

**ENHANCING STUDENTS' ENGLISH GRAMMAR
PROFICIENCY THROUGH COMMUNICATIVE
LANGUAGE TEACHING AT SMA
MUHAMMADIYAH 1 UNISMUH MAKASSAR**



A THESIS

*Submitted to the Faculty Training and Education Universitas Muhammadiyah
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English Education Department*

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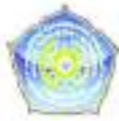
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MOTTO AND DEDICATION

Motto

“Life is not about perfection, it's about achieving your dreams and using your smile to change the world, don't let the world change your smile.”

Dedication

I dedicated this Thesis to my Lovely Parents and families



ABSTRACT

A. Eka Nadhirah Zal Zabilah, 2024. “Enhancing Students’ English Grammar Proficiency Through Communicative Language Teaching at SMA Muhammadiyah 1 Unismuh Makassar”. Department of English Education, Faculty of teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Nunung Anugrawati and Herlina Daddi.

This study aimed to improve students' English grammar skills through Communicative Language Teaching (CLT) method at SMA Muhammadiyah 1 Unismuh Makassar. This study focused on assessing the effectiveness of Communicative Language Teaching (CLT) in improving grammar skills among students in one class. A pre-experimental design was used with a pre-test and post-test administered to measure students' grammar skills before and after the treatment.

The participants were given a pre-test, which resulted in an average score of 41.05, indicating a low level of grammar proficiency. After implementing the CLT method in the classroom, a post-test was conducted and resulted in a significant improvement with a mean score of 76.85. Based on the results of the T-Test and T-Table, where the result of the T-test is 30.222 and the result of the T-table is 2.093 which shows $T\text{-Test} > T\text{-Table}$ which means this data shows that students' grammar skills improved significantly after being taught using the CLT method.

Keywords: *Communicative Language Teaching (CLT), Grammar.*

ABSTRAK

A. Eka Nadhirah Zal Zabilah, 2024. “Enhancing Students’ English Grammar Proficiency Through Communicative Language Teaching at SMA Muhammadiyah 1 Unismuh Makassar”. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Nunung Anugrawati dan Herlina Daddi.

Penelitian ini bertujuan untuk meningkatkan kemampuan tata bahasa Inggris siswa melalui metode Communicative Language Teaching (CLT) di SMA Muhammadiyah 1 Unismuh Makassar. Penelitian ini difokuskan untuk menilai efektivitas Communicative Language Teaching (CLT) dalam meningkatkan kemampuan tata bahasa di antara para siswa dalam satu kelas. Desain pra-eksperimental digunakan dengan pre-test dan post-test yang diberikan untuk mengukur kemampuan tata bahasa siswa sebelum dan sesudah perlakuan.

Para peserta diberikan pre-test, yang menghasilkan nilai rata-rata 41.05, yang menunjukkan tingkat kemampuan tata bahasa yang rendah. Setelah menerapkan metode CLT di kelas, post-test dilakukan dan menghasilkan peningkatan yang signifikan dengan nilai rata-rata 76.85. Berdasarkan hasil dari T-Test dan T-Table, dimana hasil dari T-test yaitu 30.222 dan hasil dari T-table yaitu 2.093 yang menunjukkan T-Test > T-Table yang berarti data ini menunjukkan bahwa kemampuan tata bahasa siswa meningkat secara signifikan setelah diajar dengan menggunakan metode CLT.

Kata Kunci: *Communicative Language Teaching (CLT), Grammar*

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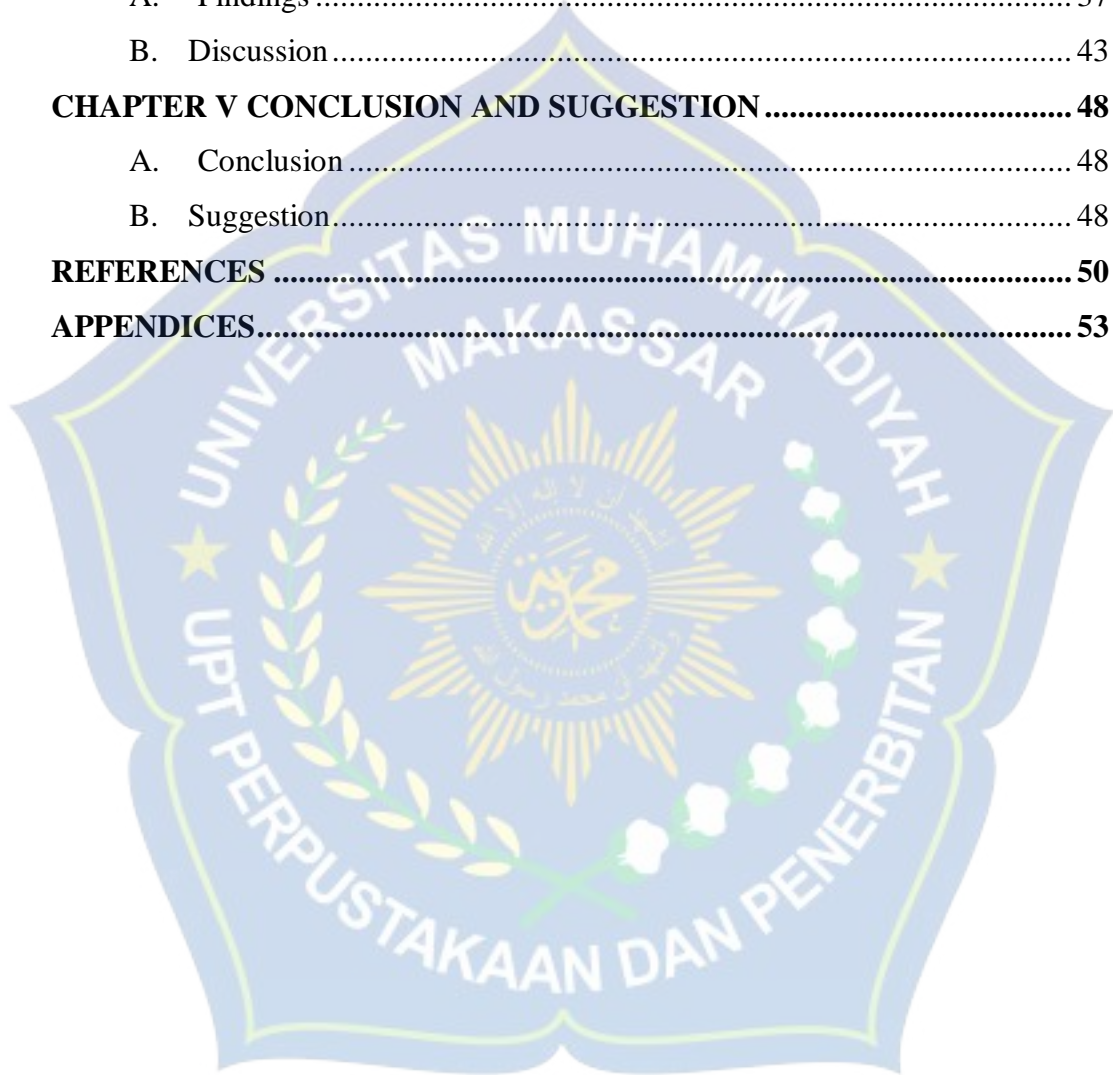


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CHAPTER I

INTRODUCTION

A. Background

Grammar is essentially the study or application of principles on how language can change form or be combine with other languages to create meaning, according to the (2019) online Cambridge dictionary. Grammar knowledge would therefore enable language users to use a language correctly and methodically. Grammar study and acquisition are typically seen as secondary to the development of speaking, listening, reading, and writing abilities when it comes to language learning, particularly for English as a second language (ESL). This does not negate the significance of grammar.

In addition Grammar is necessary for language to exist. Additionally, without a foundational command of English grammar, learners find it challenging to communicate successfully in the language. Strong grammar knowledge helps learners improve their integrated English proficiency and elevate their overall English levels Haugan (2018).

Improving students' English grammar skills is a constantlychanging process in the field of education. Since language is still a vital instrument for efficient communication, academics and educators re always looking for new and creative ways to teach grammar Apsari, (2018.). Grammar training

has traditionally depend on rule-based approaches and memorization, but the current educational environment demands that these traditional approaches be abandoned. There has been a paradigm change in favour of interactive and engaging teaching techniques in recent years. In order to offer dynamic and engaging learning experiences, educators have embraced technology by utilising interactive software, educational apps, and online platforms Liando (2023). The researcher has found that while speaking English, most students focus mainly on pronouncing words correctly; they are not as concern with the structure of sentences, and many students nowadays are not as interest in learning about grammar proficiency students at SMA Muhammadiyah 1 Unismuh Makassar.

However, proficiency in the language may be more essential to many ESL teachers and students than understanding of English grammar. Rather than focusing on whether communications are transmitted and received with proper grammar, the majority of language learners still feel that learners should prioritise developing communicative skills that will help them deliver and receive messages successfully. Despite the fact that the popularity of Communicative Language Teaching has caused a decline in the study of grammar, scholars and instructors of second language acquisition have reexamined the significance of grammar in L2 acquisition and shown that teaching grammar raises language competency levels Kim (2015).

B. Problem statement

The primary issue that this research is trying to solve, as indicated by the research background is: is the students' English grammar proficiency improved through the use of Communicative Language Teaching?

C. Research objective

This research has the following goals: To determine whether the student's English grammar proficiency improved through the use of Communicative Language Teaching.

D. Significance of the research

1. Theoretical benefits

To determine the level of understanding of grammar using in communicative language acquisition for English language learners. In this case, a shared understanding of the meaning of word combinations is necessary for both the speaker and the listener during communication. Correct grammar is knowing the meaning and usage of words. It is a wonderful method for language learners who want to improve their communication ability to think about grammar. Studying grammar can help people understand popular phrases better and develop a deeper knowledge of their underlying meaning. With this understanding, one will be more confident in their ability to compose their own words and understand what they read and hear.

2. Practical benefits

Practically, this research can be useful as follows:

a. For the researcher

May provide knowledge and firsthand experience on how to enhance grammar through Communicative Language Teaching techniques.

b. For teacher

May broaden understanding and offer suggestions for improving grammatical proficiency, particularly when used Communicative Language Teaching techniques.

c. For students

As study participants, students should expect to learn about Communicative Language Teaching approaches in an active, creative, and enjoyable way. They should also be motivated to master grammar so that their proficiency will grow.

d. For school

As a factor to be taken into account while creating educational plans and choosing the right teaching strategies and media to help student's improve their grammar.

E. Scope of the research

In this study, the researcher has a research limitation where the researcher wants to know the extent to which students are able to used grammar proficiency when learning english. In improving grammar,

the researcher used conditional sentence material which is part of grammar used Communicative Language Teaching techniques and language game techniques. The researcher has created a number of games, including change chairs, tic tac toe games, board race games, and card of the future games that will be used during the learning process to get students more interest in learning grammar.



CHAPTER II LITERATURE REVIEW

A. Review of Previous Research

Markos (2019) showed that the experimental group had improved their grammatical competence more than the control group had, indicating the social validity of the intervention. Therefore, this study corroborates the efficacy of the Peer scaffolding intervention as a viable tool for doing so to enhance the development of grammatical proficiency. where the experimental and control groups are the two halves of this programme. Two groups the experimental and control groups were randomly assigned to the classes. In this study, the experimental group and the control group underwent comparable two-month scaffolding of grammatical proficiency activities using a non-equivalent pre-test-post-test quasi-experimental approach.

Alvarez (2017) Found that is there have been notable variations in the mean scores across all learning materials utilised by the experimental group that employed the communicative language eaching (CLT) approach. The subject-verb agreement, interviewing, and guessing game as CLT strategies; pronoun content, story construction game as its strategy; possessive noun content area, describing pictures as its CLT strategy; and other content areas and their corresponding strategies have improved the grammar competence of the experimental participants based on the mean score of paper-pen activities or pretest-posttest results.

Mazlaveckienė (2018) The findings from this research shows that Lithuanian students of English Philology tend to be successful with a limited repertoire of grammatical structures that mostly range from level B1 to B2. The authors of the paper do not wish to expand on the results obtained in national scale, but is very confident that these findings can provide enlightenment and revelation the main tendencies in the development of foreign language proficiency of English Philology student in Lithuania.

Ngo., (2021) States that as the majority of Malaysian ESL students score in the middle of the pack on grammar exams, there appears to be a need for more attention to be paid to the teaching and learning of English grammar. The most of them don't perform badly, but the majority of them also struggle with English grammar.

Iamsirirak (2021) This study reveals that out of 16 grammar topics, tenses and verbs are the most necessary for English teachers. And analyze the results where the applicability of the word difficulty level to the test is based on at least 86% K1 and K2 to ensure that the test vocabulary is simplified with a result of 86.1%. The reliability of this test was confirmed by the KR-20 with a score of 0.93. The T-EGT is used as an English grammar test to identify students and grammar levels: advanced, intermediate and beginner.

The previous research, There are similarities between the findings of earlier studies and this one, namely with regard to the using of Communicative Language Teaching techniques to enhance students' proficiency in learning English. Moreover, those researches above are more

focus on finding out the improvement of students speaking and grammar proficiency. However, the difference of this research from the previous will be this research will focus on the enhancement of grammar proficiency.

B. Theory Review

1. Communicative Language Teaching

a. Definition of CLT

According to Richards & Rodgers (1986), Communicative Language Teaching (CLT) is an approach to teaching that begins with a theory of language as communication and is then develop into the design of an instructional system, materials, classroom activities, and techniques, as well as for the roles of teachers and learners.

CLT is a collection of concepts on the goals of language instruction, the kinds of exercises that support learning the most, and the roles that teachers and students should play in the classroom. Similar to Ozsevik's study, the central principle of CLT is understood to be communicative competence, which includes knowing what to say and how to say it appropriately based on the situation, the participants, and their roles and objectives, Majed Othman Abahussain (2016).

Richards (2006) states that a philosophy of language as communication serves as the foundation for Communicative Language Teaching (CLT). Developing students' capacity to engage and communicate in the target language is the main objective of classroom instruction. Teaching spoken recounts in senior high school with the use of Communicative Language Teaching (CLT). The goal of the study is

to enhance students' oral recollections by the use of CTL (presentation, role-play, and procedure). The findings demonstrated that CLT improves students' oral recounting skills by providing them with varied learning experiences, encouraging them to employ grammar in talks organically, facilitating meaningful conversations, and fostering communicative discourse in the classroom (Khalida, n.d.).

