



**THE EFFECT OF METACOGNITIVE STRATEGY ON STUDENTS
GRAMMAR MASTERY AT MADRASAH ALWASLIYAH YPP
RIDHO ALLAH KAMPUNG PERLABIAN**

A THESIS

*Submitted to the Tarbiyah and Teachers' Training Faculty UIN-SU Medan As
a Partial Fulfillment of Requirement for S1 Degree*

BY:

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NIM: 03.04.I6.21.57

**DEPARTEMENT OF ENGLISH EDUCATION
FACULTY OF TARBİYAH AND TEACHING TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA**

MEDAN

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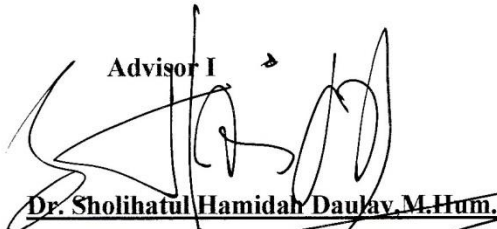
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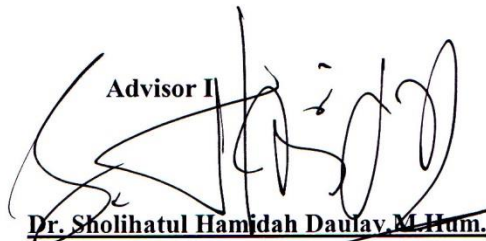
Judul : **THE EFFECT OF METACOGNITIVE STRATEGY ON
STUDENTS GRAMMAR MASTERY AT MADRASAH
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PERLABIAN**

Dengan ini kami telah menilainya skripsi tersebut dapat disetujui untuk diajukan dalam Sidang Munaqasah skripsi pada fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatra Utara.

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Menyatakan dengan sebenar-benarnya bahwa skripsi yang berjudul diatas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan didalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh Universitas batal saya terima.

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Yang membuat Pernyataan



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ABSTRACT

Mentari Octa. Registration Number: 0304162157. The Effect of Metacognitive Strategy On Students Grammar Mastery At MADRASAH ALIYAH SWASTA RIDHO ALLAH KAMPUNG PERLABIAN. A Thesis, English Education Program, Faculty of Tarbiyah and Teachers Training, State Islamic University North Sumatera 2020.

Abstract

The purpose of this study was to determine the significant effect of metacognitive strategies on grammar mastery of class XI students, especially in if conditional sentences . Type of research is using the method of research quantitative with the design of experiments . Researchers took data from the MADRASAH ALIYAH YPP RIDHO ALLAH, KAMPUNG PERLABIAN. The population in class XI is 40 students , and there are 2 classes . Each class has 20 students . The entire amount of the population of the sample in the study of this . In this study , there were 2 classes, namely the experimental class (XI-A) and the control class (XI-B) . Researchers gave a pretest before applying treatment and posttest after treatment. Then the researchers analyzed the data of the use of the formula statistic and Microsoft Excel with a level of significance 0 , 05 . Then the researcher gets the data from the study , namely The result is $t_{count}(8.55) > t_{table}(1.69)$ which means that H_a is accepted while H_o is rejected. These results were obtained from the pretest and posttest scores of the students from the experimental class and the control class, where the posttest scores in the experimental class were higher than the control class . Can be concluded that H_a is accepted which is contained the influence of metacognitive strategies that significantly towards mastery of grammar students XI class at Madrasah Alwasliyah YPP.

(Keyword: *metacognitive, grammar, if conditional*)

ACKNOWLEDGMENT

Praise be to Allah SWT who has given us the opportunity, healthy and ability to complete this thesis. Sholawat and salutation to our Prophet Muhammad, SAW who has guided us from darkness to the lightness.

This thesis is submitted to the Department of English Education, Faculty of Tarbiyah Science and Teaching Training, State Islamic University of North Sumatra as part of fulfilling the requirements of S.Pd.

Researcher is fully aware that this thesis will not be completed without help from other people. Because of that, researcher would like to take this opportunity to express my deepest gratitude to the following people:

1. Prof. Dr. Syahrin Harahap, MA as rector of the State Islamic University of North Sumatra, Medan.
2. Dr. Mardianto, M.Pd, as Dekan of Tarbiyah Science and Teacher Training at State Islamic University of North Sumatra, Medan.
3. Yani Lubis, S.Ag., M.Hum, as Head of English Education Department.
4. Dr. Abdillah, M.Pd, as Secretary of English Education Department.
5. Dr. Sholihatul Hamidah Daulay, S.Ag. M.Hum as my advisor I, for his valuable time, guidance, assistance, corrections, suggestions, and kindness while completing this thesis.
6. Ernita Daulay, M.Hum, as my advisor II, for her precious time guidance, assistance, corrections, suggestions, and kindness for completing this thesis.

7. Thankyou, the Author, especially to my beloved father Edy Juman and my beloved mother Ngatiyem for all love,abundance of prayer,unpbringing and supposrt both morally that has been given, which is not replaced by anything other than devotion and prayer

8. Hazman, S.H. as the headmaster of Madrasah Alwasliyah YPP Ridho Allah as well as the board of teachers and grade XI students which has helped many writers in completing this thesis

9. For all my lectures in English Education Department who always provide valuable and unforgettable motivation and knowledge experience during my studies at the Faculty of Tarbiyah Science and Teaching Training at State Islamic University of North Sumatra.

10. Thanks to my beloved friends Misbah Hayati Siregar S.Pd,Nazriah Ulya S,Pd,Jesi Suryani S.Pd,Dimas Agung Suwardi S.Pd,Muhammad Danil Harahap S.Pd,Yupi Yana Munthe S.Pd who is always helping, motivating and encouraging the writer in completing this thesis,and always entertein the writer as well sharing in joy and sorrow,which has been a family more 4 years and the authors hope this kinship relationship lasts forever. Hopefully we class become successful people the world and the hereafter.

11. Researcher appreciates these good people: Fadilah Balqis S.Pd, Ayumi Pratiwi Tanjung S.Pd., Reynalda Safira Marpaung S.Pd. As well Thanks to all my friends

PBI 1 2016th class, who have been in the family for 4 years. A college classmate who has colored the days of going college.

13. For my family in the kost Dea Astriani S.Pd, Anindita Sri Ayu S.Pd, Muhrimi Hanifah S.Pd, Miftahul Khairat Ritonga S.pd, Atika Rahmah Nst S.Pd, and Cici Amly S.Pd. may Allah protect us and we become useful people. I hope we will keep our kinship.

Finally, researcher believes that nobody is perfect and researcher also believes that there are still some lacks in the writing of this thesis. So, researcher accepts suggestions and criticism from anyone to improve it.

Medan, 10th Desember 2020

The researcher

(Mentari Octa)

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CHAPTER I

INTRODUCTION

A. Background the of Study

Learning English in Indonesia is a subject that has long been established by the Indonesian Ministry of Education. Learning English is a very important subject matter, because nowadays the ability in English has been in great demand. Therefore, learning English can be started from the basics as early as possible. This can be seen from the number of English language tutoring and extracurricular activities, communities or organizations specifically for learning English and the existence of several English language competitions such as speeches, debates and so on that use English.

Currently English is one of the international languages, with speakers all over the world. Almost all fields use English as an introduction. By mastering English, it will facilitate the flow of togetherness between nations so that we are able to compete with other foreign nations. Therefore, English is a necessity for us to be able to get information and be able to communicate with foreigners.

In Islam, studying a foreign language for learning, da'wah is one of following in the footsteps of the Prophet Muhammad SAW and it is the teaching of the Prophet Muhammad SAW according to the Hadith History of At Tirmidhi 2933:

عن أبيه زيد بن ثابت، قال: أمرني رسول الله صلى الله عليه وسلم أن أتعلم له كلمات من كتاب يهود قال: إني والله ما آمن يهود على كتاب قال: فما مر بي نصف شهر حتى تعلمته له قال: فلما تعلمته كان إذا كتب إلى يهود كتبت إليهم، وإذا كتبوا إليه قرأت له كتابهم.

