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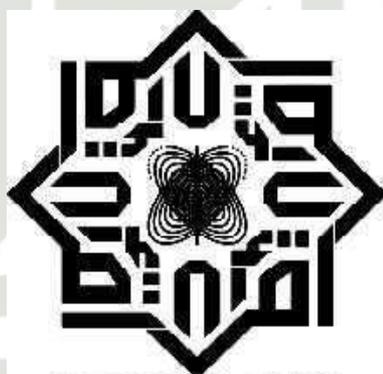
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1441 H/2019 M



**STUDENTS' ABILITY IN USING CONDITIONAL SENTENCES AT
STATE ISLAMIC SENIOR HIGH SCHOOL 2 PEKANBARU**

A Thesis

Submitted to Fulfill One of Requirements
for Undergraduate Degree in English Education
(S.Pd)



UIN SUSKA RIAU

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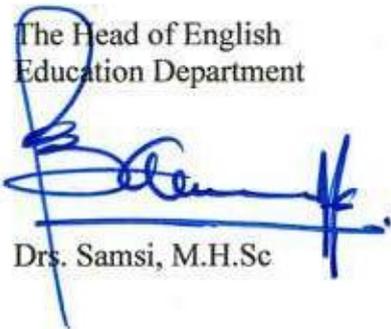
SUPERVISOR APPROVAL

This thesis entitled *Students' Ability in Using Conditional Sentences at State Islamic Senior High School 2 Pekanbaru* is written by Syafrizal Azzali, SIN. 11513100306. It has been accepted and approved to be examined in the meeting of the final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University Sultan Syarif Kasim of Riau.

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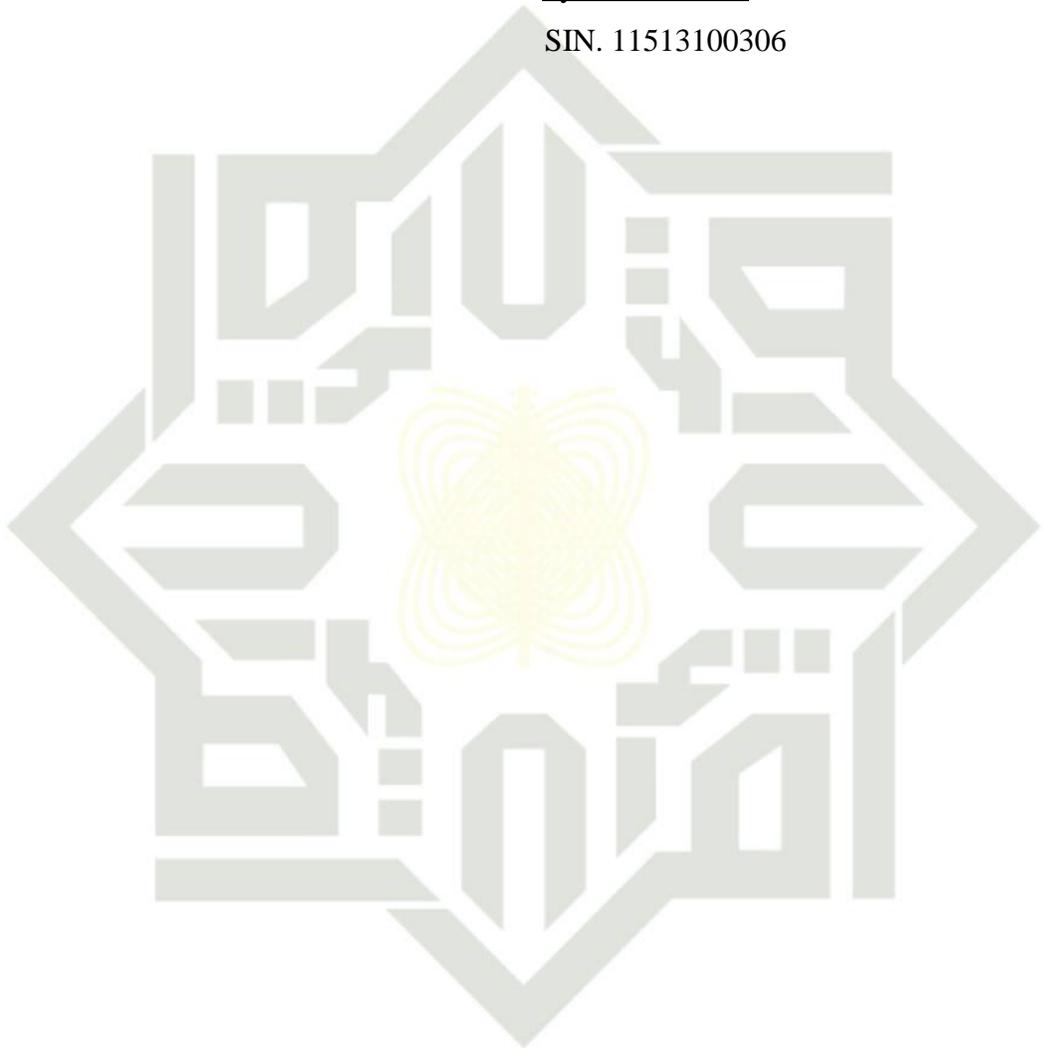
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Finally, the researcher realizes that this thesis is still far from perfect. Therefore, constructive comment, critique, and suggestion are needed very much. May Allah Almighty the Lord of the universe bless us all, Aamiin.

Pekanbaru, August 21, 2019

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ملخص

شفرزال عزالي، (٢٠١٩): قدرة التلاميذ على استخدام الجمل الافتراضية في المدرسة الثانوية الحكومية ٢ بكنبارو

إن الجمل الافتراضية هي مادة من مواد معلّمة في مادة اللغة الإنجليزية للفصل الحادي عشر بالمدرسة الثانوية الحكومية، حيث أن الرجاء من التلاميذ ليطبقوا الوظيفة الاجتماعية، والهيكلي النصي، ومكونات اللغة التحريرية والشفهية في الإنجليزية، في تكوين المستقبل على حسب النص المستخدم. بناء على البحث التمهيدي، كان المدرس قام بأحسن قيامه في التعليم باستخدام عدة طرق التعليم للحصول على هدف التعليم، لكن التلاميذ مازالوا يقابلون الصعوبات مثل عدم قدرة وضع الفعل في مكانه المناسب، وعدم قدرة استخدام شكل الفعل الصحيح، وعدم قدرة تنظيم الضماء في كل نوع، وعدم قدرة التعرف على فعل في كل نقطة. هذا البحث يهدف إلى التعرف على قدرة التلاميذ على استخدام الجمل الافتراضية وتحقيق معظم الأشكال في الجمل الافتراضية التي يقدر عليها تلاميذ الفصل الحادي عشر في استخدام الجمل الافتراضية (نوع ١، ٢، ٣) في المدرسة الثانوية الحكومية ٢ بكنبارو. هذا البحث بحث كمي وصفي، وأدته اختبار موضوعي أي اختيار من متعدد. مجتمع هذا البحث ٢١٠ تلاميذ. أسلوب تعيين العينة في هذا البحث هو أسلوب تعيين العينة العشوائية، والعينة ٣٠ تلميذا. بناء على البرنامج الإحصائي للعلوم الاجتماعية رواية في تحليل البيانات، وجدت الباحث : (١) معدل نتائج قدرة التلاميذ على استخدام الجمل الافتراضية ٧٧,٨٦ وهي في مستوى "جيد". (٢) ومعظم الأشكال في ذلك هو "شكل ١" ومعدله ٠,٨٨ أو ٣٨%. وذلك بمعنى أن عملية التعليم للغة الإنجليزية وخاصة في مادة الجمل الافتراضية بالمدرسة الثانوية الحكومية ٢ بكنبارو لقد كانت كاملة ولكن لا بد أن هناك أساليب أنواع نماذج تعليمية للحصول على عملية التعليم الفعالة.

الكلمات الأساسية: قدرة، الجمل الافتراضية.



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ABSTRAK

Syafrizal Azzali (2019):

Kemampuan Siswa dalam Menggunakan Kalimat Pengandaian di Madrasah Aliyah Negeri 2 Pekanbaru

Kalimat pengandaian adalah salah satu dari materi yang diajarkan di mata pelajaran Bahasa Inggris pada kelas sebelas di Sekolah Menengah Atas, dimana siswa diharapkan untuk menerapkan fungsi sosial, struktur teks, dan komponen bahasa tulisan dan lisan dalam Bahasa Inggris, dalam hal mengekspresikan rencana masa depan sesuai dengan konteks yang digunakan. Berdasarkan penelitian awal, ditemukan bahwa guru telah melakukan yang terbaik dalam mengajar dengan menggunakan beberapa strategi untuk mencapai tujuan pembelajaran, namun siswa masih menghadapi beberapa kesulitan, seperti ketidakmampuan untuk menempatkan kata kerja yang benar di setiap tipe, ketidakmampuan untuk menggunakan bentuk kata kerja yang benar, ketidakmampuan untuk mengatur klausa di setiap jenis, ketidakmampuan untuk mengidentifikasi bentuk kata kerja di setiap tipe. Penelitian ini bertujuan untuk mendeskripsikan kemampuan siswa dalam menggunakan kalimat pengandaian dan untuk menyelidiki tipe yang dominan dari kalimat pengandaian yang dikuasai oleh siswa kelas sebelas dalam menggunakan kalimat pengandaian (tipe I, II, dan III) di Madrasah Aliyah Negeri 2 Pekanbaru. Desain penelitian ini adalah penelitian kuantitatif deskriptif dan instrumen yang digunakan dalam penelitian ini adalah tes objektif atau pilihan berganda. Populasi penelitian ini adalah 210 siswa. Kemudian, peneliti menggunakan teknik *simple random sampling* untuk pengambilan sampel dan terpilih 30 siswa. Dengan menggunakan SPSS 22.0 dalam menganalisis data, peneliti menemukan: *pertama*, skor rata-rata kemampuan siswa dalam menggunakan kalimat pengandaian adalah 77.86, yang dikategorikan ke tingkat "baik". *Kedua*, tipe yang dominan dari kemampuan siswa dalam menggunakan kalimat pengandaian adalah "tipe I" dengan skor rata-rata 0.88 atau 38%. Ini berarti proses pengajaran dan pembelajaran Bahasa Inggris, lebih khusus lagi, dalam kalimat pengandaian, di Madrasah Aliyah Negeri 2 Pekanbaru telah optimal, tetapi tetap memvariasikan model pengajaran untuk mencapai pembelajaran yang efektif.

Kata kunci: Kemampuan, Kalimat Pengandaian



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ABSTRACT

Syafrizal Azzali (2019):

Students' Ability in Using Conditional Sentences at State Islamic Senior High School 2 Pekanbaru

Conditional sentences are one of the materials taught in English subject at the eleventh grade of Senior High School, in which the students are expected to apply social function, text structure, and language components of English written and spoken, in terms of expressing plan according to the context used. Based on the preliminary research, it was found that the teacher has tried her best in teaching by using some strategies to achieve the learning goals, yet the students still got some difficulties, such as inability to put correct verb in each type, to use correct tense, to arrange clauses in each type, to identify the form in each type. This research was aimed to describe the students' ability in using conditional sentences and to investigate the dominant type of conditional sentences mastered by the eleventh-grade students in using conditional sentences (type I, II, and III) at State Islamic Senior High School 2 Pekanbaru. The design of this research was descriptive quantitative research and the instrument used in this research was an objective test or multiple choice. The population of this research was 210 students. Then, the researcher used a simple random sampling technique to take the sample and chosen 30 students. By using SPSS 22.0 in analyzing the data, the researcher found out: *first*, the mean score of students' ability in using conditional sentences was 77.86, it was categorized as a "good" level; *second*, the dominant type of students' ability in using conditional sentences was "type I" with a mean score of 0.88 or 38%. It means the process of teaching and learning English, more specifically, in Conditional Sentences, at State Islamic Senior High School 2 Pekanbaru has been optimum, but keep varying the teaching models in order to achieve the effective learning.