Not only is "what to teach" emphasised, but also "how to teach." Grammar and vocabulary are not as important as the 13 language functions, according to the CLT's "what to teach" component. Additionally, the action for actual communication is referred to as the "how to teach" part Harmer (2007). CLT focuses more emphasis on the activity through discussion and interaction than it does on memory Toro et al. (2019).

b. Characteristics of CLT

Seven interconnected aspects of communicative language education are proposed by Brown (2007: 46-47). These are:

1. Overall goals CLT aims to facilitate communication. It recommends concentrating on all of the grammatical, discourse functional, sociolinguistic, and strategic elements of communication. Aspirations has to make the connection between the pragmatic and organisational aspects of language.
2. Link between form and functionality Form and function are intended to encourage students to apply language in a practical, real-world,

and useful way for significant goals.

3. Accuracy and fluency Perhaps more crucial than accuracy in maintaining kids' interest in language use is fluency. Students must converse with each other on what, when, and where, and they must be suitable. The teacher should provide pupils with pertinent, remedial criticism for their mistakes.
4. Pay attention to real-world situations. In a communicative class, students must be able to communicate effectively and listen in spontaneous situations outside of the classroom. Tasks assigned in class must therefore give students the tools they need to communicate in certain situations.
5. Independence and active participation in planning By growing in understanding of their learning style's advantages, disadvantages, and strengths, students can concentrate on their own learning process. preferences as well as the creation of suitable production and comprehension techniques.
6. Roles of teachers the job of the teacher is that of a guide and facilitator who appreciates the linguistic growth of the students.
7. Roles of students in CLT class, students ought to participate actively.

c. Techniques of CLT

According to (Ne & Rsen -Freeman, n.d.) For a language teaching-learning session to be successful, using the right approaches is crucial:

To enhance students proficiency with the CLT method, there are:

- 1) Authentic materials
- 2) Scrambled sentences
- 3) Language game
- 4) Picture strip story
- 5) Role play

d. Language Game

Games are the most suitable to learn the grammar of a second language, who also note that grammar teaching that is too dependent on rules and memorisation makes learners lose their interest and motivation. It is accepted that playing active games to learn grammar in various communicative contexts is a more engaging approach to grammar instruction than using workbooks Syafiqah Yacob & Md Yunus (2019).

Using language games as a teaching tool can improve ESL students' comprehension and acquisition of grammar since it increases their motivation, interest, and fluency in the subject matter. Today's digital generations value grammar mastery since it demonstrates competence and is helpful in social situations. In a similar vein, increased confidence stems from knowing how to use grammar correctly in context. Therefore, grammar should not be taught or learned in a vacuum; rather, it should be taught using relevant techniques that ESL students can easily connect to Syafiqah Yacob &

Md Yunus (2019).

In CLT, games are used a lot. They are fun for the kids and, with good design, provide them with important opportunities for practice in communication. The card game we watched embodied each of Morrow's three characteristics of communicative activities in the following ways: The speaker's ignorance of her classmate's plans for the next weekend created an information gap. The speaker might choose which sport to predict as well as how to make her prognosis (i.e., what shape it would take). The group's members provided the speaker with input. None of the people in her group would answer if her forecast was ridiculous. She could assume that her prognosis was understood if she received a meaningful reaction (Ne & Rsen - Freeman, n.d.).

The researcher is employing a variety of language games in this part to help students learn grammar Widhia Ningrum et al., (2018), including:

a) Board race games

Group games like board race games require collaboration from all participants. Here's the technique of board race games:

1. Give each of the two main groups in the class a coloured marker.
2. If you have a large class, you can split up into three or four groups.
3. After drawing a vertical line through the board's centre, write the topic at the top.
4. The next task for the pupils in each group is to write as many

words as instructed by the teacher. Words used must be pertinent to the subject.

5. As this is a group competition, you should also establish a time limit for the session.
6. Each team receives points for using the right terms. Points are not awarded for misspelt or irrelevant words.

b) Game of Tic Tac Toe

A useful interactive tool for teaching English grammar to learners is the game Tic Tac Toe. To ensure that students grasp the fundamental ideas and how to form sentences following the pattern, teachers must first explain The Past Simple to their students. Following the explanation, utilise the Tic Tac Toe game to help you comprehend the learning material for The Past Simple. Here are the instructions to get started:

1. Making a Tic Tac Toe grid on the blackboard is all that the teacher has to do. Markers can be used manually to do this. Nine verbs are then written by the teacher and put in each box.
2. To circle the verbs on the board, the teacher designates which group will use the O mark and which group will use the X mark.
3. The goal of the game is to use the verbs on the grid to form sentences. It should be noted that all nine of the verbs in the grid remain in their basic form.
4. The group that wins the suit is the first to enter the game.

Next, using a base form verb from the grid, the group identifies its past tense first, creating a phrase that uses the verb in the past simple.

5. If the group gets the sentence right, they get to mark their selected word with an O or an X. The opposing group gets turn if the sentence is incorrect and the group is unable to put an O or X on the word they have selected.

c) Cards of the future games

Students play a game called Cards of the Future in which they have to ask and answer questions in the simple, continuous, and perfect tenses regarding future events, appropriate, continuous, and basic tenses. Here is the procedure of the cards of the future game:

1. The teacher prepares the cards that contain the material of conditional sentences such as conditional sentence formulas, examples of conditional sentences and making types of conditional sentences.
2. After that the teacher puts the cards on the table
3. Then the next task students are asked to take turns choosing each 1 card randomly on the table
4. After the student chooses 1 card randomly, the teacher asks the student to say what card he got and the student answers the question from the card he got.

5. Then the other students are in charge of correcting whether the answer of the student is correct or wrong.

d) Change chairs

You can use this entertaining game for beginning or intermediate classes. It is generally best suited for kids and teenagers because it calls for rapid reflexes, but adults who are comfortable with more strenuous exercises can still be big fans of this sport. As for the technique of this game is:

1. One person stands in the centre, while players sit in a circle on chairs facing inward.
2. A phrase starting with the prefix "Change seats if..." is said by the person in the centre. For example, "Change seats if you wear jeans."
3. If a student's statement is accurate, they must get up and find a different seat, and the person in the centre must likewise make an effort to sit down.
4. If a student finds the statement to be accurate, they must get up and go to a different chair, and the person in the centre must likewise attempt to sit down.

5. The last standing students ought to utter the following words.

2. Grammar

a) Definition of Grammar

Grammar is a significant aspect of the language. Grammar is sometimes described as the laws of language. When applying the word rules, we propose that someone creates the rules first and then speaks

in a language akin to a new game. Ataboyev (2023)

Grammar is defined as the rules that specify how words are joined, grouped, and altered to show different meanings. Grammar is the description of the ways in which words in a language can change forms and be joined to make sentences Harmer (1983)

According to Harmer in Novitiya (2017: 8), grammar is more than just syntax. Furthermore at play is the way words are constructed and can alter to convey various meanings. The core of knowledge on grammar. The grammar is the language system. Sometimes people refer to language rules as "natural" language Fitria (2018).

According to Alfiyani, (2013) Knowledge of grammar is necessary to make a well-structured writing. Grammar consists of rules for changing meaning (morphology), arrangement of words (syntax), clause and sentence structure, and classification of parts of speech (noun, verb, etc.), as well as issues regarding the cohesion and coherence of the entire text. However, making good grammar rules is very difficult.

According to Andrew Rossiter (2021) Grammar, spelling, vocabulary, and even pronunciation are codes. As with all codes, authors and readers, speakers and listeners, must use the same codes in order for communication to be effective.

English grammar is an important subject. For those who wish to use written or spoken English, it is essential. This occurs as a result of

grammar helping individuals to construct the desired sentence according to its rules, enabling them to produce accurate and significant statements. The reader or listener will find it challenging to understand the speaker's meaning if they are unable to construct a phrase that is grammatically correct. As a result, the communication's objective will not be met. Since conditional sentences are a crucial component of the English curriculum, high school students must understand them well. The rapid advancement of education, culture, and technology necessitates efficient English communication in order to Elisa Ayu Ningsih et al (2021).

Grammar and language rules are psychological concepts that are present in every human mind and can be learned in order to be used effectively Parera, 1997; Alfianika (2018). That is why grammar is so important. All human behaviour is based on grammar. The grammar process is a method by which people express and comprehend language since grammar is the structure of language (structure is grammar of language).

b) Aspect of grammar

One must use the appropriate grammatical rule in order to apply grammar appropriately. The grammatical category is divided into three categories by Lyons in Alfiyani (2013: 38–55) and explained what they are:

1) Primary categories (Word classes)

Depending on their function in a phrase, all words fall into groups known as word classes, sometimes known as parts of speech. The primary English word classes are:

a. Noun

The most significant word class is the noun. It is the name of an entity, item, place, or concept. It is the headword of a noun phrase, meaning that a noun phrase has to have every other word in the phrase revolves around one primary noun. The categories for nouns are as follows:

- 1) Common noun
- 2) Proper noun
- 3) Concrete noun
- 4) Abstract noun
- 5) Collective nouns
- 6) Compound nouns

b. Verbs

Unless at least one of the words in the group is a verb, the group cannot be referred to as a sentence or clause. Its physical characteristics are as follows: (1) They can be seen as "non-past tense" or "past tense," and (2) when the subject is third person singular, the non-past tense form adds a suffix. Although there are other verb forms (such as participle and infinitives), these can be regarded as deverbalizations. In English, there are various kinds of verbs:

- 1) Action verb

2) Linking verb

3) Helping verb

c. Adjectives

A noun or pronoun's meaning is modified (qualified or limited) by an adjective. It either clarifies a noun or delimits it in some way for the speaker or reader. For instance, *Carrie read a captivating tale*. Adjectives come in various varieties:

1) Proper adjective

2) Compound adjective

d. Adverbs

A word that qualifies or limits another adverb, verb, or adjective is called an adverb. The conventional method of dealing with adverbs has been to assign mostly those words that are formed from adjectives by adding the suffix *-ly* (*rapidly*, *hopelessly*), along with a few more hard-to-classify terms like *not*, *just*, and *soon*. Though they can also be employed to provide more context for an adjective or other adverb, their primary purpose in the phrase is to qualify the verb's action. For example, *Rex is overjoyed*. (*Strongly alters the adjective happy and responds to the query, To what degree?*).

e. Pronouns

One or more nouns can be replaced with a term that is a pronoun. Its purposes include making writing simpler or referring to a noun (known as its antecedent) that often appears before the pronoun. More fluid and less uncomfortable. Numerous categories of pronouns

exist:

- 1) Personal pronoun
- 2) Reflexive pronoun
- 3) Interrogative pronoun
- 4) Demonstrative pronoun
- 5) Indefinite pronoun.

f. Prepositions

When two sentences are related to one another, a preposition is employed. It is always followed by a noun- containing phrase that implies that they require more than just themselves to provide identical responses to the questions. Prepositions fall into two groups:

- 1) Common preposition
- 2) Compound preposition

g. Conjunctions

A conjunction connects two or more phrases, words, or clauses to form longer constructs. Two categories of conjunctions exist:

- 1) Coordinating conjunction
- 2) Subordinating conjunction

h. Determiners

The following small group of structure terms lack distinctive forms make up the determiner:

1. Article: *a, an, the*
2. Demonstrative adjectives: *this, these, that, those*
3. Possessive adjective:

a) From pronouns: *my, yours, one's*

b) From nouns: *amir's, the girl's*

4. Numerical adjective

a) Cardinal: *four, twenty, five, one hundred*

b) Numerical: *fourth, twenty fifth, one hundredth*

5. Adjectives of indefinite quantity: *some, view, all, more*

6. Relative and interrogative adjectives: *whose, what, which.*

i. Interjections

It's a word for strong feeling or emotion, and when it's used, it's usually followed by a comma (,) or an exclamation (!). *gently.*

Typically, it appears at the start of the phrase. For example, *ouch!*

I used the hammer and broke off a finger.

2) Secondary categories

a. Number

Galasso in Alfiyani (2013) says that "number is an extra functional characteristic that indicates the difference between "grammatical" singular and plural." shapes. Since countability is easily understood by all people and is reflected in the vocabulary structure of all languages, it is most likely a universal concept. The grammatical category of number is not present in all languages, and those that do may not interpret countability in the same way. *e.g., fish>fish, child>children, tooth>teeth, car, books, etc.*

b. Gender

Gender is a grammatical classification used in source languages to classify nouns and pronouns as masculine or feminine. It is composed of there are three subclasses of nouns that are involved: neutral, feminine, and masculine. Depending on whether a noun requires itself, herself, or himself, it can be categorised into one of three primary gender subclasses.

c. Case

Galasso asserts in Alfiyani (2014) that "a case's structural significance is acknowledged based on 19 the position of the pronoun in the phrase, i.e., accusative [acc] if it is an object and nominative [Nom] if it is a subject. Case in English is limited to the personal pronoun. Such as *Formal Informal Myname is That's me.*

d. Person

Person has a connection to the idea of participation roles. It comprises the first person, which addresses the speaker directly (I), or the speaker and one or more other people together (us), the second the first person (you) is referred to as the person, and the third person (he/she/it,they) is a reference to one or more other people or objects.

There are three classifications for participant roles:

- 1) Personal pronoun
- 2) Reflexive pronoun

3) Possesive pronoun

e. Tenses

Tenses signify two main types of information: temporal correlations and aspectual distinctions pertaining to the past, present, or future of an action, activity, or condition.

f. Modes

In English, there are three modes:

- 1) Indicates that it is the standard form in modern English.
- 2) The subjunctive is substantially less common in modern English. It
- 3) Imperative: It conveys a directive.

g. Voices

In English grammar, voice describes the way a sentence is put together. English grammar distinguishes between the active and passive voices. Voice identifies the connection between a verb and its object. Whereas the affected entity is the subject of passive clauses, the agent carrying out the action is the subject of active clauses.