Meaning : "From Kharijah bin Zaid bin Thabit from his father, namely Zaid bin Thabit he said; Rasuluulah SAW ordered me to learn the language of the Jews for him, he said "By Allah, I do not believe the Jews for my letter" Zaid said "half a month passed until I can master it for him" when I mastered it, if he wanted to send a letter to the Jews, I wrote it to them and when they send a letter to him, then I will read it " (H.R.Tirmidhi 2933)

In the hadith above, it is explained about Zaid Ibn Thabit to study the Hebrew language. This happened because the Prophet received letters from the Jews. Then Zaid was ordered to rule for 15 days, this was because the Prophet did not believe what was written in the letter.

Every language has predefined language rules. Including English has rules in its users (grammar). Grammar is a science that regulates the arrangement of sentences or words in English according to the formula. English has 4 skills such as: listening, reading, writing and speaking. Of the 4 skills, in each use, you should use grammar, so that it can be easily understood and there are no misunderstandings in

communication. English learning about grammar is quite extensive, so it is quite difficult for students to use grammar in both verbal and nonverbal communication. As a result, students are less confident in using English because of a lack of grammar understanding.

In Indonesia, learning English is more a method of memorizing than understanding. This case can prevent students from using English, so that students are afraid of using English incorrectly. As a teacher, of course we have a great responsibility for the cognitive of students. One of them is by using an effective strategy so that learning material can be conveyed and students are able to understand it. One of them is by using metacognitive strategies, which can increase students' awareness to be able to understand a lesson. The metacognitive process involves students' awareness of their own knowledge (thinking about thinking), namely knowing things that are known and things that are not yet known. Through this process, students are expected to be able to connect their thinking awareness maximally so that they can learn and connect the knowledge they already know.

Improve education and thinking awareness of students, it can be influenced by good and professional educators. That way, it will increase the realization of an active, creative and effective learning process. This is accordance with Q.S Al-Ankabut verse 43:

وَتِلْكَ الْأَمْثَلُ نَضْرِبُهَا لِلنَّاسِ وَمَا يَعْقِلُهَا إِلَّا الْعُلَمَاءُ ٤٣

Meaning: *These examples- we put them forward to the people;but no one grasps them except the learned.*¹

Increasing student awareness can be done by providing opportunities for students to make a study plan, where the goal of making a learning plan is to make students more stimulated to think about what to do in the learning process. Students are expected to be able to identify themselves by knowing how their learning abilities and procedures are and knowing effective learning techniques.

To increase students' thinking awareness, it can be done by involving students to make learning plans, where the aim is that students are more stimulated to improve the thinking process about what they will do in the learning process. Students are expected to be able to identify themselves by knowing how their learning abilities and procedures are and knowing effective learning techniques

Based on the description above and based on the PPL 3 experience that has been passed, the researchers concluded to conduct research "The Effect of Metacognitive Strategy on Students Grammar Mastery" in class XI students at MADRASAH ALWASLIYAH YPP RIDHO ALLAH KAMPUNG PERLABIAN.

B. Identification of the Problems

Based on the description of the background above, it can be identified the factors that influence students' understanding in mastering grammar are as follows:

¹ Talal Itani.(2012).The Qur'an.*Translated to English by Talal Itani*,Beirut:ClearQur'an,p.325

1. The learning strategies used are less capable of improving students' thinking processes
2. Low student interest in learning
3. Lack of awareness of students in learning English and the learning process using a system of memorizing rather than understanding

C. Limitation of the Study

Based on the background above, and the identification of previous problems, given the limitations of the researcher so that the purpose of this study does not extend from the goal, the researcher gives limitations in this study. The problem boundary is focused on the effectiveness of metacognitive learning strategies on students' grammar mastery, especially on If Conditional Sentences.

D. Formulation of the Study

Based on identification of the problem, this formulation of study is :

Is there any significant effect of metacognitive learning strategy (X) on grammar mastery (Y) at MADRASAH ALWASLIYAH YPP RIDHO ALLAH KAMPUNG PERLABIAN?

E. Objective of the Study

From the identification of problems and limitations to the above problems, it can be formulated to find out is any effect of metacognitive learning strategies (X)

and grammar mastery (Y) MADRASAH ALWASLIYAH YPP RIDHO ALLAH
KAMPUNG PERLABIAN

F. Significance of the Study

The expected benefits from the results of this study are as follows:

1. Theoretical benefits

The results of this study are expected to be useful to increase knowledge about the relationship of metacognitive learning strategies with grammar mastery

2. Practical benefits

a. For researchers

This research is a vehicle to add experience to the real world of education

b. For schools

This research is expected to be taken into consideration and enter to improve grammar mastery and student metacognitive learning strategies in order to obtain quality and understand grammar

c. For universities

The results of this study can add to the literature as literature for relevant research.

CHAPTER II

LITERATURE REVIEW

In this section, we will explain the theories of this research. This chapter describes the theories related to this research.

A. Theoretical Framework

In a study, it takes a theory from several experts or several accurate references, so that there are no mistakes in the research. Theory is a requirement that must be clear and have perceptual implementation. The following requirements are required in the following research terms:

1. Teaching English as a Foreign Language

In Indonesia, english is learned by discussing english grammar and mistakes that always occur. For language learner in Indonesia, english less applied in daily activities. Different is the case with countries such as America or Malaysia which make English moore focused on understanding skills in communicating, they acquire english because they are tied to the language in society.²

Language teaching is divided between English as a native language (ENL), English as a second language (ESL), and English as a foreign language (EFL). Countries that classify ENL that English is the main language of their country, and this occurs as seen from a large part of their population such as Australia, New Zealand, British and American English which are native language residents. In

²Setiadi.B.(2020). *Teaching English As a Foreign Language*.Graha Ilmu:Yogyakarta,p.17

contrast, ESL is spoken in countries where English is important and is usually the official language but not the country's average language.

Countries such as India, Malaysia, Nigeria and the Philippines are examples of countries where English is said to be spoken and is used as a second language. The final classification of this model is EFL. EFL occurs in countries where English is not actually spoken or spoken very much in normal everyday life. In this country, English is usually studied in school but students have less opportunity to use English outside the classroom and hence little motivation to learn English.

In Indonesia, English is a foreign language studied in formal schools as a compulsory subject, from junior high school to university. The learners studying English as a foreign language are more focused on grammar than students studying English as a second language.³The goal of teaching English as a second or foreign language is to gain the ability to communicate in the target language. This means that English is the language by which all words are the first foreign language to communicate. Based on the above classification, teaching English as a second language is different from teaching English as a foreign language. It can be said that language learners in Indonesia in this case are expected to use the target language to communicate and express ideas, thoughts, feelings and hopes in English not only at school but also in daily life because many people can communicate using English.