Keywords: *Ability, Conditional Sentences*



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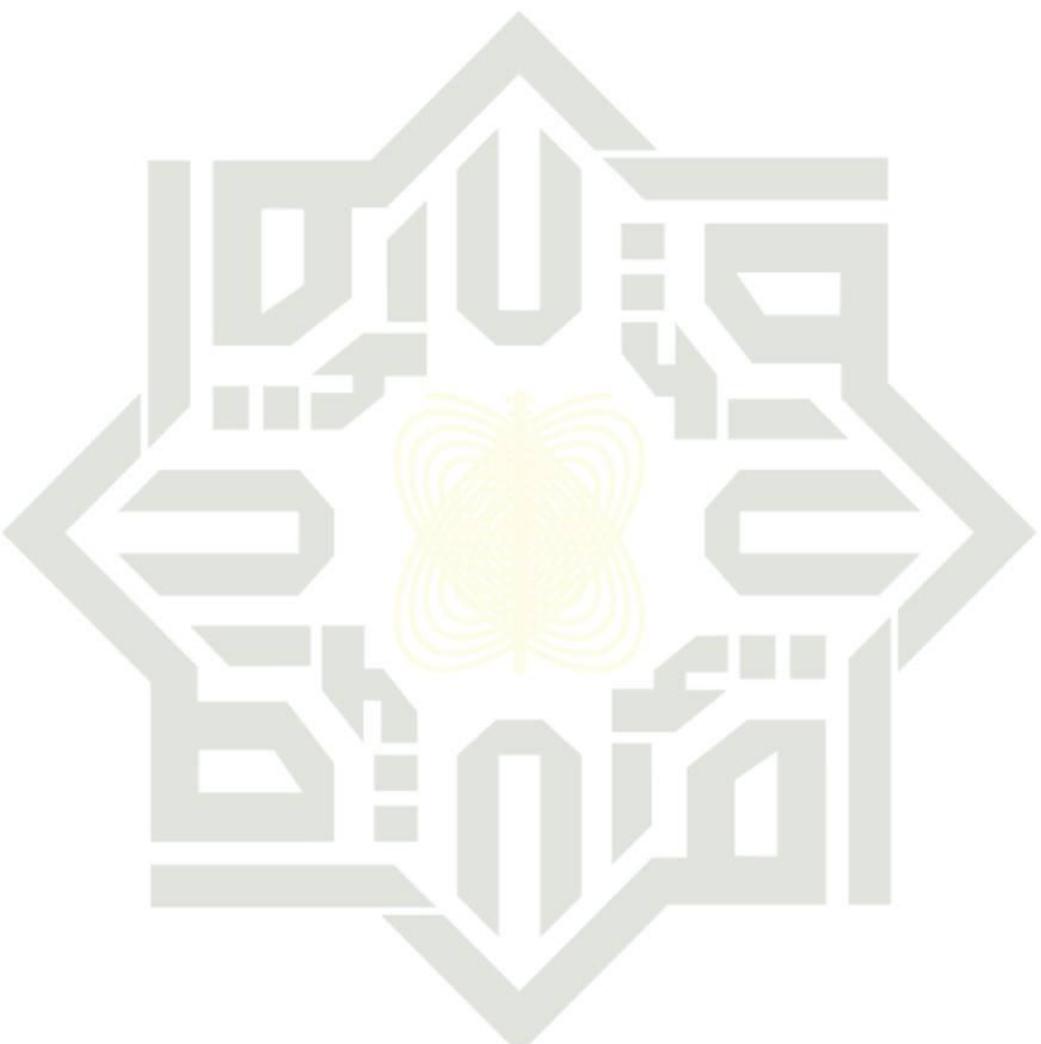
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is a system of communication which plays a very important role in our life. There is no society using no language. Gaeng (1971) pointed out that language is a way of communicating meaning from one humans' mind to another by vocal sounds, gesture, signals, written symbols, or the like. Through language, human being will be easier to deliver information and strengthen social relationship. So, people cannot communicate to one another without language.

There are many languages used by people in this world. One of them is English. Everyone uses English to interact with other members of some speech communities. In relation to the statement, Syafii (2007, p.97) said that English has become dominant foreign language in Indonesia. As an international language, it is important to know and to learn English. In Indonesia, the government had decided that English language is the first foreign language in school. It is taught to the students starting from elementary up to university level. English learning is divided into several skills and components, one of English components is grammar.

Purpura (2004) stated that the central role of grammar in language teaching was seriously questioned. In reaction to the grammar-translation approach that had become more about learning a set of abstract linguistic rules than about learning to use a language for some communicative purpose, some language teachers began to seek alternative approaches to language teaching based on what

students could do with the language. In line with the statement above, Debata (2013) stated the understanding of grammar gives students the ability for creating and correcting writing work, and language learning is acquired through unconscious process.

Hornby (2000) said that grammar is the system of rules of a language, viewed as a mechanism for generating all sentences possible in the language. In short, grammar deals with the structure and analysis of sentence. Grammar is also one of the important languages. It has the aim of developing students' ability in using English correctly.

In line with statement above, Murcia and Freedman (in Rdaat and Gardner, 2017) stated that English conditionals are considered complex, both cognitively and linguistically, and they can have a lot of different meanings that are conveyed using different forms. In addition, semantic and syntactic difficulties are considered the main obstacles for trying to acquire conditional sentences.

Conditional sentences have several types and different uses, so that it could be complex to be learnt and used in the real communication. In line with Suhadi (2016), conditional sentences denoted to complex sentences in which the fundamental statement happens if a specific condition is satisfied.

In conditional sentences the use of some tenses in forming a correct sentence makes it hard to be produced well, as well as there are few types of conditional sentence which is different in use. So, students' understanding and ability in using sentence becomes the things to be considered, and it becomes barrier to master the English.

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According to Rdaat and Gardner (2017), the verb forms in both conditional clauses rely on each other, which is classified as another big difficulty. In addition, it is also found that most Arab students do not know where the modal verbs are usually used in conditional sentences. Furthermore, the relationships between time tenses and matching between the verb forms in the two clauses have been classified as the most challenging aspects for Arab students. Additionally, the verb forms in both conditional clauses rely on each other, which is classified as another big difficulty. While conditional sentences are also one of teaching goals at Indonesian schools, especially in Senior High School.

State Islamic Senior High School 2 is one of Senior High Schools in Pekanbaru. English, as a compulsory subject, is taught twice in a week, with 90 minutes for each meeting, which means 180 minutes in a week and it is taught by using Genre-Based Approach which uses analytical exposition text. As for the structure of text of analytical exposition text is thesis, argument, and reiteration. Firstly, thesis: introducing the topic and showing the author's position on the problem described. Secondly, argument: Explain the argument that supports the author's position by displaying facts. Thirdly, reiteration: restate the author's view of the problem raised.

Beside the structure of the text, there are also language features in analytical exposition text. The language rules are as follows: firstly, analytical exposition text using simple present tense, secondly, using words that express the writer's thoughts or feelings, for example: experience, feel, know, realize, sense, think, etc. Thirdly, using internal conjunction is a conjunction that connects arguments

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between two clauses. Using causal conjunctions (reason-why) or causation. For example: as a result, because, by, consequently, despite, due to, for that reason, etc.

At the school based on National Standard Educational Council (BSNP) for the 2013 curriculum for elective English subject, producing conditional sentences is one of the indicators in English subject, in which the students are expected to apply social function, text structure, and language components of English written and spoken, in term of expressing future plan according to the context use. In English context, expressing future plan is called conditional sentences.

The criteria of students' competences based on the learning achievement of conditional sentences are described as follows:

Table I.1
Rubric Score

No	Range	Category	Description
1.	90-100	Excellent	Students are able to use verb, tense, arrange clauses and identify the form in conditional sentences very well.
2.	80-89	Good	Students are able to use verb, tense, arrange clauses and identify the form in conditional sentences well.
3.	70-79	Enough	Students have limited understanding to use verb, tense, arrange clauses and identify the form in conditional sentences.
4.	60-69	Poor	Students have little understanding to use verb, tense, arrange clauses and identify the form in conditional sentences.
5.	0-59	Fail	Students have no understanding to use verb, tense, arrange clauses and identify the form in conditional sentences.

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However, based on the preliminary research at the school through interviewing one of the English teachers, Mrs. Mery Novikawati, M.Pd. The students have learnt all of the types of conditional sentences, even though the curriculum just requires students to master only type I, see basic competence 3.3. The other types are required to be learnt at twelfth grade, see basic competence 3.4, in which the basic competence of conditional sentences type II and III is that students are asked to implement social functions, structures text, and linguistic elements of the text oral and transactional interactions writing that involves action giving and asking for information related to presuppositions occurrence/doing something which is not real at this time and in the past, according to context of its use. Furthermore, the students faced the difficulties. It was found that most of students did not know where the modal verbs are usually used in conditional sentences. For that reason, the teacher has tried her best in teaching by using a strategy to achieve the learning goals, especially conditional sentence, yet the students still get difficulties in producing a correct conditional sentence, as well as the students have difficulties in reaching the passing grade in English, 80 points. In essence, the learning is not effective and succeeded since the students can not achieve as the standard as what the curriculum has required. Specifically the problems can be described below:

1. Some of students are not able to put correct verb of conditional sentences.
2. Some of students are not able to use correct tense.
3. Some of students are not able to arrange clauses in conditional sentences.
4. Some of students are not able to identify the form of each type.

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The phenomena above indicated that some of the students still had problems in making conditional sentences. Moreover, there have been some previous studies concern on, such as the type of errors (e.g. Rumaidah, 2017), comparing between two countries that focus on the use, variations and functions (e.g. Abbas, 2012), the effectiveness of a technique in improving students' ability (e.g. Hadirotusholihah, 2013; Wijayanti, 2016), the use of conditional sentences that focus on semantic and syntactic situations (e.g. Rdaat and Gardner, 2017), the ability of students (e.g. Panggabean, 2015).

Based on the explanation above, it seems no research aimed at describing students' ability in using conditional sentences (type I, II and III) and the dominant type of conditional sentences mastered by the students in learning English for Indonesian school context, thus it was important to conduct a study entitled **Students' Ability in Using Conditional Sentences at State Islamic Senior High School 2 Pekanbaru.**

B. Problems

1. Identification of the Problem

- a. Why are some students unable to use conditional sentences correctly?
- b. Why do some students make misordering in conditional sentences type?
- c. Why are some students confused in using conditional sentences grammatically?
- d. Why are some of students unable to identify the form of each type?

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2. Limitation of the Problem

The problem of this research is limited on the eleventh grade students' ability in using conditional sentences (type I, II, and III) at State Islamic Senior High School 2 Pekanbaru.

3. Formulation of the Problem

- a. How is the eleventh grade students' ability in using conditional sentences (type I, II, and III) at State Islamic Senior High School 2 Pekanbaru?
- b. What is the dominant type of conditional sentences mastered by the eleventh grade students in using conditional sentences (type I, II, and III) at State Islamic Senior High School 2 Pekanbaru?

C. Objective and Significance of the Research

1. Objective of the Research

- a. To describe the eleventh grade students' ability in using conditional sentences (type I, II, and III) at State Islamic Senior High School 2 Pekanbaru.
- b. To investigate the dominant type of conditional sentences mastered by the eleventh grade students in using conditional sentences (type I, II, and III) at State Islamic Senior High School 2 Pekanbaru.

2. Significance of the Research

- a. To fulfill one of the requirements for undergraduate degree of English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.

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- b. The research findings are expected to be useful, especially for the researcher as a novice of learning how to conduct a research.
- c. These research findings are expected to be good input for teaching and learning development of TEFL and TESOL.

D. The Reason for Choosing the Title

These are some reasons why the title is about students' ability in using conditional sentences.

1. Based on preliminary study, this title may contribute for solving the problem of English language learning and teaching at State Islamic Senior High School 2 Pekanbaru.
2. The title of this study is relevant with the writer's status as students of English Education Department of State Islamic University of Sultan Syarif Kasim Riau.
3. These research findings are expected to be good input for teaching and learning development of TEFL and TESOL.

E. Definition of the Key Terms

In order to avoid misinterpretation about the title of this research, it would be better for the researcher to explain the terms used.

1. Ability

According to Hornby (2000, p.2), ability is the fact that somebody/something is able to do something. If someone has ability then he/she is considered to be doing something effectively or it is contrary. The ability can be obtained by the way of learning and practicing continuously.

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In this research, ability refers to variety of mastery, understanding, or skill in a specific matter. It can be obtained through learning process or training.

2. Conditional Sentences

According to Berry (2012, p.246), conditional sentences are generally equated with sentences with “if”, multiple complex sentences with a subordinate, adverbial clause introduced by “if”. In accordance with the statement, Greenbaum (1996) stated conditional sentences tells about a direct condition that indicate the truth of host clause is dependent on the condition of conditional clause is fulfilled or not. In essence, conditional sentence is the combination of clauses aimed at expressing hopes or wish either it’s really happening in the future or it’s just a hope.

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. The Nature of Grammar

According to Purpura (2004, p.1), the study of grammar has had a long and important role in the history of second language and foreign language teaching. Grammar has been an aspect which is extensively learnt to master English. To build a good sentence, grammar is involved to be clearly understood by the audience. In accordance with this statement, Harmer (2011) stated that the grammar of a language usually describes of the ways where words can change their forms and can be obtained combined into sentences in that language. If grammar rules are too carely violated, as we shall see, creating a good grammar rule is extremely difficult.

