIP 197509042000031002

Instrument

Subject : Conditional Sentence

Class : XI

Time :

B. Complete the sentences with the verb in parentheses.

1. If she (have) enough time, she will watch TV every evening.
2. Naya will not be slim if she (not, stop) eating so much chocolate.
3. I will come to the cinema after I (finish) his homework.
4. If I won a million dollars, I (buy) a luxurious car.
5. If you saw a thief stealing, what (be) you do?
6. If I were younger, (be) you marry me?
7. If Rehan (know) my phone number, he would call me soon.
8. If he were you, he (do) that.
9. My cousin would go to the Job Fair if she (want) a job.
10. Where is Janet? If you hadn't cheated on her, she (not) gone away.
11. I didn't know the phone number. I would have texted it to you if I (have) it.

12. Micella was ill. She wouldn't have been ill if she (not, lose) her appetite.
13. If I (be) not busy, I would answer your phone.
14. My brother and sister will be unhappy if they (not, get) any present.
15. If you (tell) about the problem. I would have helped you.

APPENDIX 12
LIST OF STUDENTS

Try-Out Class

XI MIA 3

No	NIS	Name
1	13344	Aifa Azzahra
2	13345	Ananda Nyco Pradana
3	13346	Arci Putra E
4	13347	Audina Salsabela Wijayanti
5	13348	Awang Suria Trisakti
6	13349	Bagoes Fahrul Crisvananda
7	13350	Bintang Aji Setiawan
8	13351	Bintang Budi Kusuma
9	13352	Danu Ma'arif Alim
10	13353	Devara Ernest Fadhila
11	13354	Diah Fitri Handayani
12	13355	Eka Mafikasari
13	13356	Endah Dwi Astuti
14	13357	Erna Widyaningtyas
15	13360	Hanif Maulana Putra

16	13361	Ika Putri Rahmawati
17	13362	Intan Wulandari
18	13363	Ivan Bachtiar
19	13364	Kartika Dewi Lutfiani
20	13365	Kevin Kurniawan Sanjaya
21	13366	Lativa Ulisanti
22	13367	Lidyanita Defikasari
23	13368	Listiyana Indriani
24	13369	Madeline Marsha Kamara
25	13370	Mathewe Andi Jati W.
26	13371	Maya Safhera
27	13372	Mufida Puspa Romadhoni
28	13373	Nur Khotimah
29	13374	Octa Mentari Sukma
30	13375	Oki Oktaviani
31	13376	Oktavia Ayu Pramiswari
32	13377	Pratama Sudrajat Wicaksono
33	13378	Putri Mulia Nugrahaeni
34	13379	Rafli Yanuar
35	13380	Ridwan Harun B.
36	13381	Srie Ade Aryando J.

37	13382	Tanjung Budi Kusuma
38	13383	Vernanda Djibril D.
39	13384	Vina Anggraeni Dewi
40	13385	Yusuf Andi Saputro

Experimental Class**XI MIA 4**

No	NIS	Name
1	13386	Aaan Winny Fitria Prabawati
2	13387	Agit Anggita
3	13388	Anggi Wayu Alfikasena
4	13389	Ardita Riza P.
5	13390	Danutirta Ananta
6	13391	Destanoel Setya Adi
7	13392	Dhimas Wahyu P.
8	13393	Dyah Ayu Maulidina
9	13394	Elvira Viona
10	13395	Evy Rukhayati
11	13396	Fadil Dhani Pratama
12	13397	Faisal Ihza Mahendra
13	13398	Faishal Giffari
14	13399	Fajar Satrio Wibowo
15	13400	Falian Angga Saputra
16	13401	Fico Aldinar Jaya
17	13402	Fitra Nuaricha Budi Utama
18	13403	Friska Ayu Wulandari

19	13404	Hana Triyasari
20	13405	Hening Tyas Almira
21	13406	Hilma Patrisia Yuantoro
22	13407	Ina Aulia Hanifah
23	13408	Leo Aditya Caesar
24	13409	Mochammad Archi Kanaputra
25	13410	Muhammad Ahsan Tri Admaja
26	13411	Muhammad Fathurrohlim
27	13412	Oktavia Permata Fenthiadewi
28	13413	Okvita Yudhi Purwandani
29	13414	Putri E Astuti
30	13415	Putri Suryaningrum
31	13416	Ratih Kumalasari
32	13417	Ridh Rizky Putri
33	13418	Rizka Dwi Setyani
34	13419	Rizky Amalia Achsanti
35	13420	Tri Afia Roisaningrum
36	13421	Tri Suslanto
37	13422	Ummi Chalida Az-Zahra
38	13423	Yansilvia Monica N.P
39	13424	Yogi Andrean