- 1) Active voice
- 2) Passive voice

Grammar uses many patterns, often referred to as "tenses," depending on the circumstance and context. English study materials on tenses are important since they enable us to construct sentences correctly, especially when using verbs. Amelia et al. (2019). However, the researcher only discusses the three tenses: simple present, simple past, and simple future that

will be employed in conditional sentences in this section.

c) Conditional sentence

Conditional sentences are grammatical structures that indicate how two things or situations relate to one another when they are dependent on one another. Sentences with conditions are used to indicate possible outcomes in case a condition is satisfied Alexander Bergs (2019)

Conditional sentences indicate that an action in the main clause (without an if) can only occur in the event that a condition (in the if clause) is met Abbas (2012)

d) Types of conditional sentence

According to Wishon and Burks (1980) defined three categories of conditional sentence. Every kind is made up of a unique set of tenses. According to Frank (1972) types of conditional sentence are:

1) Conditional sentence type I

Table 2. 1 Form and Example of Future Possible

Result clause	If clause
Simple future/simple present S + will + v1 + O/A/C S + V1 + O/A/C I will go to school. I write to my parents every week.	Simple present If + S V1 + O/A/C If it does not rain. If I have enough time.
If Clause	Result Clause
Simple present If + S V1 + O/A/C If it does not rain If I have enough time	Simple future/simple present S + will + v1 + O/A/C S + V1 + O/A/C I will go to school. I write to my parents every week.

2) Conditional sentence type 2

Table 2. 2 Form and Example of Future Possible

Result clause	If clause
Would + simple form S + would + V1 + O/A/C I would go to school. I would write to my parents	Simple past If + S + V2 + O/A/C If it did not rain. If I had enough time now.
If clause	Result clause
Simple past If + S + V2 + O/A/C If it did not rain. If I had enough time now.	Would + simple form S + would + V1 + O/A/C I would go to school. I would write to my parents

3) Conditional sentence type 3

Table 2. 3 Form and Example of Future Possible

Result clause	If clause
Would + have + V3 S + would + have + V3 I would have gone to school. I would have written to my parents yesterday	Past perfect If + S + V3 + O/A If it had rained If I had had enough time now
If clause	Result clause
Past perfect If + S + V3 + O/A If it had rained. If I had had enough time now.	Would + have + V3 S + would + have + V3 I would have gone to school. I would have written to my parentsyesterday.

There are three different types of conditional statements in the previous statement. Simple present tense is using in the first type of sentence, and simple future tense is used in the outcome clause. In the second form, the if clause is written in the past tense while the result clause is written in the past future tense. In the third type, the main clause is written in the past perfect tense while the if clause is written in the past perfect tense.

C. Conceptual Framework

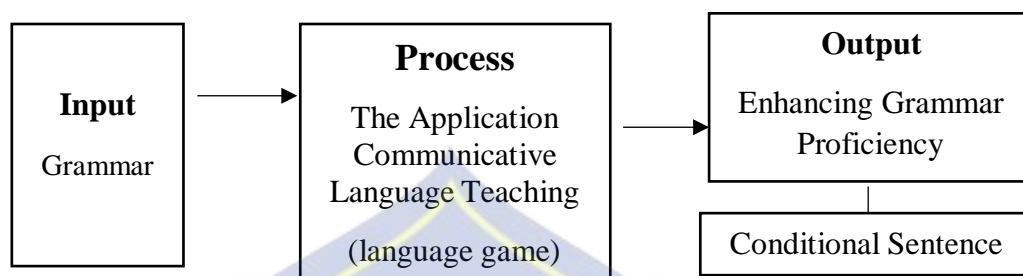


Figure 2. 1 Conceptual Framework

The conceptual framework illustrates a process for enhancing grammar proficiency through the application of Communicative Language Teaching (CLT), specifically used language games. It begins with grammar as the input, which serves as the foundation for the learning process. The process involves applying CLT methods, emphasizing interaction and active engagement through language games to make learning more effective and enjoyable. The output of this process is an improvement in grammar proficiency, particularly in mastering conditional sentences. This framework demonstrates a practical approach to language teaching that combines structured grammar learning with interactive and communicative activities.

D. Hypothesis

The following is the formulation of the research's hypothesis:

- a. Null Hypothesis (N0) there is nothing has changing that would motivate students to take the initiative to using Communicative Language Teaching methods to improve their grammar and pronunciation accuracy and fluency.

- b. The alternative hypothesis (H1) there is an enhancement that using Communicative Language Teaching strategies to support students' initiative in improving the accuracy and fluency of their grammar and pronunciation.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher used a quantitative research approach in the form of a pre-experimental design based on the problem formulation that had been identified. Sugiyono (2018) said that "Research techniques In essence, it is a methodical approach to gathering data for a certain objective and use.

There are three distinct features of quantitative research in the field. Firstly, the research report title is the same from start to finish. Create issues based on observe problems. Furthermore, problems in the field will differ as they have been validated by the reality discovered Nurwulandari and Darwin (2020).

The kind of experimental research methodology that the study employed was Pre-Experimental Design. Because this design wasn't a true experiment yet, it was referred to as pre-experimental design. The development of dependent variables was still influenced by external factors. Thus, the dependent variable is not the only factor influencing the independent variable in the experimental results. Due to the lack of control factors and the non-random sample selection, this is possible Sugiyono (2018).

Here is a table showing the results of one group's pretest and posttest. According to Sugiyono (2016):

Table 3. 1 *One group's pretest and posttest*

<i>Pretest</i>	<i>Treatment</i>	<i>Posttest</i>
O₁	X	O₂

Description:

O₁ : Before the learning model is applied, there is an initial test (*pretest*).

X : Treatment in the experimental group, which involved using the *Communicative Language Teaching* approach.

O₂ : The last examination (*posttest*) following treatment implementation.

B. Population And Sample

1. Population

The researcher examined and drew conclusions from a population, which was a generalised area made up of items or persons with specific defined attributes and characteristics (Sugiyono, 2020). The researcher concluded from this statement that all students in class XI, consisting of two classes, namely class XI A with a total of 20 students and class XI B with a total of 15 students, making a total of 35 students at SMA Muhammadiyah 1 Unismuh, became the population in this study.

2. Sample

According to Sugiyono (2019) the reason it is called simple (simple) is that a random sample of population members is taken, regardless of the strata within the population. in that particular populace. Therefore, the researcher used cluster random sampling, where there were 2 classes, namely class XI A and XI B, which were drawn in a lottery. The result of the lottery was class XI A, so the sample used by the researcher was class XI A, consisting of 20 students at SMA Muhammadiyah 1 Unismuh Makassar.

C. Research Variable

"Research variables is an attribute or trait or value of a person, object, organisation, or activity which has certain variations determined by the researcher to be studied," according to Sugiyono (2018) inferences are then made". In this research, the researcher used 2 variables:

a. Independent Variable

Independent variables are defined as "a variable that influences or is the cause of its change or emergence dependent (bound) variable" by Sugiyono (2018). The researcher employed independent variables in the form of a learning model for Communicative Language Teaching (CLT) that was implemented during the learning process.

b. Dependent Variable

The variable that is reliant, 'The dependent variable is a variable that is influenced or becomes a consequence because of the existence of independent variables,' claims Sugiyono (2018). In this study, the researcher determined the dependent variable to focus on students' English grammar proficiency especially on conditional sentence material.

c. Indicators

The indicator in this study was the enhancement of English grammar proficiency used communicative language teaching.

D. Research Instrument

Since conducting research involved making measurements, a tool known as a research instrument was obviously necessary for measurement. According to this interpretation, a research instrument was a device that was utilised to quantify observable social and ecological events. More specifically, Sugiyono (2018).

From the above statement, the grammar test was used as a research instrument in both the pre-test and post-test, which consisted of 25 items, including 10 multiple-choice questions and an essay question. Before receiving the treatment, the pre-test was intended to measure students' proficiency in grammar when speaking English, and the post-test was conducted to evaluate how well the Communicative Language Teaching approach worked in the learning process.

E. Procedure Of Collecting Data/Data Collection

In this study, the data collection process used pre-test and post-test design.

a. Pre-Test

Students were given a pre-test to determine their speaking proficiency before the treatment was administered. Their success with language was assessed. This pre-test was an oral assessment administered by the teacher to the class before two forty-minute sessions of Communicative Language Teaching.

b. Treatment

The students completed the pre-test before receiving the treatment. The method the researcher followed was as follows:

1. The first meeting was when the teacher began the lesson.
2. The teacher instructed the class on the subject.
3. The topic of conditional sentences was explained by the teacher.
4. The teacher prepared games for each learning session, including change chair, tic-tac-toe, board race, and cards for the future games that would be used.
5. The teacher divided students into groups of three or four.
6. The teacher then went over with the class the strategies for the games that would be played.

7. Next, because this game related to the content, the students needed to comprehend the meaning behind the conditional sentence.
8. Every group summarised the lesson's learning before the session finished.

c. Post-Test

Student success following the implementation of Communicative Language Teaching led to this phase. The researcher focused on how well students' grammar proficiency improved. With reference to the enhancement of students' grammatical knowledge following the used of communicative language instruction, it was observed that learners' accuracy and fluency were enhanced during the learning process.

F. Data Analysis

Data analysis involves grouping data according to variables and respondent type, tabulating data according to variables from all respondents, presenting data for each variable under study, and performing computations to verify the presented hypotheses (Sugiyono, 2018, p. 147).

Following the collection of the data, the researcher processed it used SPSS V.25 at a significance level of 0.05. The following were the several sections that made up the data analysis :

1. Preliminary Analysis

To find out if the data satisfied the conditions for t-test hypothesis testing, a first analysis was carried out once the data was gathered. Used SPSS version 24, two automatic tests were conducted as part of this preliminary analysis: the homogeneity test and the normalcy test. Should the significance (Sig.) value exceed 0.05, the data are deemed to be homogeneous and regularly distributed.

a. Normality Test

To find out if the data set is regularly distributed or not, perform the normality test. The researcher performed a normality test used IBM SPSS Statistics V.24, with the caveat that if the results were higher than > 0.05 ,

Although the data may be classified as regularly distributed, if the score if the value was less than 0.05, the data might be considered aberrant.

b. Homogeneity Test

Following the findings of the normalcy test, the homogeneity test was conducted. Used the normalcy test results, the researcher determines the data's homogeneity. The homogeneity test is employed to assess the homogeneity of the data. This examination was also conducted used data obtained used IBM SPSS Statistics V.24. homogeneity with a greater than 0.05 significance level.

2. T-Test

To find out if there is a significant difference between students' grammar knowledge before and after used the communicative language teaching technique, data analysis is done used a t-test. IBM SPSS Statistics V.24 is also used for this t-test. If the result shows that $\text{Sig. (2-tailed)} \geq \text{sig.}$ If the value of $t\text{-table} \geq t\text{-test}$, then the null hypothesis is accepted. In other words, if $\text{Sig. (2-tailed)} \leq \text{sig.}$ if the $t\text{-test value} \geq t\text{-table}$, the alternative theory is recognized.

3. Hypotheses Test

Statistical hypotheses are used to determine the outcome of the sample-related observation. The following criteria applied: Statistical hypotheses are used to determine the outcome of sample-related observations. The following criteria are applied: If the significance of $t\text{-test} \leq t\text{-table}$, then H_0 is rejected, and if the value of $t\text{-test}$ is greater than 0. If $t\text{-test} \geq t\text{-table}$ is significant, then H_1 is accepted and H_0 is rejected.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The research findings and discussion are presented in this chapter. The results this study describes how the pre- and post-test learning methods of Communicative Language Teaching help students increase their vocabulary. Then, still more the explanation and interpretation of the results are explained in the discussion. Learner Learning objectives are seen in the following:

1. Proficiency in Used Communicative Language Teaching on Improving Students' Grammar

a. Students Mean Score in Pre and Post Test

Table 4. 1 Mean Score

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	41.05	20	9.638	2.155
	Post-Test	76.85	20	6.277	1.404

Based on the table provided, the average score for the pre-test was 41.05, while the average score for the post-test was 76.85. This indicates that the students' grammar proficiency improved following the treatment. Therefore, it can be concluded that the Communicative Language Teaching method is effective in enhancing students' grammar proficiency.

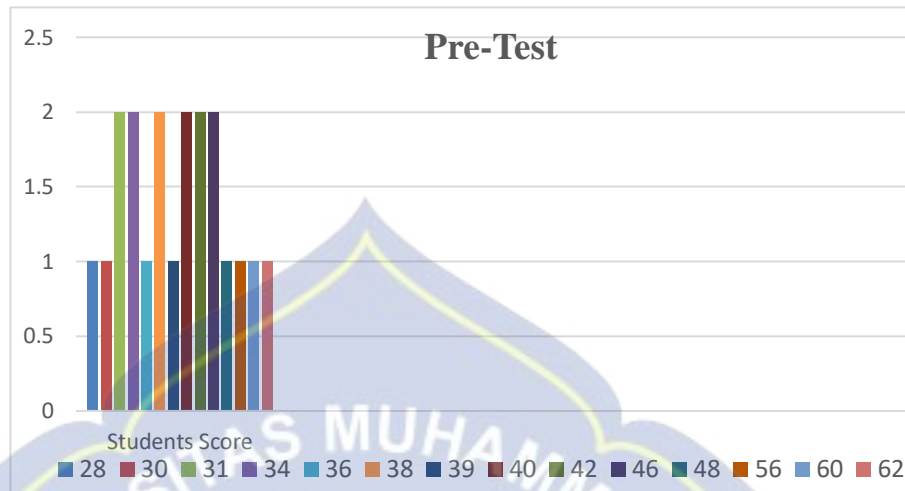


Figure 4. 1 Pre-Test

Based on the figure above, the lowest pre-test score was 28, achieved by 1 student. At a score of 30, there was also 1 student. There were 2 students with a score of 31, 2 students with a score of 34, 1 student with a score of 36, 2 students with a score of 38, 1 student with a score of 39, 2 students with a score of 40, 2 students with a score of 42, 2 student with a score of 46, 1 student with a score of 48, 1 student with a score of 56, and 1 student with a score of 60. The highest pre-test score was 62, achieved by 1 student.