Some people confronted hardship to write sentences due to the complexity of grammar rules, as Nunan (2003) stated that grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level. Grammar is used to mean the analysis of a language system, and the study of grammar was not just considered an essential feature of language learning, but was thought to be sufficient for learners to actually acquire another language (Purpura, 2004, p.1).

In other case, grammar is not only learnt as a rule to build or form words as it is called feature of language learning, but also grammar has a role in the language curriculum, it has remained unquestioned until recent times.

Grammar pedagogy has unsurprisingly been the source of much debate. For example, some language educators have argued that foreign languages are best learned deductively, where students are asked to memorize and recite definitions, rules, examples and exceptions. (Purpura, 2004, p.1).

According to Nunan (2003, p.154), grammar has two side of aspects. Grammarians distinguish between prescriptive grammar and descriptive grammar. A prescriptive grammar lays down the law, saying what is right and what is wrong. A descriptive grammar, on the other hand, sets out to describe the way that people actually use language. In recent years, the trend has been away from prescriptive and towards descriptive grammars. However, they were all produced by native speakers, and would therefore find their way into a descriptive grammar. In a recent study, the vast majority of native speakers and advanced non-native speakers of English judged the statements to be grammatically acceptable.

Conditional Sentences

a. The Definition of Conditional Sentences

Conditional sentences are simply indentified by “if”. Berry (2012, p.246) stated that conditional sentences are generally equated with sentences with “if”, multiple complex sentences with a subordinate, adverbial clause introduced by “if”. According to Robbin (in Panggabean, 2015) ability consists of two factors, namely:

- 1) Intellectual ability that the skills needed to perform a variety of mental activity-thinking, reasoning and problem solving.

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- 2) Physical ability is the ability to perform tasks that require stamina, skill, strength, and similar characteristics.

According to Abbas (2012), conditional sentences are used to show that the action in the main clauses (without if) can only take place if a certain condition (in the clause with if) is fulfilled. Conditional Clause in English always formed compound sentence, they are *Main Clause* and *Subordinate Clause*. The conditional clause use “if” (jika) to join main clause and subordinate clause.

Furthermore, according to Suhadi (2016), conditional sentence denotes to complex sentences in which the main clause happens if a certain condition is accomplished. Such a condition is usually in the form of an adverb clause which is usually introduced by such subordinate conjunction as *if, even if, unless, on condition (that), with the condition (that), provided (that), in the event (that), on the assumption (that), assuming (that), supposing (that), in case, only if, whether or not, as long as, wh-+ever*, etc.

There are main clause and subordinate clause in the conditional sentences. Main clause is part of compound sentence that can stand alone and also has complete meaning if they are separated each other in compound sentence. While subordinate clause is part of compound sentence that can not stand alone.

In essence, conditional sentence is defined as a complete sentence or compound sentence which is commonly identified by “if”, continued by two kinds of tenses. In English there are three types of conditional sentences:

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- 1) Conditional Sentence Type I (Future Possible or Future Conditional).
- 2) Conditional Sentence Type II (Present Unreal or Present Conditional).
- 3) Conditional Sentence Type III (Past Unreal or Past Conditional).

b. Types of Conditional Sentence

According to Wishon and Burks (1980), there are three different types of conditional sentences. Each type is composed of a different combination of tenses.

1) Conditional Sentence Type I (Future Possible or Future Conditional)

This conditional is used to talk about future events that might happen.

Abbas (2012) pointed out it uses the present tense to discuss the possible future event. In line with Wishon and Burks (1980) stated that a sentence that expresses a future-possible condition refers to an action that may not take place in the future. In addition, they added that the present tense of the verb is used in the if clause, and the future tense is used in the main clause. It can be concluded that conditional sentence type I refers to the future. An action in the future will only happen if a certain condition is fulfilled by that time. We do not for sure whether the condition actually will be fulfilled or not, but the conditions seems rather realistic, so we think it is likely happen.

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Formula for conditional type I is:

Table II.1
Formula of Conditional Type I

Meaning of the "If Clause"	Verb Form in the "if clause"	Verb Form in the "Result clause"
<i>Real in the Present/Future</i>	<i>Simple present</i>	<i>Simple present tense</i>
		<i>Simple future</i>

Adopted from (Azar, 2009)

Example:

If we study hard, we will get success.

He will not go the picnic if it rains.

2) Conditional Sentence Type II (Present Unreal or Present Conditional)

Conditional sentence, type II is used to express something present happen which is contrary of the fact. According to Wishon and Burks, this kind of conditional sentence describes a situation which does not exist or is unreal. We do not expect the condition in the *if* clause to become a fact (Azar, 2009, p.250). Conditional sentence type II refers to situations in the present. An action could happen if the present situation were different.

In addition, Abbas stated this type of conditional is used to talk about unreal possibility or impossible events; they establish the course of action that would follow, were something to happen hypothetically (Abbas, 2012, p.46). In the simple word, this conditional expresses a

wish or expectation that contradicts to what is happening now or in the future.

The past tense of the verb is used in the *if* clause in the sentences, and the modals *would*, *should*, *could*, and *might* are used in the main clause. This *if* clause is what is traditionally called a subjunctive (Wishon and Berk, 2010, p.250).

Formula of conditional sentence type II is:

Table II.2
Formula of Conditional Type II

Meaning of the “ <i>if</i> Clause”	Verb Form in the “ <i>if</i> clause”	Verb Form in the “ <i>Result clause</i> ”
<i>Unreal in the Present/Future</i>	<i>Simple past</i>	Would + Simple form

Adopted from (Azar, 2009)

Example:

a. *If my mother came here, I would kiss her.*

(Fact: she doesn't come here.)

b. *I would give you something if you came to my house yesterday.*

(Fact: you don't come to my house yesterday, so I don't give you something.)

3) Conditional Sentence Type III (Past Unreal or Past Conditional)

This conditional talks about the past, unlike the first and second which discuss events in the real or unreal past. These conditions, too, are therefore impossible, because they have either already occurred or might have occurred but won't anymore. The verb in the *if*-clauses in the past perfect tense, the verb in the main clause is in the perfect conditional.

The time is past and the conditional cannot be fulfilled because the action in the if clause didn't happen (Abbas, 2012, p.48). It means that with conditional type III we talk about past. We talk about a condition in the past that did not happen. That is why there is no possibility for this condition. The third conditional is also like a dream, but with no possibility of the dream coming true.

Formula of conditional type III is:

Table II.3
Formula of Conditional Type III

Meaning of the "If clause"	Verb Form in the "if clause"	Verb Form in the "Result clause"
<i>Unreal in the Past</i>	<i>Past perfect</i>	<i>Would have + Past Participle</i>

Adopted from (Azar, 2009)

Example:

- a. *If I had driven my car carefully, I wouldn't have gotten an accident*
(Fact: I got an accident because I didn't drive my car carefully.)
- b. *I would have called you if I had known your telephone number.*
(Fact: I didn't call you because I do not know your telephone number.)

c. The Function of Conditional Sentences

Cobuild (2017) defined the use of conditional sentences into several points, namely:

1. To talk about a situation that sometimes exists or existed.

If they lose weight during an illness, they soon regain it afterwards.

Government cannot operate effectively unless it is free to take its own decisions.

If I saw him in the street, he'd just say Good morning.
2. To talk about a situation that you know does not exist.

If England had a hot climate, the attitude would be different.

If I could afford it I would buy a boat.
3. To talk about a situation when you do not know whether it exists or not.

If he is right it would be possible once more to manage the economy in the old way.

The interval seemed unnecessary, unless it was to give them a break.
4. To talk about a situation that may exist in the future.

If I leave my job I'll have no money to live on.

If I went back on the train it'd be cheaper.

Don't bring her unless she's ready.

The other experts, Foley and Hall (2003) defined the function of conditional sentences based on each type into some points below:

1. The first conditional sentence emphasizes about the possible future events or situation and the results.

For example: If you work hard in examination, you will get the best score.

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(Fact: I do not work hard, so I do not get the best score.)

2. The second conditional sentence describes about the improbable future event or situation. The condition is unlikely to be fulfilled because the future event is unlikely to happen.

For example: If I were you, I would not reach my dream to be true.

(Fact: I am not you, so I will reach my dream to be true).

3. The third conditional sentence expresses the hypothetical in the past. The event happens in the past, and the meaning is contrary to the fact.

For example: If Indonesia had had a winter, it could have been snow everywhere.

(Fact: Indonesia did not have a winter so it could not be snow everywhere).

B. Relevant Research

Some investigations were conducted by some reseachers dealing with conditional sentence due to its significance. In some recent years, the study of conditional sentence becomes increasingly chosen topic. Relating to this research, some previous researches were conducted by some previous researchers related to this topic.

The first, there has been a study conducted by Rumaidah (2017), Islamic University of Raden Intan Lampung, entitled The Analysis of Students' Errors of Conditional Sentence Type III at Second Semester of The Twelfth Grade of SMA UNILA Bandar Lampung. She investigated the type of errors made by students at twelfth grade of SMA YP UNILA.

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The research revealed that there were 205 incorrect items of 360 sentences. The proportions (frequency and percentage) of the students' error in using conditional sentence type III are omission errors with 73 items or 35.60%, addition errors with 33 items of errors or 16.10%, misformation errors with 91 items or 44.90%, and the last is misordering errors with 8 items or 3.90%. Therefore, the result of the research shows that misformation errors are the highest error that made by the students.

The second, a study was conducted by Abbas (2012), College of Basic Education/University of Sulaimani, entitled Conditional Sentences in English and Kurdish: A Contrastive Study. He investigated the use, variations and also to explore the similarities and differences between them. The result of the research showed that there are some similarities and differences between English and Kurdish conditional sentences can be explained implicitly, without using the particle; they can be explained by open and hypothetical conditional sentence, they also have the same arrangement in explaining open and hypothetical conditional sentences with their particles (in Kurdish) and tense based on their types (in English). In English, tenses handle the important role, while in Kurdish; their particles handle an important role.

The third, a study was conducted by Hadirotusholihah (2013), Faculty of Tarbiyah and Teacher's Training, State Islamic University of Syarif Hidayatullah Jakarta, entitled Improving Students' Ability in Using Conditional Sentence Type 2 through Contextual Teaching and Learning,

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she investigated whether or not Contextual Teaching and Learning can improve students' ability in learning Conditional Sentence Type 2 at Second Grade of Social Class of MAN Tarumajaya Bekasi. The research resulted that it can be said that the use of contextual teaching and learning in teaching conditional sentence type 2 has been successful since the criteria of success is achieved, that is 75% of students who passed the Minimum Mastery Criterion (KKM).

The fourth, an investigation was conducted by Wijayanti (2016), Faculty of Educational Sciences, State Islamic University of Syarif Hidayatullah Jakarta, entitled Improving Students' Ability in Using Conditional Sentence Type III through Interactive Technique, investigating whether integrative technique can improve students' ability in using conditional sentence type III at the eleventh grade of science class of SMAN 7 Bekasi or not. It was found that Interactive Technique improved The Students' Ability in Using Conditional Sentence Type III.

The fifth, a study was conducted by Rdaat and Gardner (2017), Coventry University, United Kingdom, entitled An Analysis of Use of Conditional Sentences by Arab Students of English. This study analysed about the use of conditional sentences by Arab students of English in semantic and syntactic situations, and the results showed that the use of type three conditionals and modality can be classified as the most difficult issues that students struggle to understand and use.

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The sixth, an investigation was conducted by Panggabean (2015), Faculty of Cultural Studies, University of Sumatera Utara, entitled The Ability of Using Conditional Sentences by the Students of SMA Cahaya Medan. This study analyzed the ability of using conditional sentences by completing the test which is given to the students of grade XI SMA Cahaya Medan, and the results showed that Based on the research, it can be concluded that most students of SMA Cahaya Medan are in 'Very Poor' ability (68.3%) and there are no students in 'Good' ability (0%). 1 students are in 'Very Good' ability (1.7%), 5 students are in 'Average' ability (8.35) and 41 students are in 'Poor' ability (21.7%). It means the process of teaching and learning English in SMA Cahaya Medan is not optimum yet.

Based on some previous investigations explained above, there are several studies was relevant to this research due to the similarities and differences. There are still differences between previous studies and this study which is on the research design. The previous studies had examined the effect of methods toward the improvement of conditional sentences, another study investigated the difference of conditional sentences between two countries. Then, the similarities of this research toward previous research are on the descriptive study which is directed to describe students' errors on conditional sentences in Indonesia context, at Senior High School level and different location.