40	13425	Yumna Adibah
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Control Class**XI MIA 5**

No	NIS	Name
1	13426	Ahmad Yusuf K.R
2	13427	Amalia Nurhidayah
3	13428	Amatullah Abidah
4	13429	Anik Puspitowati
5	13430	Anistya Adiaty
6	13431	Arif Bagus Wicaksono
7	13432	Bagas Prakoso
8	13433	Bagus Adi Prastowo
9	13434	Danang Wahyu Setiawan
10	13435	Deddy Hartarto
11	13436	Dima Flauradia Sinta
12	13437	Dimas Ario Yudanko
13	13438	Elsie Saniyyah Azzahro
14	13439	Eva Rizki Apliliyana
15	13440	Fajar Larasati
16	13441	Fera Kusumaningrum
17	13442	Gilas Dwi Maylano
18	13443	Helmi Tyas Adi Anggriyani

19	13444	Herlambang Yudha C.A
20	13445	Jovana Shelvi Nur Syafa'ati
21	13446	Kavin Aln Saputra
22	13447	Keza Hernita Kumala Sari
23	13448	Khoirul Umam Al Aslami
24	13449	Malvin Novita Andriyani
25	13450	Maulana Baharuddin Irsyad
26	13451	Michael Benhur Kamara
27	13452	Muhammad Ivandyno Dwida Putra
28	13453	Muhammad Rojkhani Alghifari
29	13454	Nabilla Ulfa Ariani
30	13455	Nadya Arumda
31	13456	Nandita Agung Budhi W.
32	13457	Nur Hasanah
33	13458	Nurizki Dini W
34	13459	Rika Kurniasari
35	13460	Rizky Mentari Putri
36	13461	Santi Wahyu Kusumaningrum
37	13462	Septianingtyas Hapsari
38	13463	Vibra Karisma Bangsa
39	13464	Vita Febrina Paradista

40	13465	Wulansari
41	13466	Irfan A

APPENDIX 13

STUDENTS' WORK ON TRY-OUT TEST

Name : Listiyana Indriani
 Class / Student's Number : XI MIA 3 / 25

65

Answer Sheet

A. Multiple Choices

1.	A	B	<input checked="" type="checkbox"/>	D
2.	A	<input checked="" type="checkbox"/>	C	D
3.	A	<input checked="" type="checkbox"/>	C	D
4.	A	<input checked="" type="checkbox"/>	C	D
5.	A	<input checked="" type="checkbox"/>	C	D
6.	A	<input checked="" type="checkbox"/>	C	D
7.	<input checked="" type="checkbox"/>	B	C	D
8.	<input checked="" type="checkbox"/>	B	C	D
9.	<input checked="" type="checkbox"/>	B	C	D
10.	<input checked="" type="checkbox"/>	B	C	C

11.	<input checked="" type="checkbox"/>	B	C	D
12.	A	B	C	<input checked="" type="checkbox"/>
13.	A	B	C	<input checked="" type="checkbox"/>
14.	<input checked="" type="checkbox"/>	B	C	D
15.	A	<input checked="" type="checkbox"/>	C	D
16.	<input checked="" type="checkbox"/>	B	C	D
17.	<input checked="" type="checkbox"/>	B	C	D
18.	A	B	<input checked="" type="checkbox"/>	D
19.	A	B	<input checked="" type="checkbox"/>	D
20.	<input checked="" type="checkbox"/>	B	C	D

21.	<input checked="" type="checkbox"/>	B	C	D
22.	A	B	<input checked="" type="checkbox"/>	D
23.	<input checked="" type="checkbox"/>	B	C	D
24.	A	B	<input checked="" type="checkbox"/>	D
25.	<input checked="" type="checkbox"/>	B	<input checked="" type="checkbox"/>	D