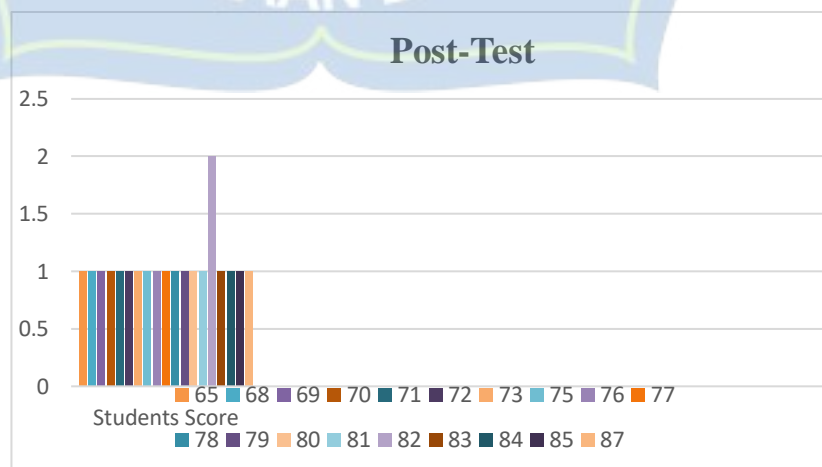


Figure 4. 2 Post-Test

Based on the figure above, in the post-test results, there was 1 student who scored 32, 1 student who scored 53, 1 student who scored 56, 1 student who scored 62, 1 student who scored 74, 2 students who scored 75, 1 student who scored 76, 1 student who scored 78, 1 student who scored 79, 6 students who scored 84, 1 student who scored 86, 1 student who scored 90, and 2 students who achieved the highest score.

b. Normality Test

This test is performed before calculating the t-test to assess the normality of the data distribution. The Shapiro-Wilk test is employed for this assessment. Since the significance value exceeds 0.05, the data is considered to be normally distributed. The detailed results are as follows:

Table 4. 2 Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pre-test	.161	20	.188	.920	20	.100
post-test	.096	20	.200*	.969	20	.725

This study used shapiro-wilk:

Sig. (p-value) is used to determine if the data is normally distributed. If the p-value > 0.05, the data is considered normally distributed.

Pre-test:

Kolmogorov-Smirnov (Sig. = 0.188) and Shapiro-Wilk (Sig. = 0.100) indicate that the pre-test data is normally distributed (as p-value > 0.05).

Post-test:

Kolmogorov-Smirnov (Sig. = 0.200) and Shapiro-Wilk (Sig. = 0.725) indicated that the post-test data were also normally distributed (as p-value > 0.05).

Thus, both pre-test and post-test data are normally distributed.

c. Homogeneity Test

Table 4. 3 Homogeneity Test

		Levene Statistic	df1	df2	Sig.
HASIL	Based on Mean	1.905	1	38	.176
	Based on Median	1.377	1	38	.248
	Based on Median and with adjusted df	1.377	1	28.263	.250
	Based on trimmed mean	1.703	1	38	.200

Based on Mean: The Levene statistic value is 1.905 with a significance value (Sig.) of 0.176. Since the significance value is greater than 0.05, the variance of the data is considered homogeneous based on the mean.

Based on Median: Levene's statistical value is 1.377 with a significance value (Sig.) of 0.248. Since the significance value is

greater than 0.05, the variance of the data is considered homogeneous based on the median.

Based on Median and adjusted df: The Levene statistic value is 1.377 with a significance value (Sig.) of 0.250. Since the significance value is greater than 0.05, the variance of the data is considered homogeneous based on the median with adjusted degrees of freedom.

Based on Trimmed Mean: The Levene statistic value is 1.703 with a significance value (Sig.) of 0.200. Since the significance value is greater than 0.05, the variance of the data is considered homogeneous based on the trimmed mean.

It can be concluded that based on all Levene's test methods, the significance value exceeds 0.05, which indicates that the data variance between the tested groups is homogeneous.

2. T-Test

Table 4. 4 T-test

T-Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-Test - Post-Test	-35.800	5.297	1.185	-38.279	-33.321	-30.222	19	.000

Average Difference: The average score difference between the pre-test and post-test is -35.800. This indicates that the average post-test score is higher than the pre-test by 35.800 points.

Std. Deviation: The standard deviation of the score difference is 5.297, which measures how varied the score difference is from the mean.

Std. Average Error: The standard error of the mean difference is 1.185, which describes the precision of the estimate of the mean difference.

95% Confidence Interval for Difference: The confidence interval for the difference in scores is between -38.279 and -33.321. This indicates that we are 95% confident that the mean difference actually falls within this range.

t: The t value is 30.222, which is the value of the t test statistic for the mean difference.

df: The degrees of freedom (df) is 19, which is used in the calculation of the t test.

Significance: Sig. (2-tailed): .000

The significance value (p-value) is very small (<0.05), which indicates that the difference between the pre-test and post-test is highly statistically significant.

3. T-Table

Table 4. 5 T-Table

T-Test	T-Table $\alpha = 0.05$	Clarification
30.222	2.093	T-Test \geq T-Table

The obtained t value (30.222) is lower than the critical t value for a significance level (α) of 0.05: The critical t value is 2.093.

In other words, the t-test results show that the difference between the pre-test and post-test is highly statistically significant, as the very large t-value (in terms of absolute value) indicates that the difference found is highly significant compared to the critical value of the t-table.

4. Hypothesis Testing

The researcher found that the t-test results exceeded the critical value of the t-table, so it can be concluded that the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. These results confirm the existence of a statistically significant improvement in students' grammar skills as a result of the implementation of the Communicative Language Teaching (CLT) method.

B. Discussion

In this section, the conclusions of the findings were discussed. This discussion aimed to analyze how the use of the Communicative Language Teaching method impacted students' grammar, with explanations based on the results of the pre-test and post-test.

The use of Communicative Language Teaching method can improve

students' grammar. According to Losi et al (2022) This study highlights students' positive attitudes towards Communicative Language Teaching (CLT). The findings confirmed that students valued CLT activities as a complement to their EFL classes, noting that these activities enhanced the learning experience and independent learning. CLT was found to boost students' confidence and improve their listening and speaking skills. This research emphasizes the importance of practicing spoken language and engaging students in classroom activities. EFL lecturers are encouraged to promote frequent speaking practice, using pair and group work to encourage student interaction in CLT classes.

The similarities of the research conducted by Indah Sari (2023) this study in that both utilize Communicative Language Teaching (CLT). Sari's findings indicate that teachers use CLT to enhance students' speaking skills and create real-life communication scenarios through methods like paired role-playing, picture sequences, storytelling, and group discussions. Teachers also prioritize correcting mistakes while focusing on language function and fluency rather than solely on grammar, vocabulary, and accuracy. Additionally, they incorporate lesson plans and speaking skill rubrics based on the syllabus. This study aligns with Sari's by employing CLT, though it shifts the focus from improving speaking skills to enhancing students' grammar. The conclusion is that using the same method can lead to improvements in students' grammar. Thus, this study concludes that the null hypothesis (H0) is rejected in favor of the alternative hypothesis (H1),

aligning with previous research findings. This conclusion is supported by the t-test results, where the significance value, Sig = 0.00, is below the 0.05 threshold.

The findings of this study affirm that the Communicative Language Teaching (CLT) method is effective in enhancing students' grammar skills, a conclusion supported by various previous studies. Brown (2019) discovered that CLT significantly improves students' communication and grammar skills through a more natural and contextual approach. Rather than focusing solely on rote memorization of grammar rules, CLT allows students to understand and use grammar in real communicative situations. This aligns with our study's results, which show a significant increase in students' grammar scores following the implementation of CLT. Furthermore, Smith and Jones (2020) demonstrated that CLT is superior to traditional methods in grammar instruction, particularly because it encourages the use of grammar in relevant communicative contexts. This supports our study's findings that CLT is more effective in helping students apply grammar in everyday communication, as reflected by the significant improvement in post-test scores.

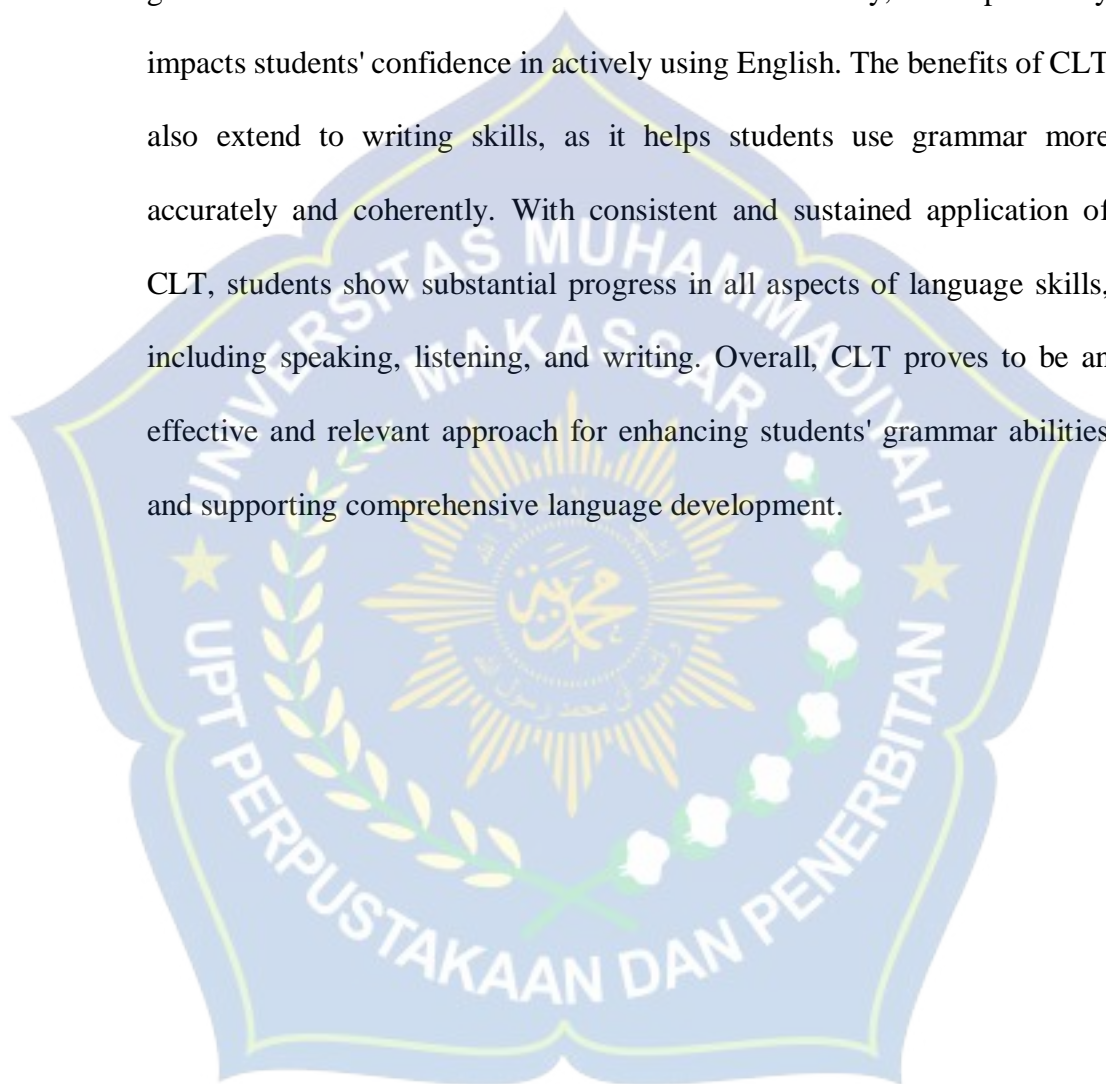
Li (2021) added that CLT not only enhances students' grammar abilities but also boosts their confidence in using English. CLT provides a supportive learning environment where students are encouraged to interact and communicate in the target language, which increases their confidence in speaking and using correct grammar. This is relevant to our study's findings,

where the improvement in post-test scores suggests not only enhanced grammar skills but also a possible increase in students' confidence in actively using English. Kim and Park (2022) also highlighted the positive impact of CLT on students' writing abilities, particularly in the use of more accurate and coherent grammar. CLT enables students to integrate grammar into their writing skills, indicating that this approach affects not just speaking skills but also writing skills, thereby improving overall language competence.

Additionally, Rahman (2023) revealed that long-term implementation of CLT leads to significant improvements in all aspects of language skills, including grammar, speaking, listening, and writing. This research suggests that consistent and sustained application of CLT helps students internalize grammar rules naturally through ongoing interaction in the target language. In the context of our study, Rahman's findings indicate the potential for even greater achievement if CLT is applied continuously. Thus, our study reinforces the argument that CLT is an effective and relevant approach for improving students' grammar skills, with widespread impact on various language skills. This approach not only enhances theoretical understanding of grammar but also promotes practical application in real communicative situations, ultimately strengthening students' overall language abilities.

The conclusion drawn from this discussion is that the Communicative Language Teaching (CLT) method is highly effective in improving students' grammar skills. The study demonstrates a significant increase in students'

grammar scores following the implementation of CLT, indicating that this approach successfully enhances their understanding and application of grammar in real communicative contexts. Additionally, CLT positively impacts students' confidence in actively using English. The benefits of CLT also extend to writing skills, as it helps students use grammar more accurately and coherently. With consistent and sustained application of CLT, students show substantial progress in all aspects of language skills, including speaking, listening, and writing. Overall, CLT proves to be an effective and relevant approach for enhancing students' grammar abilities and supporting comprehensive language development.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Research indicates that the Communicative Language Teaching (CLT) method can enhance students' grammar skills. Students taught with the CLT method showed improved understanding of grammar. Data collected from 20 students revealed an average pre-test score of 41.05 before the treatment. After implementing the CLT method, the average post-test score rose to 76.85. Based on the results of the T-Test and T-Table, where the result of the T-test is 30.222 and the result of the T-table is 2.093 which shows $T\text{-Test} > T\text{-Table}$ which means this data shows that students' grammar skills improved significantly after being taught used the CLT method.

B. Suggestion

Based on the study's findings, the researcher offers the following recommendations for students, educators, and other researchers:

1. The findings of this research can assist English teachers in adopting this approach for their teaching. Teachers should be discerning in selecting their teaching methods and should act as facilitators, controllers, and guides to support students facing difficulties in learning English. They need to prepare materials thoroughly and create an engaging and enjoyable learning

environment. By making the learning process more comfortable and interesting, teachers can increase students' motivation and make learning easier for them.

2. Students should actively participate in the learning process and not be hesitant or afraid to share their ideas, especially in speaking activities. They should confidently practice speaking English with their teachers and peers to enhance their skills and improve their grammar. Additionally, students should focus attentively and seriously during lessons to make the most of the learning experience.
3. Given that the use of Communicative Language Teaching methods has been shown to enhance students' grammar skills, the researcher recommend that other researchers consider applying this approach to grammar instruction. Additionally, these findings can serve as a foundation for further research, exploring different English language skills and conducting more in-depth investigations into various topics.

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APPENDICES 1

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Sekolah : SMA Muhammadiyah 1 Unismuh Makassar

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI / Genap

Tahun Ajaran : 2024/2025

Materi Pokok : Conditional Sentence

Alokasi Waktu : 6 x 45 menit

A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis yang memuat Conditional Sentences.	1. Mengidentifikasi jenis-jenis Conditional Sentences (Type 1, Type 2, dan Type 3).
4.7 Menyusun teks lisan dan tulis yang memuat Conditional Sentences, sesuai dengan konteks penggunaannya	2. Menggunakan Conditional Sentences dalam kalimat sehari-hari. 3. Menyusun teks lisan dan tulis yang memuat Conditional Sentences.