However, a limited study is directed to describe how the ability of Indonesian students is in using conditional sentences at the Senior High

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School level, it seems no research directed to focus on describing students' ability in using conditional sentences at the Senior High School level. Then, it is assumed that it would be different in the findings where errors analysis only focus on exploring the frequency of students errors in using conditional sentences, yet this study focussed on finding students' ability and the dominant type of conditional sentences mastered by students, in order to know the weaknesses and complexity faced by the students. Therefore, this research is expected to give contribution to the gap made by previous researchers.

C. Operational Concept

According to Azar (2009), the indicators to define students' ability in using conditional sentences as follows:

1. Students are able to use correct conditional sentence (type I)
2. Students are able to use correct conditional sentence (type II)
3. Students are able to use correct conditional sentence (type III)

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CHAPTER III

METHOD OF RESEARCH

A. Design of the Research

This research is descriptive quantitative study. According to Priyono (2016), the purpose of research is to describe phenomenon and symptom in detail. Descriptive quantitative method is commonly used to describe phenomenon that occurs in the natural setting. This research is conducted by analyzing students' ability in using conditional sentence and looking at the factors that contribute to those ability. While according to Kothari (2004) descriptive research is aimed to describe of the state of affairs as it exist at present.

B. Time and Location of the Research

This research was conducted from April until May 2019 at State Islamic Senior High School 2 Pekanbaru located on Diponegoro street.

C. Subject and Object of the Research

1. Subject of the Research

The subject of this research was the eleventh grade students at State Islamic High School 2 Pekanbaru.

2. Object of the Research

The object of this research was the eleventh grade students' ability in using conditional sentence type I, II, and III.

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D. Population and Sample of the Research

1. Population of the Research

The population of this research was the eleventh grade students at State Islamic Senior High School 2 Pekanbaru. The eleventh grade students contain 6 classes, consisting of 210 students. The population of this research was considered homogenous since they have same characteristics. The distribution of the population as follows:

Table III.1
The Population of the Research

Class	Number of Students
XI IPA 4	35
XI IPA 5	35
XI IPA 6	35
XI IPS 3	35
XI IPS 4	35
XI IPS 5	35
TOTAL	210

2. Sample of the Research

In order to have well-representing sample, the researcher used simple random sampling technique. (Fraenkel, Wallen and Hyun, 2012, p.94) said that a simple random sampling is one in which each and every member of the population has an equal and independent chance of being selected.

According to Arikunto, (2013, p.134) stated that if the population more than 100, the researcher should take the sample in the range of 10-15% or 20-25% from the population of the sample. Therefore, the

researcher took 15% from the total of population by using simple lottery technique, where the one who got the pieces of paper containing the number will be chosen as the sample of this research. From 210 pieces of paper that were distributed to all classes, they contained number 1-30. As a result, there were 30 students selected as the sample.

E. Data Collection Technique

In order to get some data that are needed to support this research, the researcher applied the technique of collecting data, conditional sentence test. The test was assessment instruments that pose problems for students to solve. The researcher gave a test to obtain the students' conditional sentence. The test used was the objective test or multiple choice. According to Cohen et al (2007, p.421), the test is employed to know or measure all kinds of abilities, interests, attitudes, and works. In this case, the students were asked to answer 30 questions. The distribution of items as follow:

Table III.2
The Blueprint of Students' Ability in Using Conditional Sentence

No	Indicators	Item Number
1	Students are able to use correct conditional sentence type I	1,4,7,10,13,16,19,22,25,28
2	Students are able to use correct conditional sentence type II	2,5,8,11,14,17,20,23,26,29
3	Students are able to use correct conditional sentence type III	3,6,9,12,15,18,21,24,27,30

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F. Data Analysis Technique

To analyze the quantitative data, the researcher analyzed the students' score based on the test. The point for each correct answer was 1 and 0 for each incorrect answer. The procedures of analyzing the data is as follows:

1. To know each of students' score individually, the data were calculated by using the following formula:

$$M = \frac{X}{n} \times 100$$

Where:

M = Individual Score

X = Correct Answer

n = Number of Item Test

2. After getting all of students' score, the students' mean score can be seen. Next, to find out the mean score of conditional sentence ability:

$$M = \frac{\sum fx}{N}$$

Where:

M = The mean score of respondents

fx = The sum of the respondents' score

N = The number of the respondents

Furthermore, the category of the student's score was classified into four categories. The classification can be seen in this following table:

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Table III.3
Classification of Students' Score

No.	Score	Category
1	80-100	Very good
2	66-79	Good
3	56-65	Enough
4	40-55	Less
5	30-39	Fail

Adopted from (Arikunto, 2013, p.281, *Dasar-dasar Evaluasi Pendidikan*)

3. The dominant type mastered by the students was answered by the percentage of each type score of conditional sentence. The highest percentage was the dominant type which is mastered by the students. It was obtained by following by Riduwan (2010):

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

Where :

P = percentage of each type

X = obtained score of the aspect

N = the maximum score

G. Validity and Reliability

1. Validity of Conditional Sentence Test

Cresswell (2012) stated that validity is the individual's score from an instrument that make sense, meaningful; enable you, as the researcher, to draw conclusion from the sample you are studying to the population. It means that validity is the extent to which inference made from assessment results are appropriate, meaningful, and useful in the terms of the purpose of the assessment. In line with Brown (2003, p.22)

state that the content validity was partly a matter of determining if the content that instruments contain it is supposed to represent. Content validity just focused on how well the items represented the intended area.

To analyze the validity of the conditional sentence test, the researcher conducted a try out to 30 items by handing them to 30 students who are not included in the research sample. The researcher used SPSS 22.0 program to analyze the data. The researcher compared r value to r table at significant level of 5% is 0.37 ($df=N-2=28$). The r value of each item should be higher than the r table to be considered as a valid question. If the r value on the analysis of less than r table, it can be concluded that these items were not significantly correlated with the total score (declared invalid) and must be removed or corrected.

The result of the analysis showed that there were 25 questions accepted or valid and the others were rejected or invalid, 25 questions were valid and the rests are dropped. The dropped items were number 20, 21, 23, 24, 25. These items were dropped because the scores were under 0.37. Thus, there were 25 items of test used to test students' conditional sentences ability. The result of the analysis as follows:

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Table III.4
The Result of Validity Analysis

No	Robserved	Rtable	Status
1	0.56	0.37	Valid
2	0.67	0.37	Valid
3	0.62	0.37	Valid
4	0.49	0.37	Valid
5	0.84	0.37	Valid
6	0.44	0.37	Valid
7	0.73	0.37	Valid
8	0.84	0.37	Valid
9	0.63	0.37	Valid
10	0.56	0.37	Valid
11	0.52	0.37	Valid
12	0.52	0.37	Valid
13	0.74	0.37	Valid
14	0.63	0.37	Valid
15	0.47	0.37	Valid
16	0.59	0.37	Valid
17	0.76	0.37	Valid
18	0.52	0.37	Valid
19	0.47	0.37	Valid
20	0.16	0.37	Invalid
21	0.29	0.37	Invalid
22	0.73	0.37	Valid
23	0.05	0.37	Invalid
24	0.05	0.37	Invalid
25	0.05	0.37	Invalid
26	0.63	0.37	Valid
27	0.49	0.37	Valid
28	0.84	0.37	Valid
29	0.47	0.37	Valid
30	0.59	0.37	Valid

2. Reliability of Conditional Sentence Test

Reliability has to do with accuracy of measurement. This kind of accuracy is reflected in obtaining the similar results when measurement

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was repeated on different or by different person. The characteristic of reliability is sometimes termed consistency (Brown, 2003). And this research is internal consistency reliability. According to Cresswell (2012), internal consistency reliability is the instrument administered once; using one version of the instrument. To obtain the reliability of the test given, the reseacher used SPSS 22.0 Program to find out whether the test is reliable or not.

Table III.5
The level of Acceptable Reliability

No	Reliability Value	Validity Level
1	>0.90	Very high
2	0.80-0.90	High
3	0.70-0.79	Reliable
4	0.60-0.69	Marginally/Minimally
5	<0.60	Unacceptably low

(Cohen, Manion, & Morison, 2007, p.506)

To obtain the reliability of the vocabulary mastery test, the researcher used SPSS 22.0 Program to find out whether the test was reliable or not.

Table III.6
Reliability Statistic of Conditional Sentence Test

Cronbach's Alpha	N of Items
0.93	30

From the table above, it can be seen the value of Cronbach's alpha was 0.93. The value was higher than the standard Cronbach's alpha which was 0.60. Therefore, it can be concluded the test was reliable, and the level of reliability was very high.



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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to investigate the students' ability in using conditional sentences at eleventh grade of State Islamic Senior High School 2 Pekanbaru. Based on what has been discussed, presented, and analyzed in the previous chapter, the researcher concluded that:

1. The mean score of students' ability in using conditional sentences at the eleventh grade of State Islamic Senior High School 2 Pekanbaru is 77.86. It is categorized as "good" level.
2. The dominant type of students' ability in using conditional sentences at the eleventh grade of State Islamic Senior High School 2 Pekanbaru is "type I" with the mean score 0.88 or 38%.

B. Suggestion

Based on the conclusion above, the researcher proposes some suggestion as follow:

1. To the teachers, it is better to give more attention in teaching of conditional sentence "type III", because it is more complex than other types.
2. To the students, it is better to give more attention in learning of conditional sentence "type III", because it is more complex than other types. And keep using the use of conditional sentence "type III" to make you more expert on it.

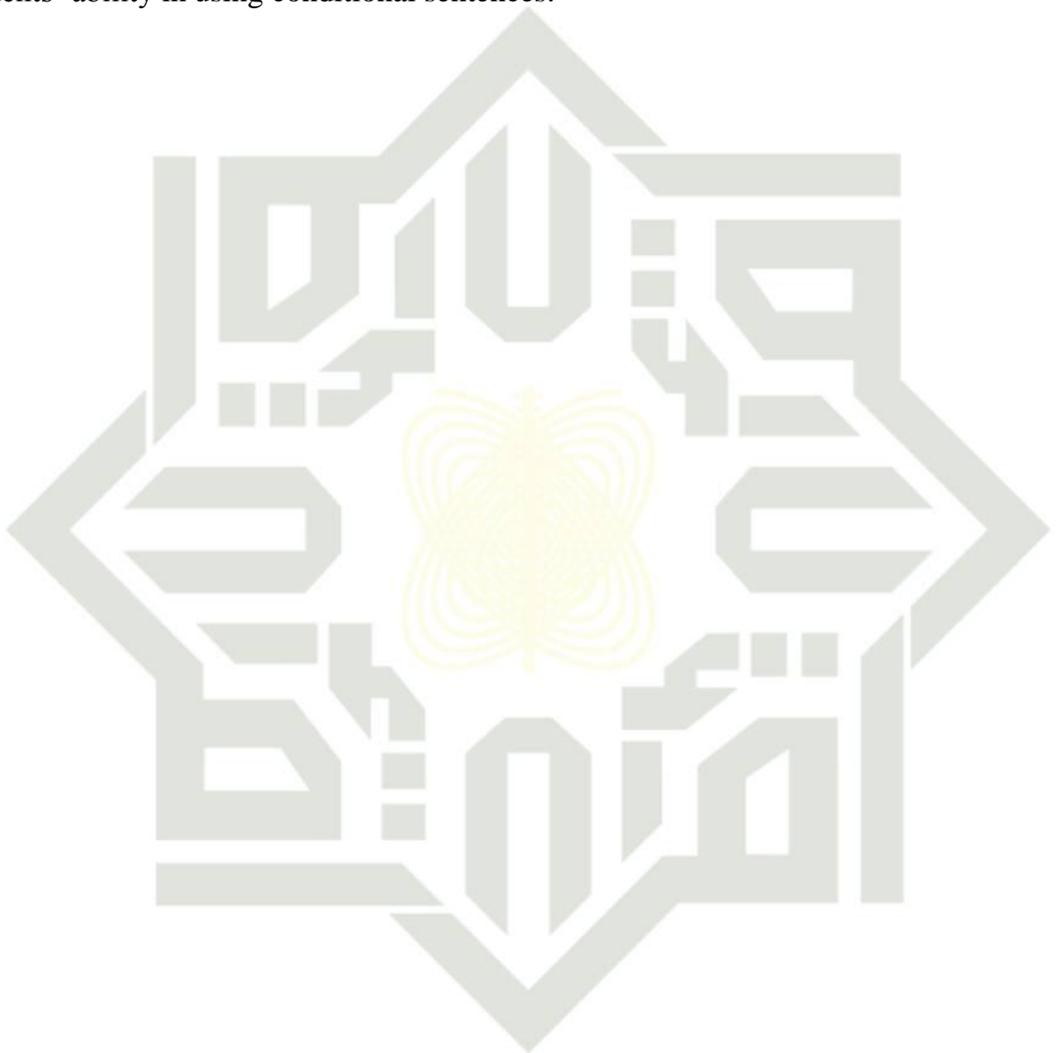
3. To the next researcher, it is expected for the next researcher to focus more on examining the grammatical awareness of conditional sentences such as the use of verb form, the adverb of time, and the result clause. So the next researcher will get more specific description of how students' ability in using conditional sentences.