B. Fill in the Blank

1. Have

2. Does not stop

~~3.~~ Finished~~4.~~ Would brought~~5.~~ Would be

6. would

7. knew

~~8.~~ would done

9. Wanted

~~10.~~ Would had not~~11.~~ Had~~12.~~ Have not lose~~13.~~ Was

14. Does not get

~~15.~~ Told

Name : Oki Oktaviani
 Class / Student's Number : XI MIA 3 / 32

75

Answer Sheet

A. Multiple Choices

1.	A	B	<input checked="" type="checkbox"/>	D
2.	A	<input checked="" type="checkbox"/>	C	D
3.	A	<input checked="" type="checkbox"/>	C	D
4.	A	<input checked="" type="checkbox"/>	C	D
5.	A	<input checked="" type="checkbox"/>	C	D
6.	A	<input checked="" type="checkbox"/>	C	D
7.	A	<input checked="" type="checkbox"/>	C	D
8.	A	B	<input checked="" type="checkbox"/>	D
9.	<input checked="" type="checkbox"/>	B	C	D
10.	<input checked="" type="checkbox"/>	B	C	C

11.	A	<input checked="" type="checkbox"/>	C	D
12.	A	B	C	<input checked="" type="checkbox"/>
13.	A	B	C	<input checked="" type="checkbox"/>
14.	A	<input checked="" type="checkbox"/>	C	D
15.	<input checked="" type="checkbox"/>	B	C	D
16.	<input checked="" type="checkbox"/>	B	C	D
17.	<input checked="" type="checkbox"/>	B	C	D
18.	A	B	<input checked="" type="checkbox"/>	D
19.	A	B	<input checked="" type="checkbox"/>	D
20.	<input checked="" type="checkbox"/>	B	C	D

21.	<input checked="" type="checkbox"/>	B	C	D
22.	A	B	<input checked="" type="checkbox"/>	D
23.	<input checked="" type="checkbox"/>	B	C	D
24.	<input checked="" type="checkbox"/>	B	C	D
25.	A	<input checked="" type="checkbox"/>	C	D

B. Fill in the Blank

- have
- doesn't stop
- finish
- would buy
- would
- would
- knew
- would do

- wanted
- would not have
- have had
- had not lose
- did
- doesn't get
- had bought

STUDENTS' WORK ON PRE-TEST

Experimental Group

Name : Fajar Satrio Wibowo 73
 Class / Student's Number : XI IPA 4 / 19

Answer Sheet

A. Multiple Choices

1.	A	<input checked="" type="checkbox"/>	C	D
2.	A	B	C	<input checked="" type="checkbox"/>
3.	A	<input checked="" type="checkbox"/>	C	D
<input checked="" type="checkbox"/>	A	<input checked="" type="checkbox"/>	C	D
5.	<input checked="" type="checkbox"/>	B	C	D

6.	<input checked="" type="checkbox"/>	B	C	D
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	B	C	D
8.	A	<input checked="" type="checkbox"/>	C	D
<input checked="" type="checkbox"/>	A	B	<input checked="" type="checkbox"/>	D
10.	A	B	<input checked="" type="checkbox"/>	D

11.	A	B	<input checked="" type="checkbox"/>	D
<input checked="" type="checkbox"/>	A	<input checked="" type="checkbox"/>	C	D
13.	<input checked="" type="checkbox"/>	B	C	D
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	B	C	D
15.	A	<input checked="" type="checkbox"/>	C	D

B. Fill in the Blank

1. have
2. doesn't stop
3. finishes
4. would buy
5. would
6. would
7. knew
8. would do

9. wanted
- would have not
- had
12. hadn't lost
13. were
- don't get
15. had told

Name : Ratih Kumalasari

Class / Student's Number : XI MIA 4 / 31.

50

Answer Sheet

A. Multiple Choices

1.	A	<input checked="" type="checkbox"/>	C	D
2.	A	<input checked="" type="checkbox"/>	C	D
3.	A	B	C	<input checked="" type="checkbox"/>
4.	A	B	<input checked="" type="checkbox"/>	D
5.	<input checked="" type="checkbox"/>	B	C	D

6.	<input checked="" type="checkbox"/>	B	C	D
7.	A	B	<input checked="" type="checkbox"/>	D
8.	A	<input checked="" type="checkbox"/>	C	D
9.	<input checked="" type="checkbox"/>	B	C	D
10.	A	B	<input checked="" type="checkbox"/>	D