B. Tujuan Pembelajaran

- a. Siswa mampu mengidentifikasi jenis-jenis Conditional Sentences.
- b. Siswa mampu menggunakan Conditional Sentences dalam konteks kehidupan sehari-hari.
- c. Siswa mampu menyusun dialog singkat yang menggunakan Conditional Sentences.

C. Materi Pembelajaran

Definition and Social Function

Conditional sentence adalah kalimat pengandaian yang digunakan untuk

mengungkapkan sebab akibat, kemungkinan terjadinya suatu hal, maupun menyatakan pengandaian atas hal yang sebetulnya tidak mungkin terjadi

Generic Structure

- **Conditional Sentence Type 1**

1. If + simple present, simple future "will" / imperative
2. Simple future "will" / Imperative + If + simple present.

- **Conditional Sentence Type 2**

1. If + simple past/were, would/could/might + bare infinitive
2. Would/could/might + bare infinitive + if + simple past / were

- **Conditional Sentence Type 3**

1. If + past perfect, would/should/could/might + have + past participle.
2. Would/should/could/might + have + past participle + if + past perfect

Language Feature

- Present Tense
 - Past Tense
 - Past Perfect
 - Simple Feature
 - Bare Infinitive
- A. Model/metode Pembelajaran
- a. Model Pembelajaran: Communicative Language Teaching
 - b. Metode Pembelajaran: Diskusi, Tanya jawab,
- B. Media/Sumber Belajar
- a. Buku siswa Bahasa Inggris SMA/SMK/MA/MAK kelas XI Revisi 2017 Kementerian Pendidikan dan Kebudayaan
 - b. <https://www.wallstreetenglish.co.id/english-tips/conditional-sentence/>
 - c. <https://www.ef.co.id/englishfirst/kids/blog/apa-itu-conditional-sentence/>
 - d. Powerpoint
 - e. Lembaran penugasan

D. Kegiatan Pembelajaran

Pertemuan Pertama

Kegiatan Pendahuluan (10 Menit)
<ul style="list-style-type: none">• Guru bersama siswa saling memberi dan menjawab salam serta menyampaikan kabarnya masing-masing.• Kelas dilanjutkan dengan berdo'a. Doa dipimpin secara bergantian oleh siswa sesuai dengan kesepakatan awal, memimpin doa dengan menggunakan bahasa Inggris dan dilakukan secara bergantian setiap pertemuan.• Siswa dicek kehadirannya dengan melakukan presensi oleh guru melalui absensi di kelas.• Siswa menyiapkan diri agar siap belajar, baik itu dari segi fisik ataupun mental.• Siswa dan guru bersama-sama melakukan review terhadap materi sebelumnya.• Siswa menyimak penjelasan guru tentang semua kegiatan yang akan dilakukan dan tujuan kegiatan pembelajaran serta motivasi yang disampaikan guru.
Kegiatan Inti (70 Menit)
<ul style="list-style-type: none">• Guru menyajikan materi terkait conditional sentence type 1 kepada siswa• Siswa menyimak materi yang dijelaskan oleh guru.• Guru memberikan sebuah games yaitu card of the future games yang berkaitan dengan materi conditional sentence.• Guru menyiapkan kartu-kartu yang berisi materi conditional sentence seperti rumus conditional sentence, contoh conditional sentence dan membuat jenis-jenis conditional sentence.• Setelah itu guru meletakkan kartu-kartu tersebut di atas meja• Kemudian tugas selanjutnya siswa diminta secara bergantian memilih masing-masing 1 kartu secara acak di atas meja• Setelah siswa memilih 1 kartu secara acak, guru meminta siswa untuk menyebutkan kartu apa yang dia dapat dan siswa menjawab pertanyaan dari kartu yang dia dapat.• Kemudian siswa yang lain bertugas mengoreksi apakah jawaban siswa tersebut benar atau salah.

Penutup (10 Menit)

- Guru meriew kembali materi yang telah dipelajari hari ini dengan bertanya kepada murid dan memberikesempatan untuk bertanya tentang materi yang telah diajarkan.
- Guru bertanya kepada murid untuk memberi pendapat tentang bagaiman proses pengajaran yang telah dipelajari hari ini.
- Guru memberi penjelasan singkat tentang materi pembelajaran selanjutnya.
- Guru menutup pelajaran.

Pertemuan Kedua

Kegiatan Pendahuluan (10 Menit)

- Guru bersama siswa saling memberi dan menjawab salam serta menyampaikan kabarnya masing-masing.
- Siswa dicek kehadirannya dengan melakukan presensi oleh guru melalui absensi di kelas.
- Kelas dilanjutkan dengan berdo'a. Doa dipimpin secarabergantian oleh siswa sesuai dengan kesepakatan awal, memimpin doa dengan menggunakan bahasa inggris dan dilakukan secara bergantian setiap pertemuan.
- Siswa menyiapkan diri agar siap belajar,baik itu dari segi fisik ataupun mental.
- Siswa dan guru bersama-sama melakukan review terhadap materi sebelumnya.
- Siswa menyimak penjelasan guru tentang semua kegiatan yang akan dilakukan dan tujuan kegiatan pembelajaran serta motivasi yang disampaikan guru.

Kegiatan Inti (70 Menit)

- Guru menyajikan materi lanjutan terkait conditionalsentence tipe2 kepada siswa.
- Siswa menyimak materi yang dijelaskan oleh guru.
- Guru memberikan sebuah games yaitu tic tac toe games yang berkaitan dengan materi conditional sentence.
- Membuat kisi-kisi Tic Tac Toe di papan tulis dilakukan oleh guru. Sembilan kata kerja kemudian ditulis oleh guru dan dimasukkan ke dalam setiap kotak.
- Untuk melingkari kata kerja di papan tulis, guru menunjuk kelompok mana yang akan menggunakan tanda O dan kelompok mana yang akan

<p>menggunakan tanda X.</p> <ul style="list-style-type: none"> • Tujuan dari permainan ini adalah untuk menggunakan kata kerja pada kotak untuk membentuk kalimat. Perlu dicatat bahwa kesembilan kata kerja dalam kisi-kisi tetap dalam bentuk dasarnya. • Kelompok yang memenangkan suit adalah yang pertama memasuki permainan. Selanjutnya, dengan menggunakan kata kerja bentuk dasar dari kisi-kisi, kelompok tersebut mengidentifikasi bentuk lampainya terlebih dahulu, membuat frasa yang menggunakan kata kerja dalam bentuk lampau. • Jika kelompok mendapatkan kalimat yang benar, mereka dapat menandai kata yang mereka pilih dengan huruf O atau X. Kelompok lawan mendapat giliran jika kalimatnya salah dan kelompok tersebut tidak dapat menandai huruf O atau X pada kata yang mereka pilih.
<p>Penutup (10 Menit)</p>
<ul style="list-style-type: none"> • Guru meriew kembali materi yang telah dipelajari hari ini dengan bertanya kepada murid dan memberikesempatan untuk bertanya tentang materi yang telah diajarkan. • Guru bertanya kepada murid untuk memberi pendapat tentang bagaiman proses pengajaran yang telah dipelajari hari ini. • Guru memberi penjelasan singkat tentang materi pembelajaran selanjutnya. • Guru menutup pelajaran.

Pertemuan ke tiga

<p>Kegiatan Pendahuluan (10 Menit)</p>
<ul style="list-style-type: none"> • Guru bersama siswa saling memberi dan menjawab salam serta menyampaikan kabarnya masing-masing. Siswa dicek kehadirannya dengan melakukan presensi oleh guru melalui absensi di kelas. • Kelas dilanjutkan dengan berdo'a. Doa dipimpin secara bergantian oleh siswa sesuai dengan kesepakatan awal, memimpin doa dengan menggunakan bahasa inggris dan dilakukan secara bergantian setiap pertemuan. • Siswa menyiapkan diri agar siap belajar, baik itu dari segi fisik ataupun mental. • Siswa dan guru bersama-sama melakukan review terhadap materi sebelumnya. • Siswa menyimak penjelasan guru tentang semua kegiatan yang akan dilakukan dan tujuan kegiatan pembelajaran serta motivasi yang disampaikan guru.
<p>Kegiatan Inti (70 Menit)</p>

- Guru menyajikan materi lanjutan terkait conditionalsentence tipe 3 kepada siswa.
- Siswa menyimak materi yang dijelaskan oleh guru.
- Guru memberikan games singkat tentang materi conditionalsentence.
- Guru memberikan sebuah games yaitu board race games yang berkaitan dengan materi conditional sentence.
- Berikan masing-masing dari dua kelompok utama di kelas spidol berwarna.
- Jika Anda memiliki kelas yang besar, Anda dapat membagi kelas menjadi tiga atau empat kelompok.
- Setelah menggambar garis vertikal melalui bagian tengah papan tulis, tuliskan topiknya di bagian atas.
- Tugas selanjutnya bagi siswa dalam setiap kelompok adalah menulis sebanyak mungkin kata yang diinstruksikan oleh guru. Kata-kata yang digunakan harus berkaitan dengan topik.
- Karena ini adalah kompetisi kelompok, guru juga harus menetapkan batas waktu untuk sesi ini.
- Setiap tim akan mendapatkan poin jika menggunakan istilah yang tepat. Poin tidak diberikan untuk kata-kata yang salah eja atau tidak relevan.

Penutup (10 Menit)

- Guru meriew kembali materi yang telah dipelajari hari ini dengan bertanya kepada murid dan memberikesempatan untuk bertanya tentang materi yang telah diajarkan.
- Guru bertanya kepada murid untuk memberi pendapat tentang bagaiman proses pengajaran yang telah dipelajari hari ini.
- Guru memberi penjelasan singkat tentang materi pembelajaran selanjutnya.
- Guru menutup pelajaran.

Pertemuan ke Empat

Kegiatan Pendahuluan (10 Menit)
<ul style="list-style-type: none">• Guru bersama siswa saling memberi dan menjawab salam serta menyampaikan kabarnya masing-masing.• Siswa dicek kehadirannya dengan melakukan presensi oleh guru melalui absensi di kelas.• Kelas dilanjutkan dengan berdo'a. Doa dipimpin secara bergantian oleh siswa sesuai dengan kesepakatan awal, memimpin doa dengan menggunakan bahasa inggris dan dilakukan secara bergantian setiap pertemuan.• Siswa menyiapkan diri agar siap belajar, baik itu dari segi fisik ataupun mental.• Siswa dan guru bersama-sama melakukan review terhadap materi sebelumnya.• Siswa menyimak penjelasan guru tentang semua kegiatan yang akan dilakukan dan tujuan kegiatan pembelajaran serta motivasi yang disampaikan guru.
Kegiatan Inti (70 Menit)
<ul style="list-style-type: none">• Guru mereview ulang seluruh materi conditional sentence di mulai dari type 1,2, and 3 kepada siswa.• Siswa menyimak materi yang dijelaskan oleh guru.• Guru menyiapkan games yaitu change chairs games yang akan digunakasiswa untuk lebih memahami materi conditional sentence.• Satu orang berdiri di tengah, sementara para pemain duduk melingkar di kursi yang menghadap ke dalam.• Frasa yang dimulai dengan awalan "Pindah tempat duduk jika.." diucapkan oleh orang yang berada di tengah. Misalnya, "Pindah tempat duduk jika Anda mengenakan celana jins."• Jika pernyataan siswa akurat, mereka harus berdiri dan mencari tempat duduk yang berbeda, dan orang yang berada di tengah juga harus berusaha untuk duduk.• Jika pernyataan siswa benar, mereka harus berdiri dan mencari tempat duduk yang lain, dan orang yang berada di tengah juga harus berusaha untuk duduk.• Siswa yang berdiri paling akhir harus mengucapkan kata-kata berikut.
Penutup (10 Menit)

- Guru meriew kembali materi yang telah dipelajari hari ini dengan bertanya kepada murid dan memberikesempatan untuk bertanya tentang materi yang telah diajarkan.
- Guru bertanya kepada murid untuk memberi pendapat tentang bagaimana proses pengajaran yang telah dipelajari hari ini.
- Guru memberi penjelasan singkat tentang materi pembelajaran selanjutnya.
- Guru menutup pelajaran.



A. Penilaian

- Teknik penilaian:

Untuk soal (1) sampai dengan (10) jika jawaban benar maka bernilai satu poin. Skor maksimal adalah 100.

Nilai maksimal adalah 100

Nilai siswa = $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

- Bentuk Penilaian:
 - a. Observasi : Jurnal guru
 - b. Tes tertulis : Penugasan
 - c. Unjuk kerja/praktik : Presentation (Presentasi)

B. Rubrik Penilaian

- a. Penilaian Sikap

Aspek	Sangat Baik (A)	Baik (B)	Cukup (C)	Kurang (D)
Disiplin	Siswa selesai membuat tugas sebelum waktu yang ditentukan.	Siswa selesai membuat tugas pada waktu yang ditentukan.	Siswa selesai membuat tugas lebih 1-10 menit dari waktu yang sudah ditentukan.	Siswa mengumpulkan tugas di hari berikutnya.
Tanggung jawab	Siswa selalu mengerjakan dan melaksanakan tugas dan kewajiban yang seharusnya dilakukan.	Siswa sudah mengerjakan dan melaksanakan tugas dan kewajiban yang seharusnya dilakukan.	Siswa kadangkadang mengerjakan dan melaksanakan tugas dan kewajiban yang seharusnya dilakukan.	Siswa belum mengerjakan dan melaksanakan tugas dan kewajiban yang seharusnya dilakukan.