³ Geoffrey B., Christopher B., Roger F., Peter H., Anita P. (2012). *Teaching English As a Foreign Language*. Taylor & Francis e-library: New York, p. 7

2. Grammar

Every language, has rules in making sentences. This is very important and must be considered so that there is no misunderstanding in communication. Grammar is the important part of a language which requires many structures on it. Grammar is a combination of rules that can examine the form of sentences in applying a language.⁴ According to Lin, grammar is the central of heart of language and is tool to help learners comprehension of the target language. Because grammar provides systematic rules of structure and word order, learners can create their own spoken and written discourse using these grammatical rules.⁵

In the communication process, grammar allows the user to control expressions. Because the parts of a language starting from words, phrases, clauses to sentences are always related to grammar.⁶ Having mastery in language can affect the speaker's quality in expressing emotions appropriately. Without these skills, communication will look like crying children, so they cannot express words that can express their feelings. In mastering grammar skills, it will give a professional and highly intelligent impression to the interlocutor, using correct and polite language. For a writer, having an understanding of the basic principles of words, sentence structure, good word selection and appropriate grammar will maximize the conveyance of ideas in a good and understandable writing. Language and grammar

⁴ Gleason, J.B & Ratner, N.B, (2009) *The Development of Language*, 7th edition, Boston: Allyn and Bacon

⁵ Lin, H., C. (2010). *A Case Study: An ESL Teachers Beliefs and Classroom Practices*. Kent State University: USA, p.13

⁶ Rodney Huddleston and Geoffrey K. Pullum (2010), *A Student's Introduction to English Grammar*, New York: Cambridge University Press, p.1

like things that cannot be separated, because it will be a problem in communicating. Therefore, as students are required to know grammar in order to communicate with others in verbal or non-verbal form.

Radford said that defining grammar is traditionally classified into 2 fields, namely morphologically and syntactically. Morphology is the science that explains morphemes in a sentence and syntax is the science that studies the concepts in making sentences.⁷

Kolln and Funk argue that there are 2 types of grammar, namely Structural and Transformational Grammar:⁸

a. Structural Grammar

Structural grammar means that it puts forward describing its own language terms. It can be assumed that the language of the words contained in English belongs to the 8 traditional languages in the Latin group. Structuralists identify sentences in detail and objectively how words can change in their spelling sound and how functions can be used. Another important point is that a grammar has an emphasis on the systematic nature of the English language.

b. Transformational Grammar

Opinion in this genre differs from that of structuralists, who study more real sentences. This genre discusses deeper into a language, creating

⁷ Andrew Radford,(2009),*An Introduction to English Sentence Structure*,New York: Cambridge University Press,p. 1.

⁸ Martha Kolln and Robert Funk.(2010).*Understanding English Grammar:8th* :New York:Pearson.,p.6-7

language that is not used in sentences. The description of transformational grammar is that it can divide basic sentences into several parts without changing their meaning.

Based on the explanation above, it can be concluded that grammar is a very important component in a language, which grammar functions as a rule to speak properly and correctly so that the meaning in the language is not misinterpreted and can be a medium for communication.

3. Importance Of Grammar

Grammar has a big influence in English, because in grammar there are many meanings of a sentence or utterance. In English there are some differences in English. For example, for native English speakers the syllable –ed in the word studied is the past tense of the verb study clearly defines the word. However, in Indonesian, verbs do not have the forms for each of their time. All words are used the same at different times.

Functional grammar, based on systemic linguistics, emphasizes the way spoken and written language operate in different social situations. In particular, it is very useful in showing how texts work beyond the level of the sentence, how different texts are structured, and how language varies to suit the purpose of the users. It takes on a descriptive approach and focuses on groups of words that function to make meanings.⁹

At the time of communication, both verbally and non-verbally, we must use good and standard grammar. So that the message conveyed can be received by the

⁹ Feng,Z.(2013).*Functional Grammar and Its Implication for English Teaching & Learning*.Canadian Center of Science and Education:China,p.86

interlocutor properly. Without using grammar, communication will be messy, by mastering grammar we can describe ideas well to others. In the world of business or work, good and correct English language skills will be an added value for us. This will add professionalism and make people interested in us.

4. Definition Of If Conditional

The If Conditional sentence is a sentence that has 2 branches in the sentence, namely if clause and main clause. In conditional sentences related to the main clause, conditional sentences state that something happens as a result of something else, or happens only when a certain condition is met. In simple terms, if conditional is a conditional sentence. Conditions that occur may be something real or reliable in the past or the future. Frank (1972: 255) defines the term of conditional sentences as follows:

In statements with true conditions , the main clause gives the result of a condition. If there are some possibilities that such a result may be accomplished, the form for a real condition is used. If result is impossible or uncertain of realization, the form of unread condition is used. In most statements with the real condition, there are only two results stated in the main clause will take place, if the condition is not realized then the result will not take place.

A condition sentence is one that states a requirement or a condition to be fulfilled, or one which expresses something contrary to fact conditions. The latter is used to express an unlikely condition or anything that we do not hope to realize and also to express disappointment.

5. Types Of Conditional Sentence

There are 4 types of sentences in the use of if conditional sentences. Each type has a pattern and function in its use, along with an explanation.

a. Type 0

This type 0 conditional sentence is used to describe facts. In contrast to the other types which state a conditional sentence. Type 0 states a fact or certain general truth.

If+ Simple Present

For example :

- 1). If it rains, the grass gets wet
- 2). If you burn paper, it turns to ash

b. Type 1

Conditional type 1 to say something that might happen in the future. This type of conditional sentence is used when the result of the condition has the possibility to manifest in the future because the conditions are realistic to fulfill.

If clause + Main Clause
 If Simple Present + Future Tense

For Example:

- 1). If I go to the market , I will buy what I need
- 2). If you go the Bali, I will keep your home in here

c. Type 2

In this clause, type 2 is used to express dreams, unreal situations and things that are unlikely to happen. Type 2 sentences are used to talk about things that are not real or will not happen.

If Clause + Main Clause
 If +Simple Past + Simple Past
 -

For example :

- 1). If Dina was not lazy, she would get champion in school
- 2). If I have a car, I would pick you

d. Type 3

Third conditional is result of condition are not likely to be realized because the condition must be met. This type is a conditional sentence expressed by the doer who hopes that the thing that happened is as expected even though in reality it will not be possible because the thing expressed is past its time and cannot be repeated. It can be used to express regret for not having done an action in the past.

If Clause+Main Clause
 If+Past Perfect +Past Future Perfect

For Example :

- 1). If you had given me a smartphone on my birthday, I would have been very happy
- 2). If you had remembered to invite me, I would have attended your party.

6. Strategy

Strategy is an effort applied by individuals or organizations to achieve specified goals. According to KBBI (Kamus Besar Bahasa Indonesia) the planned efforts are the most effective and accurate regarding activities in order to achieve the desired targets.¹⁰

If the strategy is included in the learning process, the strategy is an appropriate way as a medium for delivering material that includes the nature, scope and provides plans for student learning activities that they can apply. In the strategy, not only activity procedures, but also the objectives of the learning process and the material to be delivered.

The learning strategy has a component of teaching material and the steps that are applied in the learning process. So, a learning strategy is a good effort that can be implemented in the classroom to achieve learning objectives. Every attitude has to be done. Because each learning and teaching objective is different from another, the types of activities students have to activate require different requirements.

¹⁰Depatemen Pendidikan Nasional.(2008). *Kamus Besar Bahasa Indonesia*,Edisi Keempat,Jakarta:Gramedia Pustaka Utama,p.,1340.

7. Metacognitive

The definition of metacognition was first coined by Jhon Flavell 1976. Metacognition is the learner's awareness, consideration, and self-regulating cognitive processes and strategies. Usually, metacognition has an important function in learning mathematics in solving problems. In this connection, metacognition is also called the process of thinking about how to think, consider and monitor strategies for developing one's own cognitive.¹¹

According to Anderson and Krathwol in the book Sukmadinata & As'ari, they argue that knowledge can be mastered and applied to every cognitive process. This means that metacognitive knowledge has a higher level than factual, procedural and conceptual knowledge. In metacognitive knowledge includes knowledge of strategies, knowledge of thinking tasks and individual knowledge. For example, knowledge of research methods, activity plans; knowledge of the methods used, the tests that must be used and applied by the teacher and knowledge of affective or psychomotor which should be mastered to become a teacher who can be used as an example.¹²

Cognitive aspect is one aspect that can measure success. In the process of cognitive development, metacognitive can affect quite a bit, because in metacognitive thinking to be more critical with deep understanding with effective basic cognitive processes. Metacognitive is a valuable asset for education because it is believed to help students become self regulated learners. Self regulated learners have the burden

¹¹Jeni Wilson & Clark David.(2004).*Toward the Modelling of Mathematical Metacognition*.Mathematics Education Research Journal ;University of Melbourne.vol.16.no.2,p.26

¹²Sukmadinata & As'ari.(2006).Pengembangan Kurikulum Berbasis Kompetensi di Perguruan Tinggi. Bandung : UPI. P.26

of developing their own learning styles and adapting their learning strategies to meet the indicators of the task.¹³

Metacognitive knowledge includes monitoring and reflecting on current ideas. This reflection relates to factual knowledge about responsibilities, goals or self and knowledge of strategies, namely how and when to use each particular step to solve problems. However, metacognitive activities include the use of self-awareness in organizing and adapting the strategies used during the thought and learning process to meet the demands of the task.¹⁴

Based on the explanation above, metacognitive is a component that is owned by every student which, if used properly, can improve students' thinking processes, so that it can increase student initiative in learning. Students can be more active, because their thinking awareness works well.