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KOMPETENSI INTI DAN KOMPETENSI DASAR BAHASA INGGRIS PEMINATAN SMA/MA

KELAS: X

kurikulum mencakup empat kompetensi, yaitu (1) kompetensi sikap spiritual, (2) sikap sosial, (3) pengetahuan, dan (4) keterampilan. Kompetensi tersebut dicapai melalui proses pembelajaran intrakurikuler, kokurikuler, dan/atau ekstrakurikuler.

Rumusan Kompetensi Sikap Spiritual adalah “Menghayati dan mengamalkan ajaran agama yang dianutnya”. Adapun rumusan Kompetensi Sikap Sosial adalah “Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif, dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia”. Kedua kompetensi tersebut dicapai melalui pembelajaran tidak langsung (*indirect teaching*), yaitu keteladanan, pembiasaan, dan budaya sekolah, dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi siswa.

Penumbuhan dan pengembangan kompetensi sikap dilakukan sepanjang proses pembelajaran berlangsung, dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter siswa lebih lanjut.

Kompetensi Pengetahuan dan Kompetensi Keterampilan dirumuskan sebagai berikut, yaitu siswa mampu:

KOMPETENSI INTI 3 (PENGETAHUAN)	KOMPETENSI INTI 4 (KETERAMPILAN)
<p>memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah</p>	<p>4. mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan</p>

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6

7

3.8

KOMPETENSI DASAR

KOMPETENSI DASAR

3.5 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *recount* lisan dan tulis dalam bentuk biografi dengan memberi dan meminta informasi terkait tokoh terkenal, sesuai dengan konteks penggunaannya

6 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kecukupan untuk dapat/tidak dapat melakukan/menjadi sesuatu, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *too ... to ...*, *... enough to...*)

7 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk iklan dengan memberi dan meminta informasi terkait kegiatan (*event*), sesuai dengan konteks penggunaannya

3.8 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *report* lisan dan tulis dengan memberi dan meminta informasi terkait teknologi yang tercakup dalam mata pelajaran lain di Kelas X sesuai dengan konteks penggunaannya

4.5 teks *recount* dalam bentuk biografi

4.5.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis, dalam bentuk biografi terkait tokoh terkenal

4.5.2 menyusun teks *recount* lisan dan tulis, dalam bentuk biografi, terkait tokoh terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

4.6 menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kecukupan untuk dapat/tidak dapat melakukan/menjadi sesuatu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

4.7 iklan kegiatan (*event*)

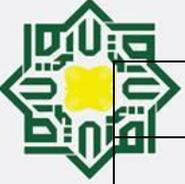
4.7.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks khusus dalam bentuk iklan kegiatan (*event*)

4.7.2 menyusun teks khusus dalam bentuk iklan kegiatan (*event*), lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

4.8 teks *report*

4.8.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *report* lisan dan tulis, terkait teknologi yang tercakup dalam mata pelajaran lain di Kelas X

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KOMPETENSI DASAR	KOMPETENSI DASAR
	4.8.2 menyusun teks <i>report</i> lisan dan tulis, terkait teknologi yang tercakup dalam mata pelajaran lain di Kelas X, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
menafsirkan fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk <i>proverb</i> dan <i>riddle</i> , dengan memberi dan meminta informasi terkait kehidupan remaja sesuai dengan konteks penggunaannya	4.9 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus <i>proverb</i> dan <i>riddle</i> terkait kehidupan remaja
10 menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA	4.10 menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA



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KELAS: XI

Tujuan kurikulum mencakup empat kompetensi, yaitu (1) kompetensi sikap spiritual, (2) sikap sosial, (3) pengetahuan, dan (4) keterampilan. Kompetensi tersebut dicapai melalui proses pembelajaran intrakurikuler, kokurikuler, dan/atau ekstrakurikuler.

Rumusan Kompetensi Sikap Spiritual adalah “Menghayati dan mengamalkan ajaran agama yang dianutnya”. Adapun rumusan Kompetensi Sikap Sosial adalah “Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif, dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia”. Kedua kompetensi tersebut dicapai melalui pembelajaran tidak langsung (*indirect teaching*), yaitu keteladanan, pembiasaan, dan budaya sekolah, dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi siswa.

Pembentukan dan pengembangan kompetensi sikap dilakukan sepanjang proses pembelajaran berlangsung, dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter siswa lebih lanjut.

Kompetensi Pengetahuan dan Kompetensi Keterampilan dirumuskan sebagai berikut, yaitu siswa mampu:

KOMPETENSI INTI 3 (PENGETAHUAN)	KOMPETENSI INTI 4 (KETERAMPILAN)
<p>memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah</p>	<p>4. mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan</p>
KOMPETENSI DASAR	KOMPETENSI DASAR
<p>3.1 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan, serta meresponsnya, sesuai dengan konteks penggunaannya</p>	<p>4.1 menyusun teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan, dan meresponnya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai</p>

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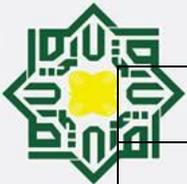
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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KOMPETENSI DASAR	KOMPETENSI DASAR
3.2 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait tindakan/kegiatan/kejadian yang sudah/telah dilakukan/terjadi dikaitkan dengan satu titik waktu di waktu lampau, saat ini, dan waktu yang akan datang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>past perfect</i> , <i>present perfect</i> , <i>future perfect</i>)	4.2 menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait tindakan/kegiatan/ kejadian yang sudah/telah dilakukan/terjadi dikaitkan dengan satu titik waktu di waktu lampau, saat ini, dan waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait rencana yang akan datang dengan kondisi tertentu, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>if</i> dalam <i>present tense</i>)	4.3 menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait rencana yang akan datang dengan kondisi tertentu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
3.4 menafsirkan fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk poem, lisan dan tulis, dengan memberi dan meminta informasi terkait kehidupan remaja, sesuai dengan konteks penggunaannya	4.4 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk poem terkait kehidupan remaja
3.5 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya	4.5. menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, terkait cerita pendek
3.6 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi melalui telepon terkait acara, tawaran, janji dan reservasi, sesuai dengan konteks penggunaannya	4.6 menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi melalui telepon terkait acara, tawaran, janji dan reservasi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
3.7 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk brosur, <i>leaflet</i> , <i>banner</i> , dan pamflet, dengan	4.7 brosur, <i>leaflet</i> , <i>banner</i> , dan pamflet



KOMPETENSI DASAR	KOMPETENSI DASAR
barang/jasa/kegiatan sesuai dengan konteks penggunaannya © Hak cipta milik UIN Suska Riau	4.7.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan brosur, <i>leaflet</i> , <i>banner</i> , dan pamflet terkait promosi barang/jasa/kegiatan 4.7.2 menyusun teks khusus brosur, <i>leaflet</i> , <i>banner</i> , dan pamflet terkait promosi barang/jasa/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pemberian contoh, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>for example, such as</i>)	4.8 menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pemberian contoh, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>hortatory exposition</i> lisan dan tulis dengan memberi dan meminta informasi terkait pandangan/pendapat mengenai topik yang hangat dibicarakan umum, argumentasi pendukung, serta saran, sesuai dengan konteks penggunaannya	4.9 teks <i>hortatory exposition</i> 4.9.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>hortatory exposition</i> lisan dan tulis, terkait isu aktual 4.9.2 menyusun teks <i>hortatory exposition</i> lisan dan tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA	4.10 menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA

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KELAS: XII

Tujuan kurikulum mencakup empat kompetensi, yaitu (1) kompetensi sikap spiritual, (2) sikap sosial, (3) pengetahuan, dan (4) keterampilan. Kompetensi tersebut dicapai melalui proses pembelajaran intrakurikuler, kokurikuler, dan/atau ekstrakurikuler.

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Pembentukan dan pengembangan kompetensi sikap dilakukan sepanjang proses pembelajaran berlangsung, dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter siswa lebih lanjut.

Kompetensi Pengetahuan dan Kompetensi Keterampilan dirumuskan sebagai berikut, yaitu siswa mampu:

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<p>memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah</p>	<p>4. mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan</p>
KOMPETENSI DASAR	KOMPETENSI DASAR
<p>3.1 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>such ... that: so ... that</i>)</p>	<p>4.1 menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu

3.2 Hak Cipta Dilindungi Undang-Undang
 1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

KOMPETENSI DASAR

3.2 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait benda dengan pewatas berupa sifat, jenis, dan fakta keadaan/kejadian, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *prepositional phrase, adjective clause: finite dan non-finite*)

menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keterangan (*circumstance*), sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan klausa *finite* atau klausa *non-finite*)

3.4 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian terjadinya/dilakukannya sesuatu yang tidak nyata pada saat ini dan pada waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *conditional: past dan past perfect*)

3.5 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan pertentangan dan kebalikan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *even if ..., unless ..., however, on the other hand, in contrast, nevertheless*)

KOMPETENSI DASAR

4.2 menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait benda dengan pewatas berupa sifat, jenis, dan fakta keadaan/kejadian, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

4.3 menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keterangan (*circumstance*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

4.4 menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian terjadinya/dilakukannya sesuatu yang tidak nyata pada saat ini dan pada waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

4.5. menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan pertentangan dan kebalikan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks



KOMPETENSI DASAR	KOMPETENSI DASAR
3.6 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks pembahasan ilmiah (<i>discussion</i>) lisan dan tulis dengan memberi dan meminta informasi terkait pembahasan isu kontroversial dan aktual dari beberapa (minimal dua) sudut pandang, sesuai dengan konteks penggunaannya	4.6 teks pembahasan ilmiah (<i>discussion</i>) 4.6.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks pembahasan ilmiah (<i>discussion</i>) lisan dan tulis, terkait isu kontroversial dan aktual 4.6.2 menyusun pembahasan ilmiah (<i>discussion</i>) lisan dan tulis, terkait isu kontroversial dan aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
3.7 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait konsesi, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>even though, although</i>)	4.7 menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait konsesi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
3.8 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks ulasan (<i>review</i>) lisan dan tulis dengan memberi dan meminta penilaian terkait film/buku/cerita, sesuai dengan konteks penggunaannya	4.8 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks ulasan (<i>review</i>), lisan dan tulis, terkait film/buku/cerita
3.9 menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA	4.9 menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA

**Hak Cipta Dilindungi Undang-Undang**

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Name :

Class :

Direction :

1. This test is for research only
2. This test does not affect your academic score
3. Put (X) on the correct answer
4. Thank you for your kindness and honesty in answering these questions.