Kerjasama	Siswa selalu terlibat aktif dalam diskusi kelompok	Siswa sudah terlibat aktif dalam diskusi kelompok	Siswa kadangkadang terlibat aktif dalam diskusi kelompok	Siswa belum terlibat aktif dalam diskusi kelompok
-----------	--	---	--	---

a. Penilaian Pengetahuan

No Sheet	Skor	Kriteria Penilaian
1	10	Siswa menjawab soal dengan benar
	0	Siswa menjawab tapi salah
2	10	Siswa menjawab soal dengan benar
	0	Siswa menjawab tapi salah
3	10	Siswa menjawab soal dengan benar
	0	Siswa menjawab tapi salah
4	10	Siswa menjawab soal dengan benar
	0	Siswa menjawab tapi salah
5	10	Siswa menjawab soal dengan benar
	0	Siswa menjawab tapi salah
6	10	Siswa menjawab soal dengan benar
	0	Siswa menjawab tapi salah
7	10	Siswa menjawab soal dengan benar
	0	Siswa menjawab tapi salah
8	10	Siswa menjawab soal dengan benar
	0	Siswa menjawab tapi salah
9	10	Siswa menjawab soal dengan benar
	0	Siswa menjawab tapi salah
10	10	Siswa menjawab soal dengan benar
	0	Siswa menjawab tapi salah

b. Penilaian Keterampilan (Writing)

Aspek	Skor	Kriteria Penilaian
Struktur Teks	100	Terdapat Identification dan Description
	50	Terdapat salah satu identification dan description
	25	Tidak terdapat keduanya
Kebahasaan	100	Sudah Menggunakan Tenses dan kaidah kebahasaan dengan benar
	50	Cukup menggunakan tenses dan kaidah kebahasaan dengan benar
	25	Tidak menggunakan kaidah kebahasaan dengan benar

Nilai maksimal writing $100 + 100 = 200 : 2 =$

100Nilai Keseluruhan penilaian keterampilan:

Nilai maksimal presentasi $200 + \text{nilai maksimal writing } 200 \text{ dibagi } 4 = 100$

Makassar, 20 Maret 2024

Mahasiswa

A. Eka Nadhirah Zal Zabilah
Nim. 105351108620

APPENDICES 2

TRY OUT, PRE-TEST AND POST-TEST

Name :

Date :

Class :

School :

I. Choose the correct answer by crossing (x) a, b, c or d! (10 POINT)

1. The table will collapse if you (stand) on it.
 - a. Standing
 - b. Have stood
 - c. Stands
 - d. Stand
2. If the students _____ late to submit the scholarship application to theboard, they will not be listed as candidates.
 - a. Abe
 - b. Are
 - c. Were
 - d. Have
3. If he (wash) my car I will give him £10
 - a. Washed
 - b. Washes
 - c. Was washing
 - d. Had washed

4. If your brother_____here, he_____us with this works.
- a. is – would help
 - b. was – will help
 - c. were – will help
 - d. were – would help
5. If I were sent to prison you (visit) me?
- a. Will visit
 - b. Had visited
 - c. Would visit
 - d. Will have visited
6. He (look) a lot better if he shaved more often.
- a. Look
 - b. Would look
 - c. Will look
 - d. Looked
7. What would you do if the lift (get) stuck between two floors?
- a. Gets
 - b. Will get
 - c. Would get
 - d. Got
8. You_____the job if you were not late to the interview.
- a. Would Get
 - b. Would Be Gotten

- c. Would Have Gotten
 - d. Would Have Been Gotten
9. If you (put) some mustard in the sandwiches they would have tasted better.
- a. Had put
 - b. Puts
 - c. Have put
 - d. Put
10. You (save) me a lot of trouble if you had told me where you were going.
- a. Had saved
 - b. Will have saved
 - c. Would have saved
 - d. Saved

II. Put the verbs in brackets into correct forms! (30 POINT)

11. Tell him to bring his bicycle inside. If he (leave) _____ it outside someone (steal) _____ it.
12. If you pass your examination we (have) _____ a celebration.
13. What (happen) _____ if I press this button?
14. The flight may be cancelled if the fog (get) _____ thick.
15. If they (hang) _____ that picture lower people would be able to see it.

16. I (not buy)_____things on the instalment system if
I were you.

17. If anyone attacked me, my dog (jump)_____at
his throat.

18. Nobody would have recognized you if you (wear)
_____ a false beard.

19. If he were in he (answer)_____ the phone.

20. The ship would have run aground if the pilot (make) one mistake.

III. Underline the correct tense! (10 POINT)

21. If we *go/ will go* shopping, I will buy you something nice.

22. If you *arrived/ had arrived* ten minutes earlier you would have got
a seat.

23. The hens *would not have got/ would not get* into the house if
you had shut the door.

24. If I *realized/had realized* what a bad driver you were I
wouldn't have come with you.

25. The whole machine would fall to pieces if you *remove/removed*
that screw.

GOOD LUCK !!!

This test is taken from : A. J. Thomson, A Practical English
Grammar Exercises 1 and 2. 1985

Sumber Artikel berjudul "Soal UAS Bahasa Inggris Conditional Sentence Kelas 12 SMA
SMK Terbaru Kunci Jawaban Pembahasan Semester Ganjil"

APPENDICES 3

KEY ANSWER

I. Choose the correct answer by crossing (x) a, b, c or d! (10 POINT)

- | | |
|------|-------|
| 1. A | 6. B |
| 2. B | 7. D |
| 3. B | 8. A |
| 4. D | 9. A |
| 5. C | 10. B |

II. Put the verbs in brackets into correct forms! (30 POINT)

- Leaves, will steal
- Will have
- Will happen
- gets
- Hanged
- Wouldn't buy
- Would jump
- Had worn
- Would answer
- Had made

III. Underline the correct tense! (10 POINT)

- Go
- Had arrived
- Would not have got
- Had realized
- Removed

APPENDICES 4
RESEARCH RESULT

The name and score of students at SMA Muhammadiyah 1

No.	Nama	Pre test	Post test
1.	Putra Sahir Willianto	31	75
2.	Muh Iqhrial Ramadhan	42	80
3.	Nabila Aqifa Irfan	39	78
4.	Putri Atikah Az-Zahra	62	82
5.	Ahmad Yasin	34	70
6.	A Mahdi Rausyan Fikri	42	81
7.	Nur Sabrina Sudirman	56	85
8.	Sheti Resky Nurhalisa Putri	30	68
9.	Rizky Fauziah Rahim	46	83
10.	Andi Fakhriyyah Nailatul Izzah Fachmi	38	72
11.	Raisyah Rahman	31	69
12.	Febri Meilani Jamal	40	79
13.	Frifqi Aunur Rahman	48	84
14.	Dzaki Abyan Firdaus	38	73
15.	Meyla Khumaerah	60	87
16.	Nur Jasmine Syukur	36	71
17.	Abdul Khaaliq Idris	34	76
18.	Muh. Salman	46	82
19.	Kayla Nurul Husna	28	65
20.	A. Nadiyah Syifa Kirana	40	77

APPENDICES

PRE-TEST

The image displays six pages of handwritten pre-test answers for an English exam. Each page contains a list of multiple-choice questions with the correct answer circled in blue. The pages are numbered 1 through 6.

- Page 1:** Questions 1-16. Answers include: 1. A, 2. B, 3. A, 4. B, 5. B, 6. C, 7. C, 8. B, 9. C, 10. A, 11. B, 12. C, 13. A, 14. B, 15. C, 16. A.
- Page 2:** Questions 17-34. Answers include: 17. B, 18. C, 19. A, 20. B, 21. C, 22. A, 23. B, 24. C, 25. A, 26. B, 27. C, 28. A, 29. B, 30. C, 31. A, 32. B, 33. C, 34. A.
- Page 3:** Questions 35-52. Answers include: 35. A, 36. B, 37. C, 38. A, 39. B, 40. C, 41. A, 42. B, 43. C, 44. A, 45. B, 46. C, 47. A, 48. B, 49. C, 50. A, 51. B, 52. C.
- Page 4:** Questions 53-70. Answers include: 53. A, 54. B, 55. C, 56. A, 57. B, 58. C, 59. A, 60. B, 61. C, 62. A, 63. B, 64. C, 65. A, 66. B, 67. C, 68. A, 69. B, 70. C.
- Page 5:** Questions 71-88. Answers include: 71. A, 72. B, 73. C, 74. A, 75. B, 76. C, 77. A, 78. B, 79. C, 80. A, 81. B, 82. C, 83. A, 84. B, 85. C, 86. A, 87. B, 88. C.
- Page 6:** Questions 89-106. Answers include: 89. A, 90. B, 91. C, 92. A, 93. B, 94. C, 95. A, 96. B, 97. C, 98. A, 99. B, 100. C, 101. A, 102. B, 103. C, 104. A, 105. B, 106. C.

APPENDICES

POST-TEST

87

UNIVERSITAS MUHAMMADIYAH
MAKASSAR

PUSTAKAAN DAN PENERBITAN

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16. If your teacher _____ from the _____, you will be late.

- a. is - walking
- b. has - walked
- c. was - walking
- d. were - walking

17. It is not easy to please you (child) and

- a. his father
- b. his mother
- c. his brother
- d. his sister

18. The CEO is in a hurry for the meeting because

- a. late
- b. is late
- c. is late
- d. is late

19. What would you do if the city gets even busier than now?

- a. Go
- b. Will go
- c. Would go
- d. Go

20. You _____ the job of a secretary for the office because

- a. would do
- b. will do
- c. would do
- d. will do

21. Would you rather

- a. Would you rather
- b. Would you rather
- c. Would you rather
- d. Would you rather

22. If you had some money in the bank, they would have moved

- a. here
- b. there
- c. there
- d. there

23. You could have a lot of trouble if you had told us what your own

- a. had said
- b. would say
- c. would have said
- d. had

24. For the verb to translate into correct form (20 POINTS)

1. Ted has to bring his bicycle home. The driver _____

to make a mistake (should / must / ...)

2. If you give your explanation to the court, _____

a certificate.

3. What happens _____ your job?

4. The flight may be cancelled if the flight _____

5. If you don't _____, the police have people would be

with you.

25. I got my _____ bag (change on the treatment system) it

with you.

26. If you studied hard, you (not) _____ of the

exam.

27. Nobody would have recognized you if you had

_____ a fake beard.

28. If he were to be present (should / must / ...), please

_____ the police.

29. The day would have been agreed if the police had

_____ had.

30. Evaluate the correct form (20 POINTS)

21. If you _____ shopping, I will buy you something nice.

22. If you were _____, you would have got a

job.

23. The boss would have been _____ if you had

had the job.

24. If you had _____, you would have got a

job with you.

25. The whole machine would fall to pieces if you were _____

with.

GOOD LUCK !!

This book is taken from: A. J. Thomson, A Practical English Grammar

Exercise 1 and 2, 1965

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1. The book will collapse if you don't use it.

- a. collapse
- b. collapse
- c. collapse
- d. collapse

2. The machine _____ when suddenly the machine was broken.

- a. stop
- b. stop
- c. stop
- d. stop

3. The machine _____ when suddenly the machine was broken.

- a. stop
- b. stop
- c. stop
- d. stop

4. The machine _____ when suddenly the machine was broken.

- a. stop
- b. stop
- c. stop
- d. stop

5. The machine _____ when suddenly the machine was broken.

- a. stop
- b. stop
- c. stop
- d. stop

1. Ted has to bring his bicycle home. The driver _____

- a. should
- b. must
- c. should
- d. must

2. If you give your explanation to the court, _____

- a. should
- b. must
- c. should
- d. must

3. What happens _____ your job?

- a. should
- b. must
- c. should
- d. must

4. The flight may be cancelled if the flight _____

- a. should
- b. must
- c. should
- d. must

5. If you don't _____, the police have people would be

- a. should
- b. must
- c. should
- d. must

25. I got my _____ bag (change on the treatment system) it

- a. change
- b. change
- c. change
- d. change

26. If you studied hard, you (not) _____ of the

- a. change
- b. change
- c. change
- d. change

27. Nobody would have recognized you if you had

- a. change
- b. change
- c. change
- d. change

28. If he were to be present (should / must / ...), please

- a. change
- b. change
- c. change
- d. change

29. The day would have been agreed if the police had

- a. change
- b. change
- c. change
- d. change

30. Evaluate the correct form (20 POINTS)

21. If you _____ shopping, I will buy you something nice.

- a. change
- b. change
- c. change
- d. change

22. If you were _____, you would have got a

- a. change
- b. change
- c. change
- d. change

23. The boss would have been _____ if you had

- a. change
- b. change
- c. change
- d. change

24. If you had _____, you would have got a

- a. change
- b. change
- c. change
- d. change

25. The whole machine would fall to pieces if you were _____

- a. change
- b. change
- c. change
- d. change

26. I got the _____ bag (change on the treatment system) it

- a. change
- b. change
- c. change
- d. change

27. If you studied hard, you (not) _____ of the

- a. change
- b. change
- c. change
- d. change

28. Nobody would have recognized you if you had

- a. change
- b. change
- c. change
- d. change

29. If he were to be present (should / must / ...), please

- a. change
- b. change
- c. change
- d. change

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- a. change
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- d. change

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21. If you _____ shopping, I will buy you something nice.

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- b. change
- c. change
- d. change

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- b. change
- c. change
- d. change

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- d. change

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- c. change
- d. change

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- a. change
- b. change
- c. change
- d. change

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- b. change
- c. change
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25. The whole machine would fall to pieces if you were _____

- a. change
- b. change
- c. change
- d. change

4. If your father _____, he'll be _____ as a pilot one day.
- is - working
 - was - will help
 - was - will help
 - was - could help
5. If I were made pilot you could be?
- Will not
 - Had not
 - Would not
 - Will have not
6. He said he'd never if he had more money.
- Go
 - Would go
 - Will go
 - Could
7. What would you do if the big earthquake comes?
- Go
 - Will go
 - Would go
 - Can
8. You _____ the job if you had not done the interview.
- Would do
 - Should do better

10. I can't hear _____, because the treatment is very _____.
11. I've never studied so long before _____.
12. Nobody would be recognized you if you _____.
13. It's the way to be famous. _____ the others.
14. The ship would have no accident if the pilot _____.
15. Underline the correct word. (10 POINT)
- If I would go shopping, I will buy you something nice.
 - If you would be a pilot, you will be a pilot.
 - The boy would have given me the book if you had not the book.
 - If would you had a job, you would have come with me.
 - The whole machine would fall in pieces if you would remove that screw.