8. Metacognitive Strategy

In the learning process, the learning strategy is one of the media that delivers material. Learning strategies are the principles in determining repetition of learning steps in the learning process.¹⁵ The right learning strategy will make the learning objectives successful by containing an explanation of the methods and techniques used during the learning process.

¹³ Vertika, P.(2017). Pengaruh Kemampuan Metakognitif Terhadap Prestasi Akademik Mahasiswa Pada Mata Kuliah Pemrograman Dasar. *JUPI (Jurnal Ilmiah Penelitian dan Pembelajaran Informatika)*,02,20-25

¹⁴ Desmita.(2010).*Psikologi Perkembangan Peserta Didik*.Jakarta:PT.Remaja,p.34

¹⁵ Martinis Yamin,N(2013),*Strategi dan Metode dalam Model Pembelajaran*,Jakarta: DP Press Group,p. 4

Humans are gifted with a mind by Allah Almighty so that humans have knowledge and morals. As the verse of the Alquran calls for people to think:

وَسَخَّرَ لَكُمْ الَّيْلَ وَالنَّهَارَ وَالشَّمْسَ وَالْقَمَرَ وَالنُّجُومَ مُسَخَّرَاتٌ بِأَمْرِ رَبِّهِ إِنَّ فِي ذَلِكَ
لَآيَاتٍ لِّقَوْمٍ يَعْقِلُونَ ﴿١٢﴾

Meaning: *And he regulated for you night and day; and the sun, and the moon, and the stars are disposed by His command. Surely in that are signs for people who ponder (Q.S An-Nahl verse 12)*¹⁶

Based on the above verse, Allah has subjected all that He wills. In that submission, Allah calls people to think using their intellect in thinking all things, including thinking how to think.

Then, the Messenger of Allah praised those who use their reason, this is in accordance with the Hadith of Muslim History:

﴿إِنَّ فِيكَ خَلْتَيْنِ يُحِبُّهُمَا اللَّهُ الْحِلْمُ وَالْأَنَاةُ﴾

Meaning : *"Verily you have two things that make you loved by Allah and His Messenger, gentle and not careless"*

In this hadith what is meant by gentleness is reason, and what is meant by not being careless is the accuracy of everything so that he does not rush to solve it. Intellect is what makes humans think and do something praiseworthy and reason is

¹⁶ Talal Itani, op.cit.p133

what makes humans can be loved by Allah and His Messenger. Intellect can make humans think in determining good and bad things.

The components contained in the learning strategy include 2 things, namely a sequence of activities which includes the application of methods and the use of various sources of strength in learning. Then, the learning strategy is concurrent for the specified learning objectives. Metacognitive strategies involve students in an activity called mental modeling. Guiding students 'thought processes, the teacher can apply such as: (a) focusing on students' learning interest, (b) focusing on the values of demonstrations, (c) discussing in dialogue, (d) planning understandable processes, (e) direct students to think and remember.¹⁷ These components are interconnected and have a function to fulfill the indicators of each competency or material being studied.

According to Channot & Kupper in Zhang, the metacognitive strategies thought by their subjects about learning development, structuring learning activities, monitoring obligations and assessing the level of achievement. By learning metacognitive strategies, students are guided through the questions given by the teacher, then students will use their cognitive aspects more in solving problems. Through this strategy, students will be more developed and responsible for their own performance.¹⁸

¹⁷ Wina Sanjaya,(2008),*Perencanaan & Desain Sistem pembelajaran*,Jakarta: Kencana Prenadamedia,, p. 18

¹⁸ Suratmi , & Purnami,A. S.(2017).Pengaruh Strategi Metakognitif Terhadap Kemampuan Pemecahan Masalah Matematika Ditinjau Dari Persepsi Siswa Terhadap Pelajaran Matematika.*Journal Pendidikan Matematika:UNION*,(2),2,p.185

According to Cohors-Fresenborg and Kaune, we conclude that several metacognitive components are included in 3 metacognitive activities in solving problems, namely:¹⁹

a). Planning Process

In this process, students create sequences to be studied, solve the problems faced and take messages from the problems faced and formulate effective tactics to solve problems.

b). Process monitor

This procedure learners make questions for themselves. The question is like, what does this matter mean? what is a good method to solve the problem ?, why don't I understand this problem?

c). The process of assessing / evaluating

This process allows students to reflect, it is useful to know the potential that exists in themselves, their values and knowledge. What things are the obstacles for students to learn and evaluate the actions taken.

According to Purnomo in general, metacognition has components known as metacognition knowledge and metacognition experience. Buron (Chrobak, 1999) states that metacognition has four characteristics, namely: (1) knowing the goals achieved through a serious thought process, (2) choosing strategies to achieve goals, (3) observing the process of developing one's own knowledge, to see whether the

¹⁹ Cohord-Frosenborg dan Kaune.(2007).Modelling Classroom Discussion and Categorizing Discursive and Metacognitive Activities”, In proceeding of CERME 5, p. 1180-1189

chosen strategy is correct, (4) evaluating the results to find out whether the objectives have been achieved.²⁰

To succeed in learning goals, as a teacher must guide students to organize what will be studied, monitor the development of the learning process, and provide an assessment of what has been learned. Therefore, there are 3 metacognitive strategies that can be applied to achieve student learning success, including:²¹

a). The Conscious Learning Process Stage

This process includes the process of determining learning objectives, re-evaluating the learning resources studied, selecting potential students to be assessed, considering the level of motivation to learn, choosing the phase of learning difficulties.

b). Learning Planning Stage

This process is the process of managing the time needed to work on learning obligations, estimating study time and deciding on the priority scale in learning, deciding plans that can be adapted to learning strategies.

c). Learning Monitoring and Reflection Stage

This stage, evaluating learning, measures the learning process through the questions asked for yourself. Includes the process of reflecting on the learning process, monitoring the learning process through questions and self-tests.

²⁰ M. Firman Annur, I. S. (2016). Aktivitas Metakognisi Siswa Kelas X SMAN 1 TEMBILAHAN Dalam Pemecahan Masalah Matematika Ditinjau Dari Gaya Kognitif. *Jurnal Elektronik Pembelajaran Matematika*, p.723.

²¹ Sofan Amri & Iif Khoiru Ahmadi.(2010),*Proses Pembelajaran Inovatif dan Kreatif dalam Kelas*.Jakarta:PT.Prestasi Puskarya,p.149-151

9. Procedure Of Metacognitive Strategy

Blakey & Spece suggests the steps for implementing metacognitive learning strategies, such as:²²

a). Identifies "what you know" and "what you don't know"

With this process, students make choices that are aware of them. The first step is that students write down things they don't know and what they want to know. By identifying a discussion, students will confirm, classify, construct, or modify their initial statements with accurate information.

b). Talking about thinking

The next step, students consider the results of the analysis of themselves and the educators. During the planning process the teacher provides a stimulus to students so that students are more active in using their thinking processes. This strategy is made in pairs in solving problems. One student tells the problem and identifies the problem, and the partner responds like listening, asking questions to confirm the thought process.

c). Keeping a thinking journal

In this stage compiling notes on the results of analyzing and discussion of competencies and problem solving. This discussion contains their awareness of ambiguity and discrepancies and criticism of the process of how to solve a problem.

d). Planning and self-regulation

²² Blakey & Elaine Spence, *Developing Metacognition. ERIC Digest*, 1990, Diakses 18 Juli 2020, (www.tc.pbs.org.ericametacog).