- 1) If Risa ... on time, I will be happy.
 - a) Come
 - b) Comes
 - c) Came
 - d) Coming
 - e) Camed
- 2) If Javier scored in the final tonight, ... a topscorer of this tournament.
 - a) He will be
 - b) He would have been
 - c) He must be
 - d) He would be
 - e) He has to be
- 3) Mrs. Efi ... if she had been delayed.
 - a) Would call
 - b) Would have called
 - c) Will call
 - d) Will be calling
 - e) Would be called
- 4) I will read this book if I am not sleepy. It means that ...
 - a) I will be sleepy
 - b) I would be sleepy
 - c) I am sleepy
 - d) I have been sleepy
 - e) I was sleepy

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- 5) He would buy anything he wants if . . .
 - a) I have won the grand prize
 - b) I win the grand prize
 - c) I won the grand prize
 - d) I will win the grand prize
 - e) I am winning the grand prize
- 6) If I hadn't quarreled with John, I could have gone to the party with him.
It can be concluded that . . . to the party.
 - a) Perhaps I'll go with John
 - b) John promised to go with me
 - c) I didn't go with John
 - d) John would like to go with me
 - e) I went with John
- 7) If Risa has much time, she will . . . you.
 - a) Help
 - b) Helps
 - c) Helped
 - d) Helping
 - e) Helpt
- 8) If Maria were not good in business, her father wouldn't give her a position in his company. It means that . . .
 - a) Maria's father asked her to lead his company
 - b) Maria didn't good in business
 - c) Maria gets a position in her father's company because she is good in business
 - d) Maria is not good in business
 - e) Maria's father should give her a position in company
- 9) Rudi would have lost his way in London if he hadn't be able to speak English well. The above sentence means . . .
 - a) Rudi got lost because his English was poor
 - b) Although Rudi's English was good, he got lost

Hak Cipta Dilindungi Undang-Undang

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- c) As Rudi could not communicate in English, he got lost
 - d) In spite of his good English, he got lost
 - e) Rudi did not get lost because his English was good
- 10) If I pass the exam, my father will be very delighted. So . . .
- a) I didn't pass the exam
 - b) I will not pass the exam
 - c) I haven't pass the exam
 - d) I don't pass the exam
 - e) I am not passing the exam
- 11) I would fly around the world if I had wings. It means that ...
- a) I don't have wings
 - b) I didn't have wings
 - c) I will not have wings
 - d) I am not having wings
 - e) I had no wings
- 12) X : Has she already got the medicine ?
Y : If she had visited the doctor, she would have been given the medicine.
From the dialogue above we know that . . .
- a) The doctor visited her and gave her medicine
 - b) She visited the doctor, so she was given the medicine
 - c) She didn't visit the doctor so he wasn't given medicine
 - d) Although she didn't visit the doctor, she was given the medicine
 - e) She didn't visit the doctor because the doctor had already given her medicine
- 13) If I sleep now, I will feel fresh tonight. It can be concluded . . .
- a) I don't sleep
 - b) I will not sleep
 - c) I am not sleeping
 - d) I didn't sleep
 - e) I would not sleep

Hak Cipta Dilindungi Undang-Undang

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- 14) If they . . . , the head coach would be very upset.
 - a) don't win the final match
 - b) didn't win the final match
 - c) are not winning the final match
 - d) have not won the final match
 - e) would not have won the final match
- 15) He had handed in the application if he . . . to join the interview test last week.
 - a) Would be allowed
 - b) Was being allowed
 - c) Would have been allowed
 - d) Will have been allowed
 - e) Was allowed
- 16) My daughter will study in elementary school if she is already 5 years old.
It means that . . .
 - a) My daughter was not 5 years old yet
 - b) My daughter is not 5 years old yet
 - c) My daughter is 5 years old
 - d) My daughter has not 5 years old yet
 - e) My daughter has 5 years old yet
- 17) If I were you, I wouldn't think twice to be the leader of the scout group.
It means that . . . the leader of the scout group
 - a) I was not
 - b) He really want to be
 - c) I am not
 - d) He was
 - e) He wasn't
- 18) We would not have lost our bag if we . . . it in the hotel.
 - a) Left
 - b) Have left
 - c) Had left

Hak Cipta Dilindungi Undang-Undang

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- d) Would leave
 - e) Would have left
- 19) If she , I won't be angry.
- a) Don't come
 - b) Don't comes
 - c) Doesn't come
 - d) Doesn't comes
 - e) Didn't come
- 20) X : "What would you do if you were a millionaire?"
Y : "... a trip around the world."
- a) I will be
 - b) I would have
 - c) I would take
 - d) Me took
 - e) I took taken
- 21) X : If I had known that you were in Bandung I would have shown you some interesting places.
Y :
- a) Thanks for showing me around Bandung
 - b) Thank you, I will really enjoy that
 - c) I'm sorry, I didn't have time to write you before I left for Bandung
 - d) That's good idea. I haven't had time to got around Bandung
 - e) Yes, it was such an interesting trip
- 22) If the car were in better condition, we could make a long trip now.
It may be concluded that we . . .
- a) Have to stay at home
 - b) Are enjoying the trip
 - c) Prefer staying at home
 - d) Enjoying the trip
 - e) Stay at home

Hak Cipta Dilindungi Undang-Undang

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23) X : What would you do if you go there ?

Y : If I you, I'd eat that meals.

- a) was
- b) am
- c) were
- d) had been
- e) have been

24) Jaya : Why are you still here ? Didn't you tell me that you would go to Jakarta today?

Setiadi : I would have been in Jakarta if the bus had not got an accident.

The underline utterance means . . .

- a) Setiadi is in Jakarta
- b) Setiadi went to Jakarta
- c) The bus was safe
- d) Jaya went to Jakarta
- e) The bus got an accident

25) X : What time will we leave ?

Y : If you get up early, we . . .

X : Okay, I'll set my alarm.

- a) will leave at dawn
- b) won't leave at dawn
- c) would leave at dawn
- d) would have left at dawn
- e) wouldn't have left at dawn

26) If there were traffic lights at this intersection, there wouldn't be so many accidents. We can conclude that . . .

- a) The only accidents occur in this intersection
- b) This is dangerous intersection
- c) The traffic light often doesn't work
- d) Despite the traffic accidents happen
- e) Drivers were always very careful at this intersection

Hak Cipta Dilindungi Undang-Undang

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- 27) “If I had come earlier, I could have met Bob in person” means . . .
- a) I came very early, so that I could meet Bob in person
 - b) I came late, so I could not meet Bob in person
 - c) Although I came early, I could not meet Bob in person
 - d) I didn’t came late; nevertheless, I could not meet Bob in Person
 - e) I came early; therefore I could not meet Bob in person
- 28) If the game . . . good, I will . . . it.
- a) Are – play
 - b) Is – Plays
 - c) Is – play
 - d) Was – played
 - e) Were – played
- 29) If they invited fewer people, the party could have been held at their house.
We can conclude that . . .
- a) It was only a small family
 - b) Their house was crowded with people
 - c) The party was held at Bhayangkara Hotel
 - d) The guest enjoyed the party at their house
 - e) Not many of the invited people people come
- 30) If you ... study hard, you will not pass the test.
- a) Didn’t
 - b) Doesn’t
 - c) Don’t
 - d) Haven’t
 - e) Won’t

Choose the correct one!

Jawaban dari soal-soal ini tidak akan berpengaruh ke nilai akademik anda, jadi jawablah dengan sportif dan tanpa beban!

- 1) If Risa ... on time, I will be happy.
 - a) Come
 - b) Comes
 - c) Came
 - d) Coming
 - e) Camed
- 2) If Javier scored in the final tonight, ... a topscorer of this tournament.
 - a) He will be
 - b) He would have been
 - c) He must be
 - d) He would be
 - e) He has to be
- 3) Mrs. Efi ... if she had been delayed.
 - a) Would call
 - b) Would have called
 - c) Will call
 - d) Will be calling
 - e) Would be called
- 4) I will read this book if I am not sleepy. It means that ...
 - a) I will be sleepy
 - b) I would be sleepy
 - c) I am sleepy
 - d) I have been sleepy
 - e) I was sleepy
- 5) He would buy anything he wants if ...
 - a) I have won the grand prize
 - b) I win the grand prize

Hak Cipta Dilindungi Undang-Undang

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- c) I won the grand prize
 - d) I will win the grand prize
 - e) I am winning the grand prize
- 6) If I hadn't quarreled with John, I could have gone to the party with him.
It can be concluded that . . . to the party.
- a) Perhaps I'll go with John
 - b) John promised to go with me
 - c) I didn't go with John
 - d) John would like to go with me
 - e) I went with John
- 7) If Risa has much time, she will . . . you.
- a) Help
 - b) Helps
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 - c) Maria gets a position in her father's company because she is good in business
 - d) Maria is not good in business
 - e) Maria's father should give her a position in company
- 9) Rudi would have lost his way in London if he hadn't be able to speak English well. The above sentence means . . .
- a) Rudi got lost because his English was poor
 - b) Although Rudi's English was good, he got lost
 - c) As Rudi could not communicate in English, he got lost
 - d) In spite of his good English, he got lost
 - e) Rudi did not get lost because his English was good

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- 10) If I pass the exam, my father will be very delighted. So . . .
- a) I didn't pass the exam
 - b) I will not pass the exam
 - c) I haven't pass the exam
 - d) I don't pass the exam
 - e) I am not passing the exam
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Y : If she had visited the doctor, she would have been given the medicine.
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- a) The doctor visited her and gave her medicine
 - b) She visited the doctor, so she was given the medicine
 - c) She didn't visit the doctor so he wasn't given medicine
 - d) Although she didn't visit the doctor, she was given the medicine
 - e) She didn't visit the doctor because the doctor had already given her medicine
- 13) If I sleep now, I will feel fresh tonight. It can be concluded . . .
- a) I don't sleep
 - b) I will not sleep
 - c) I am not sleeping
 - d) I didn't sleep
 - e) I would not sleep
- 14) If they . . . , the head coach would be very upset.
- a) don't win the final match
 - b) didn't win the final match

Hak Cipta Dilindungi Undang-Undang

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- c) are not winning the final match
 - d) have not won the final match
 - e) would not have won the final match
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- a) Would be allowed
 - b) Was being allowed
 - c) Would have been allowed
 - d) Will have been allowed
 - e) Was allowed
- 16) My daughter will study in elementary school if she is already 5 years old. It means that . . .
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 - b) My daughter is not 5 years old yet
 - c) My daughter is 5 years old
 - d) My daughter has not 5 years old yet
 - e) My daughter has 5 years old yet
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- a) I was not
 - b) He really want to be
 - c) I am not
 - d) He was
 - e) He wasn't
- 18) We would not have lost our bag if we . . . it in the hotel.
- a) Left
 - b) Have left
 - c) Had left
 - d) Would leave
 - e) Would have left
- 19) If she . . . , I won't be angry.

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- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- a) Don't come
 - b) Don't comes
 - c) Doesn't come
 - d) Doesn't comes
 - e) Didn't come
- 20) If there were traffic lights at this intersection, there wouldn't be so many accidents. We can conclude that . . .
- a) The only accidents occur in this intersection
 - b) This is dangerous intersection
 - c) The traffic light often doesn't work
 - d) Despite the traffic accidents happen
 - e) Drivers were always very careful at this intersection
- 21) "If I had come earlier, I could have met Bob in person" means . . .
- a) I came very early, so that I could meet Bob in person
 - b) I came late, so I could not meet Bob in person
 - c) Although I came early, I could not meet Bob in person
 - d) I didn't came late; nevertheless, I could not meet Bob in Person
 - e) I came early; therefore I could not meet Bob in person
- 22) If the car were in better condition, we could make a long trip now. It may be concluded that we . . .
- a) Have to stay at home
 - b) Are enjoying the trip
 - c) Prefer staying at home
 - d) Enjoying the trip
 - e) Stay at home
- 23) If they invited fewer people, the party could have been held at theirhouse. We can conclude that . . .
- a) It was only a small family



Hak Cipta Dilindungi Undang-Undang

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- b) Their house was crowded with people
 - c) The party was held at Bhayangkara Hotel
 - d) The guest enjoyed the party at their house
 - e) Not many of the invited people people come
- 24) If you ... study hard, you will not pass the test.
- a) Didn't
 - b) Doesn't
 - c) Don't
 - d) Haven't
 - e) Won't
- 25) If the game ... good, I will ... it.
- a) Are – play
 - b) Is – Plays
 - c) Is – play
 - d) Was – played
 - e) Were – played



Hak Cipta Dilindungi Undang-Undang

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Name : Aulia Rai Hapsari
 Class : X-1

Direction :

1. This test is for research only
2. This test does not affect your academic score
3. Put (X) on the correct answer
4. Thank you for your kindness and honesty in answering these questions.

1) If Risa ... on time, I will be happy.

- a) Come
- b) Comes
- c) Came
- d) Coming
- e) Calmed

2) If Javier scored in the final tonight, ... a topscorer of this tournament.

- a) He will be
- b) He would have been
- c) He must be
- d) He would be
- e) He has to be

3) Mrs. Effi ... if she had been delayed.

- a) Would call
- b) Would have called
- c) Will call
- d) Will be calling
- e) Would be called

4) I will read this book if I am not sleepy. It means that ...

- a) I will be sleepy
- b) I would be sleepy
- c) I am sleep
- d) I have been sleepy
- e) I was sleepy

5) He would buy anything he wants if ...

- a) I have won the grand prize
- b) I win the grand prize
- c) I won the grand prize
- d) I will win the grand prize
- e) I am winning the grand prize

6) I hadn't quarreled with John, I could have gone to the party with him.

- a) Perhaps I'll go with John
- b) John promised to go with me
- c) I didn't go with John
- d) John would like to go with me
- e) I went with John

7) If Risa has much time, she will ... you.

- a) Help
- b) Helps
- c) Helped
- d) Helping
- e) Helpit

8) If Maria were not good in business, her father wouldn't give her a position in his company. It means that ...

- a) Maria's father asked her to lead his company
- b) Maria didn't good in business
- c) Maria gets a position in her father's company because she is good in business
- d) Maria is not good in business
- e) Maria's father should give her a position in company

9) Rudi would have lost his way in London if he hadn't be able to speak English well. The above sentence means ...