GOOD LUCK !!
 This test is taken from: A. A. Thomson, A Practical English Grammar
 Foundation 1 and 2, 1980.
 Author: UPT Perpustakaan dan Penerbitan UIN Ar-Raniry
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THE KEY, PRE-TEST AND POST-TEST

Name: Steph Kelly Wahidina Sidiq Date: 12/09/2024
 Class: SI A Ar-Raniry School: UIN Ar-Raniry

1. Choose the correct answer by crossing (X) or (✓) (10 POINT)

- The table will collapse if you stand on it.
 - standing
 - standing
 - stand
 - stand
- If he studies _____, he will finish the scholarship application in the least. He will not be hard on himself.
 - do
 - do
 - do
 - do
- If he (study) my car I will give him it.
 - study
 - study
 - study
 - study

9. If your father _____, he'll be _____ as a pilot one day.
- is - working
 - was - will help
 - was - will help
 - was - could help
10. If I were made pilot you could be?
- Will not
 - Had not
 - Would not
 - Will have not
11. He said he'd never if he had more money.
- Go
 - Would go
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 - The boy would have given me the book if you had not the book.
 - If would you had a job, you would have come with me.
 - The whole machine would fall in pieces if you would remove that screw.
22. Put the verbs in brackets into correct form. (10 POINT)
- The boy is trying to bicycle today. (try) try
 - He is always coming late. (be) be
 - If you give your examination on time, you will pass.
 - What happens happens if you give the answer?
 - The flight may be cancelled if the big gate will close.
 - If they don't bring the present, some people would be able to see it.

THE KEY, PRE-TEST AND POST-TEST

Name: Steph Kelly Wahidina Sidiq Date: 12/09/2024
 Class: SI A Ar-Raniry School: UIN Ar-Raniry

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GOOD LUCK !!

This test is taken from: A. A. Thomson, A Practical English Grammar
 Foundation 1 and 2, 1980.
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THE KEY, PRE-TEST AND POST-TEST

Name: Steph Kelly Wahidina Sidiq Date: 12/09/2024
 Class: SI A Ar-Raniry School: UIN Ar-Raniry

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 - do
 - do
 - do
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 - study
 - study
 - study
 - study

9. If your father _____, he'll be _____ as a pilot one day.
- is - working
 - was - will help
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10. If I were made pilot you could be?
- Will not
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 - Would go
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12. What would you do if the big earthquake comes?
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 - If you give your examination on time, you will pass.
 - What happens happens if you give the answer?
 - The flight may be cancelled if the big gate will close.
 - If they don't bring the present, some people would be able to see it.

16. I'm sorry I missed my flight because the bus didn't come on time.
17. It's important that you say that clearly and carefully at the meeting.
18. Nobody would have recognized you if you weren't well dressed at the time.
19. It's the most important part of the phone.
20. I thought you would have recognized me if you didn't wear glasses. but you didn't.
21. I believe the correct result is four hundred.
22. If you go without sleeping, I will help you something else.
23. If you didn't feel well and couldn't sleep last night, you would have got a rest.
24. The team would not have got together if it was not for the fact that you had been there.
25. It's impossible that you didn't know what I was saying.
26. The whole machine would fall to pieces if you didn't oil it regularly.

GOOD LUCK !!

This test is taken from: A. J. Thomson, A Practical English Grammar Exercises 1 and 2, 1985

1. I would have done
 a. Would have done
 b. Would have done
 c. I had go
 d. I go
 e. I had go
 f. I go
 g. I had go
 h. I go
2. Your head is a bit sore and you had better not wear your hat going
 a. I had avoid
 b. Will have avoid
 c. Would have avoid
 d. Avoid
3. Put the verbs in brackets into correct form (10 POINTS)
11. I'd like to bring my bicycle to work, if it weren't broken and so many people bring theirs to work.
12. If you put your examination answers well and clearly and carefully.
13. What happened, because of it was his fault?
14. The flight may be cancelled if the fog is so thick and thick.
15. If any thing happens and if any other people would be able to do it.

TRIAL TEST PRE-TEST AND POST-TEST

Name: Dina Rizka R. Hakim Date: 19/8/19
 Class: VI. 4 Subject: TEFL (M) 1 dan teknik

1. Choose the correct answer by circling (a, b, c or d) (10 POINTS)
1. The table will collapse if you stand on it.
 a. standing
 b. I have stand
 c. stand
 d. I stand
2. If the candidate is late to submit the scholarship application to the board, they will not be found in consideration.
 a. late
 b. are
 c. were
 d. have
3. If the committee isn't impressed with your idea.
 a. shocked
 b. excited
 c. surprised
 d. disappointed

GOOD LUCK !!

This test is taken from: A. J. Thomson, A Practical English Grammar Exercises 1 and 2, 1985

4. If your teacher is late for work every day, he will be late for work.
 a. is - would be
 b. was - will be
 c. were - will be
 d. were - would be
5. It's very easy to get lost if you don't know the area.
 a. will know
 b. had known
 c. would know
 d. will have known
6. He thought he had time to do several more after.
 a. had
 b. would have
 c. will have
 d. had
7. What would you do if the lift isn't working between floors?
 a. Do
 b. Will go
 c. Would go
 d. Go
8. You should take the job if you aren't sure and lose it later.
 a. Should take
 b. Should be taking

**APPENDICES 2
 TRY OUT PRE-TEST AND POST-TEST**

Name: Dina Rizka R. Hakim Date: 19/8/19
 Class: VI. 4 Subject: TEFL (M) 1 dan teknik

1. Choose the correct answer by circling (a, b, c or d) (10 POINTS)
1. The table will collapse if you stand on it.
 a. standing
 b. I have stand
 c. stand
 d. I stand
2. If the candidate is late to submit the scholarship application to the board, they will not be found in consideration.
 a. late
 b. are
 c. were
 d. have
3. If the committee isn't impressed with your idea.
 a. shocked
 b. excited
 c. surprised
 d. disappointed

GOOD LUCK !!

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 a. is - would be
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 c. were - will be
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5. It's very easy to get lost if you don't know the area.
 a. will know
 b. had known
 c. would know
 d. will have known
6. He thought he had time to do several more after.
 a. had
 b. would have
 c. will have
 d. had
7. What would you do if the lift isn't working between floors?
 a. Do
 b. Will go
 c. Would go
 d. Go
8. You should take the job if you aren't sure and lose it later.
 a. Should take
 b. Should be taking

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 a. standing
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5. What happened, because of it was his fault?
6. The flight may be cancelled if the fog is so thick and thick.
7. If any thing happens and if any other people would be able to do it.

4. If your teacher is late for work every day, he will be late for work.
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 c. were - will be
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5. It's very easy to get lost if you don't know the area.
 a. will know
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 a. had
 b. would have
 c. will have
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 a. Do
 b. Will go
 c. Would go
 d. Go
8. You should take the job if you aren't sure and lose it later.
 a. Should take
 b. Should be taking



APPENDIX 1
THE ENT, PRE-TEST AND POST-TEST
Name: A. Firdaus, Dimpay, Padi, ...
Class: XI. A ...
1. Choose the correct answer by writing (A, B, C, or D) (100%)

1. The film will stop if we start to ...
a. finish
b. start
c. end
d. stop

2. He is always ... in a classroom when my application ...
a. sit
b. go
c. live
d. stay

3. I usually go to school by ...
a. school
b. bus
c. motorcycle
d. walking

4. If you feel ... you will ...
a. ...
b. ...
c. ...
d. ...

5. I have not ...
a. ...
b. ...
c. ...
d. ...

6. The ... will ...
a. ...
b. ...
c. ...
d. ...

7. Would you like ...
a. Would you like to go
b. If you feel ...
c. ...
d. ...

8. The ... will ...
a. ...
b. ...
c. ...
d. ...

9. I can help ...
a. ...
b. ...
c. ...
d. ...

10. If you ...
a. ...
b. ...
c. ...
d. ...

11. Nobody would have ...
a. ...
b. ...
c. ...
d. ...

12. The ... will ...
a. ...
b. ...
c. ...
d. ...

APPENDIX 2
THE ENT, PRE-TEST AND POST-TEST
Name: ...
Class: ...
1. Choose the correct answer by writing (A, B, C, or D) (100%)

1. The ... will ...
a. ...
b. ...
c. ...
d. ...

2. If you ...
a. ...
b. ...
c. ...
d. ...

3. Would you like ...
a. Would you like to go
b. If you feel ...
c. ...
d. ...

4. The ... will ...
a. ...
b. ...
c. ...
d. ...

GOOD LUCK!!
This test is taken from: A. A. Thomson, A Practical English Grammar (London: Longman, 1980)

13. The ... will ...
a. ...
b. ...
c. ...
d. ...

14. The ... will ...
a. ...
b. ...
c. ...
d. ...

15. The ... will ...
a. ...
b. ...
c. ...
d. ...

16. The ... will ...
a. ...
b. ...
c. ...
d. ...

17. The ... will ...
a. ...
b. ...
c. ...
d. ...

18. The ... will ...
a. ...
b. ...
c. ...
d. ...

19. The ... will ...
a. ...
b. ...
c. ...
d. ...

20. The ... will ...
a. ...
b. ...
c. ...
d. ...

21. The ... will ...
a. ...
b. ...
c. ...
d. ...

1. What had he _____ at _____ of his life?

- a. is reading
- b. was reading
- c. are reading
- d. was read by

2. If you _____ the contract will _____

- a. sign
- b. had sign
- c. had signed
- d. will sign

3. He looks as if he _____

- a. is sick
- b. had sick
- c. will sick
- d. had been sick

4. The child _____ the school bus

- a. was
- b. had
- c. will
- d. had been

5. The _____ of the project is _____

- a. completion
- b. completion
- c. completion
- d. completion

6. What _____ the _____

- a. What? Don't know
- b. What? Don't know
- c. What? Don't know
- d. What? Don't know

7. If you _____ the _____

- a. had put
- b. had
- c. had put
- d. had

8. The _____ of the _____

- a. had put
- b. had
- c. had put
- d. had

9. The _____ of the _____

- a. had put
- b. had
- c. had put
- d. had

10. The _____ of the _____

- a. had put
- b. had
- c. had put
- d. had

11. The _____ of the _____

- a. had put
- b. had
- c. had put
- d. had

12. The _____ of the _____

- a. had put
- b. had
- c. had put
- d. had

13. The _____ of the _____

- a. had put
- b. had
- c. had put
- d. had

14. The _____ of the _____

- a. had put
- b. had
- c. had put
- d. had

15. The _____ of the _____

- a. had put
- b. had
- c. had put
- d. had

APPENDIX 2
TRY OUT, PRE-TEST AND POST-TEST

Name: _____ Date: _____

1. Choose the correct answer by writing (A, B, C, or D) (10 POINTS)

1. The child _____ the school bus
2. He looks as if he _____
3. The _____ of the project is _____
4. The _____ of the _____
5. The _____ of the _____
6. The _____ of the _____
7. The _____ of the _____
8. The _____ of the _____
9. The _____ of the _____
10. The _____ of the _____

11. The _____ of the _____

11. The _____ of the _____
12. The _____ of the _____
13. The _____ of the _____
14. The _____ of the _____
15. The _____ of the _____
16. The _____ of the _____
17. The _____ of the _____
18. The _____ of the _____
19. The _____ of the _____
20. The _____ of the _____

11. The _____ of the _____

11. The _____ of the _____
12. The _____ of the _____
13. The _____ of the _____
14. The _____ of the _____
15. The _____ of the _____
16. The _____ of the _____
17. The _____ of the _____
18. The _____ of the _____
19. The _____ of the _____
20. The _____ of the _____

16. The _____ of the _____

16. The _____ of the _____
17. The _____ of the _____
18. The _____ of the _____
19. The _____ of the _____
20. The _____ of the _____
21. The _____ of the _____
22. The _____ of the _____
23. The _____ of the _____
24. The _____ of the _____
25. The _____ of the _____

APPENDIX 2
TRY OUT, PRE-TEST AND POST-TEST

Name: _____ Date: _____

1. Choose the correct answer by writing (A, B, C, or D) (10 POINTS)

1. The child _____ the school bus
2. He looks as if he _____
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11. The _____ of the _____

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14. The _____ of the _____
15. The _____ of the _____
16. The _____ of the _____
17. The _____ of the _____
18. The _____ of the _____
19. The _____ of the _____
20. The _____ of the _____

GOOD LUCK!!
This test is given from: A. J. Thomson, A Practical English
Grammar Exercise (2002, 199)
Indonesian English Test and English Grammar Exercises (2000)

GOOD LUCK!!



10. I would have been
 11. If you had been invited to the conference they would have
 12. I had
 13. I had
 14. I had
 15. I had
 16. I had
 17. I had
 18. I had
 19. I had
 20. I had

21. I had
 22. I had
 23. I had
 24. I had
 25. I had
 26. I had
 27. I had
 28. I had
 29. I had
 30. I had

APPENDICES 2
 TRY OUT, PRE-TEST AND POST-TEST

Name: Wati, Anggrita, Satriana (Date) _____
 Class: VI A (School) _____

1. Choose the correct answer by crossing (X) A, B, C or D (10 POINT)
- The table will collapse if you stand on it.
 - A. Standing
 - B. Stand
 - C. Stand
 - D. Stand
 - If the student _____ (to) submit the scholarship application to the school, they will not be listed as candidates.
 - A. Able
 - B. Can
 - C. May
 - D. Must
 - The teacher says I will give him £20.
 - A. Offered
 - B. Offer
 - C. Offered
 - D. Offered

2. For the verbs in brackets use correct form (10 POINT)
- Tell me how long he has been living in the United States. (live) _____
 - If you see your cousin tomorrow, tell him to _____ (call) _____
 - When did you _____ (get) _____ to school?
 - The flight was cancelled because the pilot _____ (be) _____ sick.
 - After the _____ (end) _____ of the game, the players were really excited.