11.	A	B	C	D
12.	A	B	C	<input checked="" type="checkbox"/>
13.	<input checked="" type="checkbox"/>	B	C	D
14.	A	B	<input checked="" type="checkbox"/>	D
15.	A	B	C	<input checked="" type="checkbox"/>

B. Fill in the Blank

1. would have
2. don't stop
3. finished
4. would bought
5. would
6. will
7. knew
8. did

9. wanted
10. would have not
11. had
12. had not
13. were
14. doesn't get
15. told

Control Group

Name : Gilas Dwi M
 Class / Student's Number : 17 / XI MIA 5

73

Answer Sheet

A. Multiple Choices

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D

6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D

B. Fill in the Blank

1. have	9. wanted
2. doesn't stop	10. would have not
3. finished	11. had
4. would buy	12. doesn't lose
5. would	13. were
6. would	14. doesn't get
7. unew	15. told
8. did	

Name : Nur Hasanah

Class / Student's Number : XI MIA 5 / 32

67

Answer Sheet

A. Multiple Choices

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D

6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D

B. Fill in the Blank

1. have

2. doesn't stop

3. finished

4. would buy

5. would

6. would

7. knew

8. Did

9. wanted

10. would have not

11. had

12. had not lost

13. were not

14. doesn't get

15. told

STUDENTS' WORK ON POST-TEST

Experimental Group

90

Name : Fajar Satrio Wibowo
Class / Student's Number : XI MIA 4 / 19

Answer Sheet

A. Multiple Choices

1.	X	B	C	D
2.	A	B	X	D
3.	A	X	C	D
4.	A	X	C	D
5.	A	B	C	X

6.	X	B	C	D
7.	A	B	C	X
8.	A	X	C	D
9.	X	B	C	D
10.	A	B	X	D

11.	X	B	C	D
12.	X	B	C	D
13.	A	B	X	D
14.	X	B	C	D
15.	A	B	X	D

B. Fill in the Blank

1. has
2. doesn't stop
3. finish
4. would buy
5. would
6. would
7. knew
8. would do

9. wanted
10. would not have
11. had
12. hadn't lost
13. were
14. don't get
15. had told

93

Name : Ratih Kumalasari

Class / Student's Number : XI MIA 4 / 31

Answer Sheet

A. Multiple Choices

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D

6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D

B. Fill in the Blank

- has
- doesn't stop
- finish
- would buy
- would
- would
- lnew
- would do

- wanted
- would rehave
- had had
- hadn't lost
- were
- don't get
- had told

Control Group

Name : Gilas Dwi M
 Class / Student's Number : 17 / XI MIA 5

77

Answer Sheet

A. Multiple Choices

1.	<input checked="" type="checkbox"/>	B	C	D
2.	<input checked="" type="checkbox"/>	B	C	D
3.	A	<input checked="" type="checkbox"/>	C	D
4.	A	<input checked="" type="checkbox"/>	C	D
5.	A	B	C	<input checked="" type="checkbox"/>

6.	A	B	<input checked="" type="checkbox"/>	D
7.	A	B	<input checked="" type="checkbox"/>	D
8.	<input checked="" type="checkbox"/>	B	C	D
9.	A	<input checked="" type="checkbox"/>	C	D
10.	A	B	<input checked="" type="checkbox"/>	D

11.	A	B	C	<input checked="" type="checkbox"/>
12.	A	<input checked="" type="checkbox"/>	C	D
13.	A	B	<input checked="" type="checkbox"/>	D
14.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	C	D
15.	<input checked="" type="checkbox"/>	B	<input checked="" type="checkbox"/>	D

B. Fill in the Blank

1. has
2. ~~don't stop~~
3. finish
4. would buy
5. would
6. would
7. knew
8. would do

9. wanted
10. wouldn't have
11. ~~had~~ had
12. hadn't lost
13. were
14. don't get
15. had told

2017
 11/11/22

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Name : Nur Hasanah

Class / Student's Number : XI MIA 5 / 32

Answer Sheet

A. Multiple Choices

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D

6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D

B. Fill in the Blank

1. Have
2. Is not stop
3. finish
4. would buy
5. would
6. would
7. knew
8. would do

9. wanted
10. would not have
11. had
12. had not lost
13. were not
- ~~14.~~ are not get
15. had told

APPENDIX 14 DOCUMENTATION