- a) Rudi got lost because his English was poor
- b) Although Rudi's English was good, he got lost



Hak Cipta Dilindungi Undang-Undang

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- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

- c) As Rudi could not communicate in English, he got lost
 - d) In spite of his good English, he got lost
 - e) Rudi did not get lost because his English was good
- 10) If I pass the exam, my father will be very delighted. So
- a) I didn't pass the exam
 - b) I will not pass the exam
 - c) I haven't pass the exam
 - d) I don't pass the exam
 - e) I am not passing the exam

- 11) I would fly around the world if I had wings. It means that . . .
- a) I don't have wings
 - b) I didn't have wings
 - c) I will not have wings
 - d) I am not having wings
 - e) I had no wings

12) X : Has she already got the medicine ?

Y : If she had visited the doctor, she would have been given the medicine.

From the dialogue above we know that . . .

- a) The doctor visited her and gave her medicine
- b) She visited the doctor, so she was given the medicine
- c) She didn't visit the doctor so he wasn't given medicine
- d) Although she didn't visit the doctor, she was given the medicine
- e) She didn't visit the doctor because the doctor had already given her medicine

13) If I sleep now, I will feel fresh tonight. It can be concluded

- a) I don't sleep
- b) I will not sleep
- c) I am not sleeping
- d) I didn't sleep
- e) I would not sleep

14) If they the head coach would be very upset.

- a) don't win the final match
- b) didn't win the final match
- c) are not winning the final match
- d) have not won the final match
- e) would not have won the final match

15) He had handed in the application if he to join the interview last week.

- a) would be allowed
- b) Was being allowed
- c) Would have been allowed
- d) Will have been allowed
- e) Was allowed

16) My daughter will study in elementary school if she is already 5 years old.

It means that

- a) My daughter was not 5 years old yet
- b) My daughter is not 5 years old yet
- c) My daughter is 5 years old
- d) My daughter has not 5 years old yet
- e) My daughter has 5 years old yet

17) If I were you, I wouldn't think twice to be the leader of the scout group.

It means that the leader of the scout group

- a) I was not
- b) He really want to be
- c) I am not
- d) He was
- e) He wasn't

18) We would not have lost our bag if we it in the hotel.

- a) Left
- b) Have left
- c) Had left



Hak Cipta Dilindungi Undang-Undang

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- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

23) If they invited fewer people, the party could have been held at their house.

We can conclude that . . .

- a) It was only a small family
- b) Their house was crowded with people
- c) The party was held at Bhayangkara Hotel
- d) The guest enjoyed the party at their house
- e) Not many of the invited people come

24) If you . . . study hard, you will not pass the test.

- a) Didn't
- b) Doesn't
- c) Don't
- d) Haven't
- e) Won't

25) If the game . . . good, I will . . . it.

- a) Are - play
- b) Is - Plays
- c) Is - play
- d) Was - played
- e) Were - played

d) Would leave

e) Would have left

19) If she . . . , I won't be angry.

- a) Don't come
- b) Don't comes
- c) Doesn't come
- d) Doesn't comes
- e) Didn't come

20) If there were traffic lights at this intersection, there wouldn't be so many accidents. We can conclude that . . .

- a) The only accidents occur in this intersection
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- c) The traffic light often doesn't work
- d) Despite the traffic accidents happen
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- d) I didn't come late; nevertheless, I could not meet Bob in person
- e) I came early; therefore I could not meet Bob in person

22) If the car were in better condition, we could make a long trip now.

It may be concluded that we . . .

- a) Have to stay at home
- b) Are enjoying the trip
- c) Prefer staying at home
- d) Enjoying the trip
- e) Stayed at home

B: 00.
5: 5



students	type 1							type 2							type 3									
	7	10	13	16	19	22	25 total benar	2	5	8	11	14	17	20	23 total benar	3	6	9	12	15	18	21	24 total benar	
student 1	0		1	1	1	1	7	1	0	1	1	1	0	1	1	6	1	1	1	1	1	1	1	8
student 2	1		0	1	0	1	7	1	1	1	0	0	1	0	0	4	1	1	1	1	1	1	1	7
student 3	1		0	1	1	1	8	1	1	0	1	0	1	1	1	6	1	0	1	0	1	1	0	5
student 4	1		1	1	1	1	7	1	1	1	1	1	0	1	1	7	1	0	1	1	1	1	0	6
student 5	1		1	1	1	0	7	1	1	0	1	1	1	1	1	7	0	0	0	1	0	0	1	3
student 6	1		0	1	1	1	8	1	1	0	1	0	1	1	1	6	1	0	0	0	1	1	0	4
student 7	1		1	1	1	1	9	1	1	0	1	1	0	0	0	4	1	1	0	0	1	1	0	5
student 8	1		1	1	1	1	9	1	1	1	1	1	1	0	1	7	0	1	0	0	1	1	0	4
student 9	1		1	1	1	0	6	1	1	1	1	1	1	1	0	7	1	1	1	0	0	0	1	5
student 10	0	1	1	1	1	1	8	1	1	1	1	1	0	1	0	6	1	1	1	0	0	1	1	6
student 11	1	1	1	1	1	1	9	1	1	1	1	1	1	0	1	7	1	1	0	1	1	1	0	6
student 12	1	0	1	1	1	0	7	1	1	1	0	1	1	1	1	7	1	0	0	1	1	0	0	4
student 13	1	1	0	1	1	1	8	1	1	0	1	0	1	1	1	6	1	0	1	0	1	1	0	5
student 14	1	1	1	1	1	1	9	1	1	0	1	1	1	1	1	7	1	0	1	0	0	1	1	5
student 15	1	1	1	1	1	1	9	1	1	1	1	1	0	0	1	6	0	0	0	1	0	1	0	3
student 16	0	1	1	1	1	1	8	1	0	1	0	1	0	0	1	4	1	1	1	1	1	1	1	8
student 17	1	1	1	0	1	1	8	1	1	0	0	1	1	1	0	5	1	0	1	1	1	1	1	7
student 18	1	1	1	1	1	1	8	1	1	0	1	0	0	0	1	4	1	0	1	0	1	1	1	6
student 19	1	1	1	1	1	1	9	1	1	1	1	1	1	0	1	7	1	1	1	1	0	0	1	6
student 20	1	1	1	1	1	1	9	1	1	0	1	1	0	0	0	4	1	1	0	0	1	1	0	5
student 21	0	1	1	0	0	1	6	1	1	1	1	0	1	1	0	6	1	1	1	1	0	1	1	6
student 22	1	1	1	1	1	1	9	1	1	0	1	1	1	1	1	7	1	1	0	1	1	1	1	7
student 23	1	1	1	1	0	1	7	1	1	1	1	1	1	0	0	6	1	1	1	0	1	0	1	5
student 24	1	1	1	1	1	1	9	1	1	0	1	1	0	0	0	4	1	1	0	0	1	1	0	5
student 25	1	1	1	1	1	0	7	1	1	1	0	1	1	1	0	6	1	1	1	0	0	0	1	5
student 26	1	1	1	1	1	1	9	1	1	0	1	1	1	1	1	7	1	1	0	0	0	1	1	5
student 27	0	1	0	0	1	1	6	1	1	1	1	1	1	1	1	8	1	0	1	1	1	1	0	6
student 28	1	1	1	1	1	1	9	1	1	1	0	1	1	0	1	6	1	1	1	1	1	1	0	7
student 29	0		1	1	1	1	7	0	1	1	0	0	1	1	1	5	0	1	1	1	1	0	1	6
student 30	1		1	1	1	1	9	1	1	0	1	1	1	0	1	6	1	1	1	1	1	1	1	8

ciptanya milik UIN SUSKA RIAU State Islamic University of Sultan
 melindungi Undang-Undang
 mengutip sebagian atau seluruhnya tulisannya tanpa menyebutkan sumber:
 tapan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 mengemukakan dan memperbanyak sebagian atau seluruh karya tulisnya dalam bentuk apapun tanpa izin UIN Suska Riau.

r Table Product Moment

N	Taraf Signifikansi		N	Taraf Signifikansi		N	Taraf Signifikansi	
	5%	1%		5%	1%		5%	1%
3	0.997	0.999	27	0.381	0.487	55	0.266	0.345
4	0.950	0.990	28	0.374	0.478	60	0.254	0.330
5	0.878	0.959	29	0.367	0.470	65	0.244	0.317
6	0.811	0.917	30	0.361	0.463	70	0.235	0.306
7	0.754	0.874	31	0.355	0.456	75	0.227	0.296
8	0.707	0.834	32	0.349	0.449	80	0.220	0.286
9	0.666	0.798	33	0.344	0.442	85	0.213	0.278
10	0.632	0.765	34	0.339	0.436	90	0.207	0.270
11	0.602	0.735	35	0.334	0.430	95	0.202	0.263
12	0.576	0.708	36	0.329	0.424	100	0.195	0.256
13	0.553	0.684	37	0.325	0.418	125	0.176	0.230
14	0.532	0.661	38	0.320	0.413	150	0.159	0.210
15	0.514	0.641	39	0.316	0.408	175	0.149	0.194
16	0.497	0.623	40	0.312	0.403	200	0.138	0.191
17	0.482	0.606	41	0.308	0.398	300	0.113	0.181
18	0.468	0.590	42	0.304	0.393	400	0.098	0.148
19	0.456	0.575	43	0.301	0.389	500	0.088	0.128
20	0.444	0.561	44	0.297	0.384	600	0.080	0.115
21	0.433	0.549	45	0.294	0.380	700	0.074	0.105
22	0.423	0.537	46	0.291	0.376	800	0.070	0.091
23	0.413	0.526	47	0.288	0.372	900	0.065	0.086
24	0.404	0.515	48	0.284	0.368	1000	0.062	0.081
25	0.396	0.505	49	0.281	0.364			
26	0.388	0.496	50	0.279	0.361			

Adopted from (Sugiyono: 2013, p.455)

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UIN SUSKA RIAU

KEMENTERIAN AGAMA
 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
 FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.18 Tanjung Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561847
 Fax. (0761) 561647 Web: www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/1864/2019
 Sifat : Biasa
 Lamp. : -
 Hal : *Pembimbing Skripsi*

Pekanbaru, 28 Januari 2019

Kepada
 Yth. Roswati, S.Pd.I., M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
 Pekanbaru

Assalamu'alaikum warhamatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : SYAFRIZAL AZZALI
 NIM : 11513100306
 Jurusan : Pendidikan Bahasa Inggris
 Judul : STUDENTS' ABILITY IN USING CONDITIONAL SENTENCE AT
 STATE ISLAMIC SENIOR HIGH SCHOOL 2 PEKANBARU
 Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan iri

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

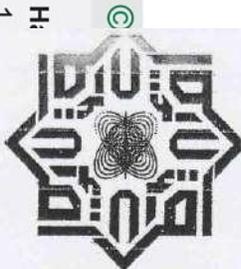
Wassalam

an Dekan
 Wakil Dekan I



Dr. Drs. Alimuddin, M.Ag
 NIP. 19660924 199503 1 002

Tembusan :
 Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



UIN SUSKA RIAU

KEMENTERIAN AGAMA
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 FACULTY OF EDUCATION AND TEACHER TRAINING

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 Fax. (0761) 561647 Web: www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/11653/2019
 Sifat : Biasa
 Lamp. : -
 Hal : *Perubimbing Skripsi (Perpanjangan)*

Pekanbaru, 31 Juli 2019

Kepada
 Yth. Roswati, S.Pd.I., M.Pd.
 Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
 Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : SYAFRIZAL AZZALI
 NIM : 11513100306
 Jurusan : Pendidikan Bahasa Inggris
 Judul : STUDENTS' ABILITY IN USING CONDITIONAL SENTENCE AT STATE ISLAMIC SENIOR HIGH SCHOOL 2 PEKANBARU
 Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam

an: Dekan
 Wakil Dekan I



Drs. Alimuddin, M.Ag
 NIP. 19660924 199503 1 002

Tembusan :
 Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



UIN SUSKA RIAU

KEMENTERIAN AGAMA
 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBİYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**KEGIATAN BIMBINGAN MAHASISWA
 SKRIPSI MAHASISWA**

- 1. Jenis yang dibimbing : PROPOSAL
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
- 2. Nama Pembimbing : ROSWATI, M.Pd
 - a. Nomor Induk Pegawai (NIP) : 197551119 200212 2 002
- 3. Nama Mahasiswa : SYAFRIZAL AZZALI
- 4. Nomor Induk Mahasiswa : 11513100306
- 5. Kegiatan : BIMBINGAN PROPOSAL

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	22-02-2019	KONSULTASI BAB I, II, III	<i>RS</i>	
2	29-03-2019	REVISI BAB I, II, III	<i>RS</i>	
3	05-04-2019	REVISI AKHIR BAB I, II, III	<i>RS</i>	
4	8/4-2019	ACC PROPOSAL	<i>RS</i>	

Pekanbaru, 8/42019
 Pembimbing,

RS
 Roswati, m.pd.
 NIP.