GOOD LUCK!
 This test is taken from: A. J. Thomas, A Practical English Grammar Exercises 1 and 2, 1991
 Cambridge University Press
 Cambridge University Press

3. If you had _____ been to _____, you would have
 a. to visit help
 b. visit - ability
 c. visit - could help
 d. visit - could help
4. If you had been invited to the conference they would have
 a. visited
 b. had visited
 c. visited
 d. visited
5. The teacher says I will give him £20.
 a. Offered
 b. Offer
 c. Offered
 d. Offered
6. The table will collapse if you stand on it.
 a. Stand
 b. Stand
 c. Stand
 d. Stand
7. If the student _____ (to) submit the scholarship application to the school, they will not be listed as candidates.
 a. Able
 b. Can
 c. May
 d. Must

8. I had
 9. I had
 10. I had
 11. I had
 12. I had
 13. I had
 14. I had
 15. I had
 16. I had
 17. I had
 18. I had
 19. I had
 20. I had

21. I had
 22. I had
 23. I had
 24. I had
 25. I had
 26. I had
 27. I had
 28. I had
 29. I had
 30. I had

APPENDICES 2
 TRY OUT, PRE-TEST AND POST-TEST

Name: Wati, Anggrita, Satriana (Date) _____
 Class: VI A (School) _____

1. Choose the correct answer by crossing (X) A, B, C or D (10 POINT)
- The table will collapse if you stand on it.
 - A. Standing
 - B. Stand
 - C. Stand
 - D. Stand
 - If the student _____ (to) submit the scholarship application to the school, they will not be listed as candidates.
 - A. Able
 - B. Can
 - C. May
 - D. Must
 - The teacher says I will give him £20.
 - A. Offered
 - B. Offer
 - C. Offered
 - D. Offered

4. If you had _____ been to _____, you would have
 a. to visit help
 b. visit - ability
 c. visit - could help
 d. visit - could help
5. If you had been invited to the conference they would have
 a. visited
 b. had visited
 c. visited
 d. visited
6. The teacher says I will give him £20.
 a. Offered
 b. Offer
 c. Offered
 d. Offered
7. The table will collapse if you stand on it.
 a. Stand
 b. Stand
 c. Stand
 d. Stand
8. If the student _____ (to) submit the scholarship application to the school, they will not be listed as candidates.
 a. Able
 b. Can
 c. May
 d. Must

21. I had
 22. I had
 23. I had
 24. I had
 25. I had
 26. I had
 27. I had
 28. I had
 29. I had
 30. I had

16. I can't find any books about the history of my city.
17. It seems probable that my trip to Paris is going to be short.
18. Nobody would have imagined you if you were so rich.
19. It is likely to be found in the city.
20. The ship would have arrived if the port had not been closed.
21. I regret not going to Paris last year.
22. The best time to visit Paris is in the spring.
23. It is likely that you will enjoy your trip to Paris.
24. The best time to visit Paris is in the spring.

GOOD LUCK !!

Source: English Book 1, 1, Thomas, A, Practical English Grammar Book 1 and 2, 1987.

1. I can't find any books about the history of my city.
2. It seems probable that my trip to Paris is going to be short.
3. Nobody would have imagined you if you were so rich.
4. It is likely to be found in the city.
5. The ship would have arrived if the port had not been closed.
6. I regret not going to Paris last year.
7. The best time to visit Paris is in the spring.
8. It is likely that you will enjoy your trip to Paris.
9. The best time to visit Paris is in the spring.

APPENDICES 2
THE OUT, PRE-TEST AND POST-TEST

Name: Makassar 14070001 14070001 14070001 14070001
Date: 1/1/2024 1/1/2024 1/1/2024 1/1/2024

1. Choose the correct answer by writing (A, B, C or D) (10 POINTS)

1. The table will collapse if you stand on it.
A. Standing
B. Sit
C. Stand
D. Sit
2. If the machine is not fixed soon the workshop will be closed for several days.
A. After
B. After
C. After
D. After
3. If the book is not fixed soon it will be closed for several days.
A. After
B. After
C. After
D. After

4. I can't find any books about the history of my city.
5. It seems probable that my trip to Paris is going to be short.
6. Nobody would have imagined you if you were so rich.
7. It is likely to be found in the city.
8. The ship would have arrived if the port had not been closed.
9. I regret not going to Paris last year.
10. The best time to visit Paris is in the spring.
11. It is likely that you will enjoy your trip to Paris.
12. The best time to visit Paris is in the spring.

APPENDICES 2
THE OUT, PRE-TEST AND POST-TEST

Name: Makassar 14070001 14070001 14070001 14070001
Date: 1/1/2024 1/1/2024 1/1/2024 1/1/2024

1. Choose the correct answer by writing (A, B, C or D) (10 POINTS)

1. The table will collapse if you stand on it.
A. Standing
B. Sit
C. Stand
D. Sit
2. If the machine is not fixed soon the workshop will be closed for several days.
A. After
B. After
C. After
D. After
3. If the book is not fixed soon it will be closed for several days.
A. After
B. After
C. After
D. After

APPENDICES 2
THE OUT, PRE-TEST AND POST-TEST

Name: Makassar 14070001 14070001 14070001 14070001
Date: 1/1/2024 1/1/2024 1/1/2024 1/1/2024

1. Choose the correct answer by writing (A, B, C or D) (10 POINTS)

1. The table will collapse if you stand on it.
A. Standing
B. Sit
C. Stand
D. Sit
2. If the machine is not fixed soon the workshop will be closed for several days.
A. After
B. After
C. After
D. After
3. If the book is not fixed soon it will be closed for several days.
A. After
B. After
C. After
D. After

GOOD LUCK !!

Source: English Book 1, 1, Thomas, A, Practical English Grammar Book 1 and 2, 1987.



APPENDICES 5



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN**

Alamat Kantor: Jl. Sultan Alauddin No. 259 Makassar 90222 Telp. (0411) 866972, 881593, Fax (0411) 865588



SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : A. Eka Nadhirah Zal Zablah

Nim : 105351108620

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	2 %	10 %
2	Bab 2	14 %	25 %
3	Bab 3	9 %	10 %
4	Bab 4	8 %	10 %
5	Bab 5	2 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan
seperlunya.

Makassar, 02 September 2024

Mengetahui,

Kepala UPT- Perpustakaan dan Penerbitan,



Jl. Sultan Alauddin no 259 makassar 90222
Telepon (0411)866972,881 593,fax (0411)865 588
Website: www.library.umh.ac.id
E-mail : perpustakaan@umh.ac.id



Nomor : 16659/FK/PA-4-1/VII/1446/2024
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar

Dit
Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini

Nama : A. Eka Nadiyah Zai Zabilah
Stempel : 105351108620
Program Studi : Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir : Makassar / 05-09-2002
Alamat : Perum Taeng Residence, Jl Bougenville No 12

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul "Enhancing Student's English grammar Proficiency Through Communicative Language Teaching At SMA Muhammadiyah 1 Unismuh Makassar

Demikian pengantar ini kami buat, atas kerjasamanya diaturkan *Jazakumullahu Khaerun Katsiraan.*

*Wassalamu Alaikum
Warahmatullahi Wabarakatuh.*

Makassar, 6 Jumadal Ula 1441 H
16 Juli 2024 M

Dekan



Erwin Akb, M.Pd., Ph.D.
NBM 860934



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Soejan Alauddin No. 251 Telp. 0847922 Fax (0411) 9165780 Makassar 90021 e-mail: lp3m@unismuh.ac.id

Nomor : 4634/05/C.4-VIII/VII/1445/2024

17 July 2024 M

Lamp : 1 (satu) Rangkap Proposal

11 Muharram 1446

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan

di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 16659/FKIP/A.4-II/VII/1446/2024 tanggal 16 Juli 2024, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : A. EKA NADHIRAH ZAL ZABILAH

No. Stambuk : 10535 1108620

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"ENHANCING STUDENT'S ENGLISH GRAMMAR PROFICIENCY THROUGH COMMUNICATIVE LANGUAGE TEACHING AT SMA MUHAMMADIYAH 1 UNISMUH MAKASSAR"

Yang akan dilaksanakan dari tanggal 18 Juli 2024 s/d 17 September 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,

Dr. Muh. Arief Muhsin, M.Pd.
NBM 1127761



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : A. Eka Nadhirah Zalzabilah
NIM : 105351108620
Judul Penelitian : *Enhancing Student's English Grammar Proficiency Through Communicative Language Teaching At SMA Muhammadiyah 1 Unismuh Makassar.*
Tanggal Ujian Proposal : 17 Mei 2024
Tempat/Lokasi Penelitian : SMA Muhammadiyah 1 Unismuh Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	22/07/2024	observasi	Siti Muhajirah, S.pd.	d
2	23/07/2024	Pemberian Pre test ^{Raden siswa}	Siti Muhajirah; S.Pd.	d
3	30/07/2024	Materi conditional Sentence ^{Sentence type 1}	Siti Muhajirah. S.Pd.	d
4	08/08/2024	Materi conditional Sentence ^{type 2}	Siti Muhajirah., S.Pd.	d
5	15/08/2024	Materi conditional Sentence ^{type 3}	Siti Muhajirah., S.Pd.	d
6	20/08/2024	Pemberian Post test ^{Post- siswa}	Siti Muhajirah, S.pd.	d
7				
8				
9				
10				

Makassar, Agustus 2024

Mengetahui,

Ketua Program Studi Pendidikan Bahasa Inggris
FKIP Unismuh Makassar

Kepala SMA Muhammadiyah 1 Unismuh
Makassar



Dr. Ummi Khairati Syam, S.Pd., M.Pd
NIM. 977 807



Des. Amir, MM
NIM. 792813



MAJELIS PENDIDIKAN DASAR DAN MENENGAH
MUHAMMADIYAH KOTA MAKASSAR
SMA MUHAMMADIYAH 1 UNISMUH MAKASSAR
LABSCHOOL UNISMUH TERAKREDITASI A UNGGUL
Alamat: Jln. Sultan Alauddin No. 259 Makassar Telp. 081241840935
Email: smkhi703@gmail.com Website: <https://smanmuhammadiah1unismuhmakassar.sch.id>

SURAT KETERANGAN PENELITIAN

Nomor : 048/SKP/SMA Muh. 1-UM/IX/2024

Assalamu'alaikum Warahmatullahi Wabarakatuh

Yang bertanda tangan dibawah ini :

Nama : Drs. Amir MR., M.M
Jabatan : Kepala Sekolah
Unit Organisasi : SMA Muhammadiyah 1 Unismuh Makassar
Alamat : Jl. Sultan Alauddin No. 259 Makassar

Dengan ini menerangkan bahwa :

Nama : A. Eka Nadhira Zal Zabilah
No. Pokok : 105351108620
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris

Benar telah melaksanakan observasi/pengumpulan data pada 22 Juli 2024 sampai dengan 02 September 2024 dalam rangka penulisan tesis dengan judul :

"The Implementation Of Discovery Learning Method In Teaching English Writing Skill At Senior High School Muhammadiyah 1 Unismuh Makassar"

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.
Jazakumullah Khaerati Katsiraati

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Makassar, 04 September 2024

Kepala Sekolah,





بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN
PENGAJUAN JUDUL/DRAF PENELITIAN MAHASISWA
Nomor : 025/2020-BG-FKIP/Research/XII/1445/2023

Assalamu Alaikum Warahmatullahi Wabarakatuh.

Melalui surat ini, Prodi Pendidikan Bahasa Inggris FKIP Unismuh Makassar dalam hal ini Ketua Prodi menerangkan bahwa telah menerima judul beserta draf penelitian yang saudara(i) ajakan pada tanggal 14 December 2023. Dengan keterangan dan pertimbangan di bawah ini:

Nama Mahasiswa : A. EKA NADHIRAH ZAL ZABILAH
Research Issue : Applied Linguistics Studies
NIM : 105351108620
Dosen Penasihat Akademik : Muhammad Zia Ull Haq, S.Pd, M.TL
Judul Penelitian : ENHANCING STUDENTS' ENGLISH GRAMMAR PROFICIENCY THROUGH COMMUNICATIVE LANGUAGE LEARNING AT SMA MUHAMMADIYAH 1 UNISMUH MAKASSAR

Hasil Turnitin/Pingirism Checker :

Originality Report

Similarity Index (max. 35 %)	Internet Sources	Publications	Student Papers
1.5%	Merged	Merged	Merged

Pembimbing I & II:

1. Dr. Nunung Anugrawati, S.Pd., M.Pd.
2. Herlina Daddi, S.Pd., M.Pd.

Hal-hal yang perlu diperhatikan:

1. Apabila dalam kurun waktu 6 (enam) bulan, mahasiswa tidak melakukan proses himbangan proposal sejak dikeluarkannya surat ini. Maka harus mengajukan judul dan draf kembali.
2. Memperbanyak referensi dalam bentuk jurnal ilmiah (Nasional terakreditasi) dan internasional terindeksasi)
3. Lebih teliti dalam melakukan penulisan / pengetikan (gunakan *grammar checker* atau sejenisnya)
4. Gunakan *reference manager* dalam membuat sitasi atau referensi (*Mendeley*, atau sejenisnya)
5. Buat dan miliki akun akademik (*Researchgate*, *Orcid*, *Academia.edu*, *Researcher ID*, atau sejenisnya), silakan *upload / Posting* proses penelitian anda pada akun akademik yang anda buat, dan tambahkan (*add*) dosen pembimbing anda pada proyek penelitian tersebut.

Demikian surat ini dikeluarkan untuk dipergunakan pada proses selanjutnya. Terima kasih.

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 14 Rabiul Akhir 1445 H
22 December 2023 M

Menyetujui,
Ketua Jurusan
Prodi Pendidikan Bahasa Inggris



Dr. Umma Khaerati Svam, S.Pd., M.Pd
NBM 977 807





MAJELIS DIKOTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Web : http://ugp.uin-suka.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

LETTER OF ACCEPTANCE
0942/BG-FKIP/LOA/B/XII/1446/2024

DENI A. EKA NADHIRAH ZAL ZABILAH

It is our pleasure to inform you that, after reviewing your paper:
**ENHANCING STUDENT'S ENGLISH GRAMMAR PROFICIENCY
THROUGH COMMUNICATIVE LANGUAGE TEACHING AT SMA
MUHAMMADIYAH 1 UNTSMUH MAKASSAR**
The manuscript ID: 1613

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	✓	
The author has submitted the manuscript through the open journal system (OJS)	✓	
The manuscript according to the limitations or description of the journal	✓	
LoCT has been submitted by the author	✓	
The manuscript has followed the existing templates	✓	
The article processing charge (APC) has been submitted by the author	✓	

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Makassar, 29 December 2024 M
29 Jumadil Akhir 1446 H

Head of English Education Department
Faculty of Teacher Training and Education



Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



APPENDICES 6
DOCUMENTATIONS

Giving pre-test to students of class XI A



Meeting 1 conditional sentence type 1



Meeting 2 conditional sentence type 2



Meeting 3 conditional sentence type 3



Meeting 4 conditional sentence type 123





Giving post-test to students of class XI A

CURRICULUM VITAE



The researcher, A. Eka Nadhirah Zal Zabilah was born in Makassar on September 05, 2002. She is the first of four children. She is the daughter of Mr. A. Surjayani and Mrs. Fauziah. From 2008 to 2014, she studied at SDN 41 Sinjai. She continued her junior high school education at SMPN 23 Sinjai from 2014 to 2017 and senior high school at SMAN 12 Sinjai From 2017 finished it in 2020. Finally, she continued her studies at Muhammadiyah University of Makassar as an ordinary student specializing in English Education at the Faculty of Teacher Training and Education. At the completion of her studies, she was able to complete her thesis with the title, “Enhancing student's English Grammar proficiency trough communicative Language Teaching at SMA Muhammadiyah 1 Unismuh Makassar” in English Department at Universitas Muhammadiyah Makassar.