In this process, students are expected to use more responsiveness to plan and organize their learning strategies. It is not easy for students to become individuals who can control themselves when monitored.

e). Reports thought processes

Focusing student discussion through prizes thinking to develop reasoning about the ways that are applied to other learning. There are three processes that can be used: (1) the teacher guides students to review activities and collate results about the thinking process, (2) the group confirms related ideas and analyzes strategies that can be applied and determines a more effective approach

f). Self-evaluation

Guiding self-assessment experiences can be done with personal meetings and cognitive-focused lists. The evaluation process will expand to be implemented independently.

B. Conceptual Framework

Learning English is certainly very important to learn, because English is an international language as the unifying language of the world's languages. In Indonesia, English as EFL (English Foreign Language) means that English is learned as a foreign language. However, the government has implemented English subjects in schools. Choosing the right strategy can make students understand more about learning English effectively. One of the shortcomings in the learning process is the low understanding of students who do not know how to think awareness. Therefore students are less motivated in carrying out the learning process. Not only that, the

selection of strategies that are less attractive or less precise can cause students to be less active in learning English.

Therefore, metacognitive strategies are considered capable of providing solutions to these problems. Where in this strategy students will be given treatment by the teacher, how to think about thinking. Because in this metacognitive learning strategy there is a student self-regulation process, where students know what they don't know, and what they already know. That way, students will be more motivated to learn after realizing what they don't know.

Metacognitive is awareness of how to think about what to do, knowing how to learn. The cognitive development of a student is very important because it relates to the intelligence of the child. Using metacognitive strategies in learning can make it easier for students to better understand learning activities so that they can more easily understand any material provided by the teacher. Because one aspect of children's success can be determined how their cognitive development / intelligence is. So, by using metacognitive strategies students can think more deeply about what will be done in the learning process.

C. Related Studies

1. Research conducted by Mikhael Misa entitled "The Use Guided Metacognitive Strategy to Improve Reading Comprehension" among students majoring in English education at the University of Timor. This study uses a collaborative action research method. The conclusion from the results of this study is that metacognitive strategies can improve

students' skills in identifying expository reading and improve reading skills of students in reading about analytical exposition text.²³

2. Suratmi & Agustina Sri Purnami in the title of their research “Pengaruh Strategi Metakognitif Terhadap Kemampuan Pemecahan Masalah Matematika Ditinjau Dari Persepsi Siswa Terhadap Pelajaran Matematika”. The result of this research is the class problem solving ability is better than the control class. The ability to solve students has a higher perception value than the perception of students who have moderate and low perceptions in solving problems, the ability of students who have moderate perceptions with low perceptions.²⁴
3. 3. In a study conducted by Dyah Arum Sulestyorini entitled “Efektivitas Strategy Metakognitif Terhadap Kemampuan Berpikir Geometris dan Self Efficacy” in class XI students of MTs Ibnul Qoyyin 2017/2018. The results of this study indicate that learning using metacognitive strategies is more effective in students' geometric thinking skills, compared to conventional learning. Then, this study shows that learning using metacognitive strategies is more effective for students' self-efficacy than conventional learning.²⁵

²³ M. Misa,(2014).The Use Guided Metacognitive Strategy to Improve Reading Comprehension..*Jurnal Pendidikan Humaniora*, 02, 304-310

²⁴ Suratmi & A. S. Purnami.(2017). Pengaruh Strategi Metakognitif Terhadap Kemampuan Pemecahan Masalah Matematika Ditinjau Dari Persepsi Siswa Terhadap Pelajaran Matematika..*Jurnal Pendidikan Matematika*,05(02)

²⁵ Dyah, A. S. (2018). *Efektivitas Strategy Metakognitif Terhadap Kemampuan Berpikir Geometris dan Self Efficacy*.Skripsi:Tidak Diterbitkan.Fakultas Sains dan Teknologi.UIN Kalijaga

D. Hypothesis

Based on the theoretical descriptions and the framework described above, the researcher concludes the hypothesis in this study are:

Ho: There is no significant effect of the use of the metacognitive strategy method on students' grammar mastery in class XI MADRASAH ALIYAH SWASTA RIDHO ALLAH KAMPUNG PERLABIAN

Ha: There is a significant effect of the use of the metacognitive strategy method on students' grammar mastery in class XI MADRASAH ALIYAH SWASTA RIDHO ALLAH KAMPUNG PERLABIAN.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place Of The Study

Researchers conducted this research at MADRASAH ALIYAH YPP RIDHO ALLAH KAMPUNG PERLABIAN on Kampung Perlabian village, Kampung Rakyat District, South Labuhan Batu Regency, North Sumatra Province Academic Year 2020/2021. There are several reasons the researchers chose the school as a research location:

1. The distance location of the research and the residence of the researcher is not far so, that it can make it easier for researcher to do research.
2. Researcher get a lot of information about the school to be studied so, that it can be a reference for researching and easily adapt to students or teachers .
3. There is no similar research at that school and some students still have difficulty understanding if conditionals..

B. Population And Sample

1. Population

When conducting research, population and sample are mandatory components of a study. Population is the whole object to be / studied. The population in each study has been reflected in the title, including areas or geographies as well as immovable or other objects.

Population is a generalization area consisting of objects or subjects that have a certain quantity and characteristics that are determined by the researcher to be studied and then draw conclusions. What is meant by population here is not only fixated on living things, but also all research objects that can be researched. Population not only includes the number of objects under study, but includes all the characteristics and properties of these objects.²⁶

In the research methodology, the word population implies the total number of objects under study. Therefore population means the whole object under study. The entire object becomes the source of research data. Thus the definition of population in the research method is all units that have the same characteristics according to the criteria for the research being carried out.²⁷

Table 3.1.Distribution Of Population

No	Class	Population
1	XI-A	20
2	XI-B	20
Total		40

²⁶ Sandu, S, & Ali, S. (2015). *Dasar metodologi penelitian*. Yogyakarta: Media Publishing, p.63

²⁷ Masganti Sitorus. (2011). *Metodologi Penelitian Pendidikan Islam*. IAIN Press, Medan, p.44

2. Sample

The object in the study cannot reach the entire population because of several limitations. So, to overcome these limitations, it is necessary to take samples from the population to be studied. The unit part of the population can be denoted by n .

Sample is part of the population that is the object of research (sample literally means example). In the determination / sampling of the population has rules, namely the sample is representative of the population.²⁸

Table 3.2. Distribution Of Sample

No	Class	Sample
1	Experimental Class (XI-A)	20
2	Control Class (XI-B)	20
Total		40

Researchers will reduce the population to be studied divided into 2 groups using the random cluster technique, namely:

- a. Experiment class: the group to be taught if conditional sentences with a metacognitive strategy.
- b. Control class: the group to be taught if conditional sentences teacher centered learning.

From the data collection above, the researcher has made direct observations, there is a similarity in the percentage of the study group between class XI-A and XI-B. Therefore, the researcher chooses these classes as samples to be the research

²⁸ Drs. Syahrums, M.Pd. & Drs. Salim, M. (2012). *Metodologi Penelitian Kuantitatif*. Bandung: Cita Pustaka Media, p.113

object. Researchers have also discussed with the teacher who taught the school. Class XI-A consists of 20 students and class XI -B consists of 20 students as well. Class XI -A is the experimental class and class XI-B is the control class.