UIN SUSKA RIAU

KEMENTERIAN AGAMA
 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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 SKRIPSI MAHASISWA**

1. Jenis yang dibimbing :
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Roswati, M.Pd.
 - a. Nomor Induk Pegawai (NIP) : 19760122 200710 2 001
3. Nama Mahasiswa : Syafrizal Azzali
4. Nomor Induk Mahasiswa : 11513100306
5. Kegiatan : Bimbingan Skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	15-07-2019	KONSULTASI BAB IV & V		
2.	22-07-2019	REVISI BAB IV & V		
3.	26-08-2019	REVISI AKHIR BAB IV & V		
4.	26-08-2019	ACC SKRIPSI		
5.				

Pekanbaru, 26/08/2019
 Pembimbing,

Roswati, M.Pd.
 NIP. 19760122 200710 2 001



UIN SUSKA RIAU

KEMENTERIAN AGAMA
 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
 FAKULTAS TARBİYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
 Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/8299/2019
 Sifat : Biasa
 Lamp. : -
 Hal : *Mohon Izin Melakukan PraRiset*

Pekanbaru, 02 Mei 2019

Kepada
 Yth. Kepala Sekolah
 MAN 2 Pekanbaru
 di
 Tempat

Assalamu'alaikum warhamatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : SYAFRIZAL AZZALI
 NIM : 11513100306
 Semester/Tahun : VIII (Delapan)/ 2019
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

an. Dekan
 Wakil Dekan III

Dr. Drs. Nursalim, M.Pd
 NIP. 19660410 199303 1 005



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU
MADRASAH ALIYAH NEGERI 2
AKREDITASI : A

(NSM : 131114710002 NPSN.10498812)

Jalan Diponegoro No. 55 Telepon./Faximile.(0761) 23242 Pekanbaru

Website: <http://www.man2pku.sch.id> Email : info@man2pku.sch.id, m2m_pku@yahoo.com



SURAT IZIN RISET

Nomor : Ma.09.03/PP.00.6/ 03 / 2019

Yang bertanda tangan di bawah ini, **Kepala Madrasah Aliyah Negeri 2 Pekanbaru**,
menerangkan bahwa :

Nama : Syafrizal Azzali
NIM : 11513100306
Semester : VIII (Delapan) 2019
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN SUSKA Riau

Nama tersebut diberi izin untuk melaksanakan Riset di Madrasah Aliyah Negeri 2
Pekanbaru.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya,
terimakasih.

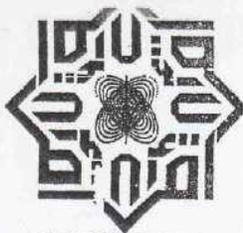
Dikeluarkan di : Pekanbaru

Pada Tanggal : 13 Mei 2019

Kepala



MOERLINDA, M.Pd



UIN SUSKA RIAU

KEMENTERIAN AGAMA
 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
 كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
 Fax. (0761) 5...1647 Web.www.ftk.uinsuska.ac.id. E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/12025/2019
 Sifat : Biasa
 Lamp. : 1 (Satu) Proposal
 Hal : *Mohon Izin Melakukan Riset*

Pekanbaru, 16 Mei 2019 M

Kepada
 Yth. Gubernur Riau
 Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
 Satu Pintu
 Provinsi Riau
 Di Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh.

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : SYAFRIZAL AZZALI
 NIM : 11513100306
 Semester/Tahun : VIII (Delapan)/ 2019
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : STUDENTS' ABILITY IN USING CONDITIONAL SENTENCE AT STATE ISLAMIC SENIOR HIGH SCHOOL 2 PEKANBARU
 Lokasi Penelitian : MAN 2 PEKANBARU
 Waktu Penelitian : 3 Bulan (16 Mei 2019 s.d 16 Agustus 2019)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Rektor
 Dekan

 Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag
 NIP.19740704 199803 1 001

Tembusan :
 Rektor UIN Suska Riau



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
 Email : dpmpmsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPSTSP/NON IZIN-RISET/125236
 TENTANG



PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI

182010

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.ii/PP.00.9/12025/2019 Tanggal 16 Mei 2019**, dengan ini memberikan rekomendasi kepada:

- | | | |
|----------------------|---|-------------------------------------------------------------------------------------------------|
| 1. Nama | : | SYAFRIZAL AZZALI |
| 2. NIM / KTP | : | 11513100308 |
| 3. Program Studi | : | FENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : | S1 |
| 5. Alamat | : | PEKANBARU |
| 6. Judul Penelitian | : | STUDENTS' ABILITY IN USING CONDITIONAL SENTENCE AT STATE ISLAMIC SENIOR HIGH SCHOOL 2 PEKANBARU |
| 7. Lokasi Penelitian | : | MAN 2 PEKANBARU |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 25 Mei 2019



Ditandatangani Secara Elektronik (ileh):
 KEPALA DINAS PENANAMAN MODAL
 DAN PELAYANAN TERPADU SATU PINTU
 PROVINSI RIAU

EVAREFITA, SE, M.Si
 Pembina Utama Muda
 NIP. 19720628 199703 2 004

Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Walikota Pekanbaru
 Up. Kaban Kesbangpol dan Linmas di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



PEMERINTAH KOTA PEKANBARU BADAN KESATUAN BANGSA DAN POLITIK

JL. ARIFIN AHMAD NO. 39 TELP. / FAX. (0761) 39399 PEKANBARU

REKOMENDASI PENELITIAN

Nomor : 071/BKBP-REKOM/2019/2577



232018

- a. Dasar : Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 Tentang Pedoman Penerbitan Rekomendasi Penelitian.
- b. Menimbang : Rekomendasi dari Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, nomor 503/DPMPSTP/NON IZIN-RISET/25236 tanggal 25 Mei 2019, perihal pelaksanaan kegiatan Penelitian Riset/Pra Riset dan pengumpulan data untuk bahan Skripsi.

Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru memberikan Rekomendasi kepada :

- 1. Nama : SYAFRIZAL AZZALI
- 2. NIM : 11513100306
- 3. Fakultas : TARBİYAH DAN KEGURUAN UIN SUSKA RIAU
- 4. Jurusan : PENDIDIKAN BAHASA INGGRIS
- 5. Jenjang : S1
- 6. Alamat : PEKANBARU
- 7. Judul Penelitian : **STUDENTS' ABILITY IN USING CONDITIONAL SENTENCE AT STATE ISLAMIC SENIOR HIGH SCHOOL 2 PEKANBARU**
- 8. Lokasi Penelitian : KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU

Dengan ketentuan sebagai berikut :

- 1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan Riset/Pra Riset/ Penelitian dan pengumpulan data ini.
- 2. Pelaksanaan kegiatan Riset ini berlangsung selama 2 (dua) bulan terhitung mulai tanggal Rekomendasi ini dibuat.
- 3. Berpakaian sopan, mematuhi etika kantor/lokasi penelitian, bersedia meninggalkan photo copy Kartu Tanda Pengenal.
- 4. Menyampaikan hasil Riset 1 (satu) rangkap kepada Badan Kesatuan Bangsa dan Politik Kota Pekanbaru sesuai pasal 23 PERMENDAGRI No.64 Tahun 2011.

Demikian Rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Pekanbaru, 30 Mei 2019

a.n. Kepala Badan Kesatuan Bangsa
Dan Politik Kota Pekanbaru



H. MAJISICO, S.Sos, M.Si

NIP. 19710514 199403 1 007

Tembusan

- Yth : 1. Dekan Fakultas Tarbiyah dan Keguruan UIN SUSKA Riau di Pekanbaru.
- 2. Yang Bersangkutan.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU
 Jalan. Arifin Achmad Simpang Rambutan Nomor.1. Pekanbaru 28294
 Telp. 0761 66513, 66504, 61802 Faximile 66513
 Email. tu.pekanbaru@yahoo.co.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : B-5193 /Kk.04.5/TL.09/05/2019 31 Mei 2019
 Sifat : Biasa 26 Ramadhan 1440
 Lampiran : -
 Hal : Rekomendasi Penelitian

Yth. Kepala MAN 2 Pekanbaru

Dengan hormat,

Memperhatikan maksud surat Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru No: 071/BKBP-REKOM/2019/2577, tanggal 30 Mei 2019, perihal seperti pokok surat, akan datang menghadap Saudara :

Nama : SYAFRIZAL AZZALI
 NIM : 11513100306
 Fakultas : TARBIYAH DAN KEGURUAN UIN SUSKA RIAU
 Jurusan : PENDIDIKAN BAHASA INGGRIS
 Jenjang : S1
 Alamat : PEKANBARU

Bermaksud melakukan penelitian di Madrasah yang saudara pimpin, guna mendapatkan dan mengumpulkan data yang diperlukan dalam rencana penelitian dengan judul :

“ STUDENTS’ ABILITY IN USING CONDITIONAL SENTENCE AT STATE ISLAMIC SENIOR HIGH 2 PEKANBARU “.

Untuk maksud tersebut kiranya saudara dapat memberikan bantuan/informasi yang diperlukan sepanjang yang bersangkutan dapat mematuhi ketentuan/peraturan yang berlaku semata-mata untuk kepentingan ilmiah.

Demikian surat izin riset/penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya, atas bantuan dan kerjasama yang baik kami ucapkan terima kasih.

Kepala,



Edwar S. Umar

Tembusan:

1. Ka. Kanwil Kementerian Agama Propinsi Riau
2. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
3. Yang bersangkutan.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU
MADRASAH ALIYAH NEGERI 2
AKREDITASI : A**



(NSM : 131114710002 NPSN.10498812)

Jalan Diponegoro No. 55 Telephon./Faximile.(0761) 23242 Pekanbaru

Website: <http://www.man2pku.sch.id> Email : info@man2pku.sch.id, m2m_pku@yahoo.com

SURAT KETERANGAN RISET

Nomor : Ma.09.03/PP.00.6/ 03 / 2019

Yang bertanda tangan di bawah ini, Kepala Madrasah Aliyah Negeri 2 Pekanbaru, menerangkan bahwa :

- Nama : Syafrizal Azzali
- NIM : 11513100306
- Semester : VIII (Delapan) 2019
- Program Studi : Pendidikan Bahasa Inggris
- Fakultas : Tarbiyah dan Keguruan UIN SUSKA Riau

Nama tersebut diatas telah melaksanakan Riset pada tanggal 06 Juni 2019 s.d 08 Juni 2019 di Madrasah Aliyah Negeri 2 Pekanbaru.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya, terimakasih.

Dikeluarkan di : Pekanbaru

Pada Tanggal : 11 Juni 2019

Kepala



ERLINDA, M.Pd

© H A



arif Kasim Ria

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mempublikasikan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Curriculum Vitae

PERSONAL INFORMATION



Full Name

Syafrizal Azzali

Sex

Male

Place, Date of Birth

Rantauprapat, 02 January, 1997

Nationality

Indonesia

Religion

Islam

City

Rantauprapat

Mobile

+6282285608314

E-mail

syafrizal0201@gmail.com

EDUCATIONAL BACKGROUND

2015 – Present

Undergraduate Students of State Islamic University of Sultan Syarif Kasim Riau, Pekanbaru, Riau, Indonesia

2012 – 2015

State Senior High School 1 Rantau Selatan, Labuhanbatu, North Sumatera, Indonesia

2009 – 2012

State Junior High School 1 Rantau Utara, Labuhanbatu, North Sumatera, Indonesia

2003 – 2009

State Elementary School 112134, Labuhanbatu, North Sumatera, Indonesia

PERSONAL INFORMATION



Full Name

Syafrizal Azzali

Sex

Male

Place, Date of Birth

Rantauprapat, 02 January, 1997

Nationality

Indonesia

Religion

Islam

City

Rantauprapat

Mobile

+6282285608314

E-mail

syafrizal0201@gmail.com

EDUCATIONAL BACKGROUND

2015 – Present

Undergraduate Students of State Islamic University of Sultan Syarif Kasim Riau, Pekanbaru, Riau, Indonesia

2012 – 2015

State Senior High School 1 Rantau Selatan, Labuhanbatu, North Sumatera, Indonesia

2009 – 2012

State Junior High School 1 Rantau Utara, Labuhanbatu, North Sumatera, Indonesia

2003 – 2009

State Elementary School 112134, Labuhanbatu, North Sumatera, Indonesia