C. Research Design

This study, researchers used quantitative methods with experimental design types. According to Arikunto, experimental research is to explore the relationship between cause and effect associated with two factors that are deliberately caused by researchers by reducing or setting aside the disturbing factors.²⁹ Another opinion about experimental research, according to Sukardi, is that experimental research is the most productive research, because if the research is done properly, it can answer the hypothesis which is mainly related to the causal relationship.³⁰

The experimental method uses a method that has its own characteristics from the quantitative methods section, namely having a control class. Therefore, the experimental research method is a research method that can be used to find the effect of a particular treatment on another in the conditions it implements. Researchers used experimental research methods to determine the effect of variables x and y in this study.

In this study, there are 2 classes, namely the control class and the experimental class. Class XI-A is the experimental class and class XI-B is the control class. Both classes will be given a pre test and post test with the same difficulty level. However, the difference is in the treatment provided by the researchers. In the

²⁹ Arikunto,(2010).*Prosedur Penelitian Suatu Pendekatan Praktik*,Jakarta:Rineka Cipta,p.4

³⁰ Sukardi,(2013).*Metodologi Penelitian Pendidikan*.Jakarta:Bumi Aksara,p.179-180

experimental class, the researcher will provide treatment to teach an if conditional material using the metacognitive method and in the control class using teaching centered method.

Table 3.3. Research Design

Class	Pretest	Treatment	Posttest
Experimental Class(XI-A)	√	√	√
Control Class (XI-B)	√	<i>x</i>	√

D. Instrument Of Research

The research instrument is a tool used by researchers to collect research data. Research instruments can also be interpreted as a tool for collecting, processing, analyzing and presenting data systematically and objectively with the aim of solving a problem or testing a hypothesis. So all the tools that can support a study can be called a research instrument or a data collection instrument. In this study, researchers used tests as an instrument to measure students' grammar mastery. Researchers chose the test as an instrument because it was easy to determine student mastery scores.

So, in this study, researchers took a test of the results of the treatment given by the researcher. Researchers will give a post test and pre test. The test consists of multiple choice questions and essays. The test consists of 10 questions, 5 multiple choice and 5 for an essay. Students take the test without looking at textbooks, notebooks, let alone using cellphones, so that the results of the test are truly pure from the student's mastery or understanding without the help of books.

The researcher gave a pre-test in the control class and in the experimental class that had not been given treatment by the researcher. The pre test serves to assess how far students have mastered the If Conditional Sentence material. After the researcher gives the treatment in the experimental class, the researcher will give a post test for the control class and the experimental class. The purpose of the post test is to see the difference between the experimental class and the control class.

To obtain data properly, research instruments, especially questionnaires and tests, must meet the following requirements:

1. Validity

The term describes the ability of an instrument to measure what it wants to measure. Validity means discussing the validity of a measuring instrument to obtain data.³¹

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

Where;

$\sum X$ = score item

$\sum Y$ = total score

r_{xy} = correlation coefficient

2. Realibity

Reliability is the translation of the word reliability which has the origin of the word Rely, which means trust and reliable, which means trustworthy.

³¹ Drs. Syahrums, M.Pd. & Drs. Salim, M.loc.cit.

Trustworthiness is all about accuracy and consistency. Learning outcome tests are said to be reliable if they provide consistent results of measuring learning outcomes that are relatively consistent.³²

$$r_{11} = \frac{K}{K-1} \left(1 - \frac{M(K-M)}{KS^2} \right)$$

Where:

K= number of items

M= mean of the score

S= standard deviation of the scored

³² Sandu, S, & Ali, S.,op.cit.,p.91

E. Data Collecting

In quantitative research, data collection methods tend to have the following characteristics: a) data collection using research instruments that have been made by researchers, b) collecting data that can be quantified, c) data collection carried out on large research respondents.³³

1. Pre test

In the pre test, there were 10 items including 10 multiple choice . Each item in multiple choice has a value of 10 points . If students answer these questions with correct and correct answers, they will get 100 points. Test given to the experimental class and control class. The test was given before treatment to see the difference between the control class and the experimental class.

2. Treatment

After seeing the results of the pre-test, the researchers conducted treatment in the experimental and control classes. However, there is a difference here, namely the experimental class was given treatment using metacognitive learning strategies while the control class use teacher centered method.

3. Post test

The post test is the same as the pre test. The post test was given after the researcher gave treatment to the experimental class and the control class. The number of questions given and the value of each item as well as the level of difficulty on the post test is the same as in the pre test, the difference is only the sentence in the question.

³³ Masganti Sitorus,op.cit.,32

F. Data Analysis

Data analysis is an activity after data from all respondents or other sources have been collected. Activities in analyzing data are grouping data, tabulating data, presenting data, performing calculations, and testing hypotheses that have been proposed.³⁴

Before conducting the analysis in the form of a hypothesis test, several prerequisite tests were carried out. This analysis prerequisite test requires 3 tests to be fulfilled.

1. Normality test

The normality test is carried out to determine whether the tested sample is normally distributed or not. The normality test performed was the Liliefors test. After getting L_0 , this means to compare $L_t \alpha-0.05$:

If $L_0 < L_t = \text{Normal Data}$

If $L_0 > L_t = \text{Data Not Normal}$

2. Homogenitas Test

The homogeneity test aims to determine whether the sample comes from a homogeneous population or not. The homogeneity test was applied to the post-test result data from the experimental group and the control group. Homogeneity testing in this study using the F test with the formula³⁵

³⁴Sugiyono,(2013),MetodePenelitian Pendidikan(Pendekatan Kuantitaif,Kualitatif dan R&D).Bandung:Alfabeta,p.207

³⁵ Ibid,p.276

$$F = \frac{\text{varian terbesar}}{\text{varian terkecil}}$$

The significant level used is $\alpha=0.05$. Homogeneity test using SPSS with the criteria used to draw conclusions if F count is greater than F table then it has a homogeneity variant. However, if F count is greater than F table, then the variance is not homogeneous.

3. Hypothesis Test (T-test)

The data obtained from the test results were analysed use statistical test. Paired-sample *t* test is used to test whether two related samples have different means. This paired *t* test use to see whether or not there are differences in the mean for two paired independent samples. The hypothesis form for paired-sampled *t* test is:

Ho: There is no significant effect of the use of the metacognitive strategy method on students' grammar mastery in class XI MADRASAH ALIYAH YPP RIDHO ALLAH KAMPUNG PERLABIAN

Ha: There is a significant effect of the use of the metacognitive strategy method on students' grammar mastery in class XI MADRASAH ALIYAH YPP RIDHO ALLAH KAMPUNG PERLABIAN

In hypothesis test ,criteria for reject or not reject H0 based on *P value or significant (sig)* as follows:

Sig < 0,05, = H₀ reject

Sig ≥ 0,05, = H₀ not reject

If the distribution data is normal and homogeneous, then testing the research hypothesis is used the t test as follows:

T test pattern:³⁶

a. Pattern test-t (*Separated Varians*)

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

b. Pattern test-t (*Polled Varians*)

$$t = \frac{\bar{X} - \bar{X}}{\sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{(n_1+n_2)-2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

c. Pattern test-t (for paried sample /*Related*)

$$t = \frac{\bar{X} - \bar{X}}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r \left(\frac{S_1}{\sqrt{n_1}}\right) \left(\frac{S_2}{\sqrt{n_2}}\right)}}$$

Keterangan :

X_1 : the average score of the experimental class

X_2 : the average of the control class

n_1 : the number of experimental class

n_2 : the number of control class

S_1^2 : Variants of experimental class

S_2^2 : Variants of control class

r : correlation score X_1 and X_2

³⁶ Sugiyono, 2013, *Op.cit.*, h. 273

CHAPTER VI

RESEARCH FINDING & DISCUSSION

A. The Description of the Data

After conducting the research conducted at Madrasah Aliyah YPP RIDHO ALLAH Kampung Perlabian, the following will present the data from the research subjects, namely class XIA as the experimental class and class XIB as the control class where the data is taken from the results of the pretest and posttest. Before the researcher gave the treatment and posttest, the researcher gave the pretest to the experimental class and the control class. In the experimental class the researcher gave treatment using a metacognitive strategy and in the control class using the teaching learning centered. The following are the results of the data that have been obtained:

1. The data of experimental group

Table 4.1

Score of experimental class

NO	INITIAL	PRETEST	POSTEST
1	AHS	55	85
2	BCN	40	75
3	DIP	35	60
4	DH	25	45
5	DU	45	70
6	EK	40	60
7	EDP	25	45

8	HG	25	50
9	JS	30	55
10	KH	45	70
11	NJS	35	55
12	NNS	30	50
13	PWS	25	50
14	SJH	20	45
15	SK	35	75
16	SAG	30	60
17	SRN	50	80
18	SR	35	55
19	WR	50	85
20	WNT	55	80
Total		730	1250
Mean		36,5	62,5
Standard Deviasi		10,649932	13,812656

From the table above, it shows that the students' pretest scores in the lowest experimental class were 20 and the highest score was 55. Then at the posttest, there was a significant increase, namely the highest score was 85 and the lowest was 45. -

average 36.5. While in the posttest, the total value was 1250, with an average value of 62.5

2. The Data Of Control Class

Table 4.2
Score of Control Class

NO	INITIAL	PRETEST	POSTEST
1	AGR	30	50
2	AH	20	40
3	ASN	40	60
4	CP	25	45
5	HAD	50	75
6	IRD	25	45
7	IRS	40	65
8	KL	25	35
9	LA	30	45
10	MH	20	40
11	MOH	45	70
12	NN	35	55
13	OC	50	70
14	PIH	15	35
15	SC	20	55
16	SFH	45	65

17	SR	35	60
18	SS	35	50
19	TN	30	55
20	WS	15	40
	Total	630	1055
	Mean	31,5	52,75
	Standard Deviasi	11,01434	12,19092

Before being given treatment, there was a pretest given by the experimental class and control class. After being given a pre test, the experimental class used metacognitive strategies and in the control class used the teaching learning centered. The table above shows that the number of pretest scores in the control class is 630, with the highest score of 45 and the lowest is 15 and the average value is 31.5. Then on the posttest score, with a total value of 1055, the highest score is 75 while the lowest value is 35 and the average value is 52.75.

B. Data Analysis

After the researcher got the data from the field, the next step was for the researcher to analyze the data that had been obtained from the posttest, pretest in the control class and the experimental class. In the section on analyzing the data, there are tests for normality, homogeneity, and hypothesis.

1. Normality Test

In testing for normality using the Liliefors test with normal conditions, namely $L_{hitung} < L_{tabel}$ and $L_{hitung} > L_{tabel}$, the data is not normally distributed.

a. Pretest normality test in the experimental class and control class

Tabel 4.3
Score of Pretest Normality

Kelas	N	L_{hitung}	L_{tabel}	Status
Eksperiment	20	0,156	0,192	Normal
Control	20	0,122	0,192	Normal

The table above shows the comparison of the normality test for the pretest scores in the experimental class and the control class, which is where the table above shows the $L_{hitung} < L_{tabel}$ in both classes. In the experiment class L_{hitung} (0.156) $<$ L_{tabel} (0.192) and in the control class L_{hitung} (0.122) $<$ L_{tabel} (0.192). Based on the Liliefors test results, the pretest data in the experimental class and control class can be concluded that they are normally distributed.

b. Posttest of normality experimental and control class

Class	N	L_{hitung}	L_{tabel}	Status
Eksperiment	20	0,165	0,192	Normal
Control	20	0,102	0,192	Normal

The table above shows the comparison of the normality test for the posttest scores in the experimental class and the control class, which is where the table above shows the $L_{hitung} < L_{table}$ in both classes. In the experiment class $L_{hitung} (0.165) < L_{table} (0.192)$ and in the control class $L_{hitung} (0.102) < L_{table} (0.192)$. Based on the results of the Liliefors test, the posttest data in the experimental class and control class can be concluded that they are normally distributed.

2. Homogeneity Test

Homogeneity test is used to test the variance similarity which is to determine whether there is homogeneity between variable X and variable Y. In this study, the study used a statistical formula to determine homogeneity. Before determining the homogeneity test results, the post test and pretest data need to know the variance of each posttest and pretest score. The requirement for the homogeneity test is that the value of $F_o < F_t$ is then said to have a homogeneous distribution.

The homogeneity test results of the pretest scores for the control class and the experimental class are:

$$F = \frac{\textit{The biggest variant}}{\textit{The smallest variant}}$$

$$F = \frac{121,3158}{113,4211} = 1,070$$

The sum of the statistics above shows that $F_o = 1.070$ and $F_t = 4.35$. That is, $F_o (1,070) < F_t (4,35)$, which means that the pretest data from the experimental class and control class is homogeneous.

To find out the posttest scores in the experimental class and control class are:

$$F = \frac{\text{The biggest variant}}{\text{The smallest variant}}$$

$$F = \frac{190,7895}{148,6184} = 1,283$$

The sum of the statistics above shows that $F_o = 1.283$ and $F_t = 4.35$. This means, $F_o (1.283) < F_t (4.35)$, which means that the posttest data from the experimental class and control class is homogeneous.

3. Hypothesis Test

After the data from the pretest and posttest have passed normality and homogeneity, the next step is to determine the hypothesis. Hypothesis is used to determine the significant effect of the treatment given before and after. In the hypothesized test using the t-test. Which is the condition, if $t_{hitung} > t_{table}$, then H_a is accepted and H_o is rejected. By using statistical formulas, the following are the results of the hypothesis which will be described below:

$$t_{hitung} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

$$t_{hitung} = \frac{62,5 - 52,75}{\sqrt{\frac{13,81 + 12,19}{20}}}$$

$$t_{hitung} = \frac{9,75}{\sqrt{1,3}}$$

$$t_{hitung} = \frac{9,75}{1,14}$$

$$t_{hitung} = 8,55$$

table kanan pada $\alpha=0,05$

$$dk=(n1+n2)-2$$

$$dk(20+20)-2 = 38$$

because ttable 38 is not in the ttable distribution list, then there is an alternative to finding ttable with the following linear interpretation.

$$30=1,697$$

$$40=1,684$$

$$t_{table}=1,697 + \frac{1,684-1,697}{40-30} (38-30)$$

$$t_{table} = 1,697 + (-0,0104)$$

$$t_{table} = 1,69$$

- If $t_{hitung} > t_{table} (0.05)$ then H_0 is rejected and H_a is accepted, meaning that there is a significant influence between each variable.

- If $t_{hitung} < t_{table} (0.05)$ then H_0 is accepted and H_a is rejected, meaning that there is no significant influence between each variable.

Based on the explanation of the above hypothesis, there is a value of $t_{hitung} (8.55) > t_{table} (1.69)$, which means that H_a is accepted while H_0 is rejected. This means

that it can be concluded that there is a significant effect of the use of metacognitive strategies on students on grammar mastery.

C. Discussion

From the results of the above research, research has been carried out at Madrasah Aliyah YPP RIDHO AT KAMPUNG PERLABIAN which involved 2 classes, namely class XI A as the experiment class and class XI B as the control class, and each class has 20 students. This study has a total population of 40 students from the entire control class and experimental class, in which the researcher takes the entire population to be a sample, because the population is less than 100.

Before being given treatment, the researcher gave a pretest for the experimental class and the control class aimed to see the student's results before being given the treatment. The pretest value for the experimental class has a total value of 730 and for the total pretest value of the control class is 630. Then for the pretest average value for the experimental class is 36.5 and for the pretest average value the control class has an average value of 31,5. Judging from the pretest scores of the two classes, for class XI A as the experimental class got higher scores than class XI B as the control class. After doing the pretest, researching gave treatment to students. In class XI A as an experimental class, researchers used metacognitive strategies in learning if conditional material and for class XI B, researchers used teaching learning centered strategies. The result of the posttest score of the experimental class was 1250 with an average value of 62.5 and for the posttest score in the control class is 1055 with an average value of 52.75.

The results of the homogeneity test obtained from the experimental class and control class are that they have homogen variance. This is indicated by the results of the pretest and posttest scores for each class, namely for the pretest $F_o = 1.070$ and $F_t = 4.35$. That is, $F_o (1,070) < F_t (4.35)$ which means that the pretest data from the experimental class and control class is homogeneous. As for the posttest value $F_o = 1.283$ and $F_t = 4.35$. This means, $F_o (1.283) < F_t (4.35)$, which means that the posttest data from the experimental class and control class is homogeneous. From the results of the homogeneity test, it can be concluded that the variance of the data belonging to each group comes from samples with homogen distribution.

In the hypothesis test results, it shows that H_a is accepted. At the significant level $\alpha = 0.05$ and $dk = n_1 + n_2 - 2 = 38$, then for $t_{table} = 1.69$. Then the results of the hypothesis test $t = 8.55$, which can be concluded that $t (8.55) > t_{table} (1.69)$ then H_a is accepted and H_o is rejected. This means that the effect of metacognitive strategies on grammar mastery of students of MAS PERGURUAN RIDHO ALLAH AT KAMPUNG PERLABIAN, especially on if conditional material.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the results of the study, it shows that there is a significant effect of metacognitive learning strategies on students' grammar mastery, especially in if conditional material. This can be seen from the results of hypothesis testing using the t test statistical formula. The result is $t_{hitung} (8.55) > t_{table} (1.69)$ which means that H_a is accepted while H_o is rejected. These results were obtained from the pretest and posttest scores of the students from the experimental class and the control class, where the posttest scores in the experimental class were higher than the control class. This shows that there are different learning outcomes in the experimental class using metacognitive strategies with the control class using the teaching learning centered method. In this study, metacognitive strategies can affect student scores in order to get better learning outcomes.

B. SUGGESTION

From the research and conclusions that have been put forward by researchers at the school, there are several suggestions that can be considered, including:

1. As educators, it is better if we continue to update the sciences that can be linked to subjects. So that students better understand the aims and objectives of learning.
2. Teachers need to make contacts that can stimulate students to be more active, and develop learning strategies that can support student learning.

3. For further researchers, in order to further develop this research with other subjects, so that it can be used as a reference for readers.

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APPENDIX I

(EXPERIMENTAL CLASS)

SCHOOL : MAS RIDHO ALLAH KP PERLABIAN

SUBJECT : ENGLISH

GRADE : XI

SUBJECT MATTER : IF CONDITIONAL

TIME ALLOCATION : 2X45 MINUTES

A. CORE COMPETENCIES

- KI 1: Living and practicing the teachings of the religion they are there to
- KI 2: Living and practicing honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), polite, responsive and pro-active and showing an attitude as part of the solution to various problems in interacting effectively with the social environment and nature as well as in placing oneself as a reflection of the nation in world relations
- KI 3: Understand, apply, analyze and evaluate factual, conceptual, procedural and metacognitive knowledge based on curiosity about science, technology, arts, culture, and humanities with insight into humanity, nationality, statehood and civilization regarding the causes of phenomena and events , and apply procedural knowledge in specific fields of study according to their talents and interests to solve problems.
- KI 4: Processing, reasoning, presenting, and creating in the realm of the concrete and the abstract realm related to the development of what

they learn in school independently and act effectively and creatively, and are able to use methods according to scientific principles

B. BASIC COMPETENCIES AND INDICATORS

Basic competencies

- 3.5 Applying the function socially, the structure of the text, and elements of linguistic text interaction transactional oral and writing which involves measures to give and ask for information related to the assumption followed by command / advice, according to the context of its use. (Note the linguistic elements if with imperative, can, should).
- 4.5 Develop text interaction transactional oral and writing which involves measures to give and ask for information related to the assumption followed by command / advice, with attention to function socially, the structure of the text, and the elements of language are correct and appropriate context.

Indicator

1. Students can explain the social functions, text structure, and language elements of the text (pay attention to the linguistic elements if with imperative, can, should).
2. Students can give and ask for information related to suppositions followed by orders / suggestions, according to the context of their use.
3. Students can compile the interaction text.

C. LEARNING OBJECTIVES

Students are skilled in explaining social functions and linguistic elements in Conditional Sentence texts and can give and ask for information related to suppositions followed by orders / suggestions and are able to compile interaction texts.

D. LEARNING MATERIALS

Oral and written texts to state and ask about suppositions if a situation / event / event occurs in the future.

Social function

Reminds, advises, aspiring - joy , declare the truth etc .

Linguistic Elements

- a. Words to declare the conditional: *if... .., unless...*
- b. Adverbial with *-ly* , adverbial to express the time, place, etc .
- c. Vocabulary words associated with learning in high school and the lives of the students as a teenager and being social
- d. Spelling and mark read
- e. Speech, stress and intonation

E. LEARNING METHODS

Method: Discussion, Question and Answer

Strategy: Metacognitive Strategy

F. LEARNING MEDIA

- a. Teacher's voice
- b. Books languages English Relevant
- c. Internet
- d. Picture
- e. Laptop
- f. infocus

G. LEARNING STEPS

Learning steps	Teacher activities	Student activities	Character value
Introduction (15 MINUTES)	<ul style="list-style-type: none"> - Teacher inquire and examine the task that has been given dipertemuan previously as wujudu sense of responsibility responsibility . - Master membrikan apersepsi to students by giving an overview of material if a conditional sentence, such as asking " What do you know about the if conditional?" " How is it used accordingly with conditions ? " - The teacher facilitates students to recall the material they have learned . 	<ul style="list-style-type: none"> - students show the work that has been done - Students answer teacher questions - Students listen to the teacher's presentation - Students watch given back and answer the questions that are given by the teacher. 	<ul style="list-style-type: none"> - proactive - Responsive - a sense of want to know
Core Activity (100	-Teacher displays	- Students observe	

minutes)	<p>an image that relates to the conditional sentence.</p> <p>-Teacher encourage students asking questions about the image that is displayed</p> <p>- The teacher guides students to display data to complete assignments on the LKS</p> <p>-Teacher guiding students analyze a task that is contained on worksheets and prepare materials for presentation group</p>	<p>the image that indicated teachers</p> <p>- Students ask questions</p> <p>- Students melakuka collection of data to complete the task</p> <p>- Students perform analysis tasks that are on LKS and prepare the material for the presentation of the group</p> <p>- Students of each group present the group assignment</p>	
Final Activity (20	- The teacher asks	- Students answer	- Honestly

minutes)	questions as an evaluation of the achievement of the learning indicators - Facilitating students to make conclusions on the learning that has been done	teacher questions - Students make conclusions on the learning that has been implemented	- Discipline - Believe Yourself - Corporate responsibility

H. ASSESSMENT OF LEARNING OUTCOMES

1. PERFORMANCE (practice)

Demonstrating expression - expression of the material individually or in pairs.

2. Observasi :

Ratings for the purpose of giving feed back . Assessment objectives

- The seriousness of students in the learning process at each stage .
- Behavior that *is based on the attitude of honest , discipline , cooperation , trust yourself , and be responsible* , in carrying out communications

Rubric

a. Attitude aspects

No.	Attitude	Description	Score

	Points		acquisition
1.	Honest	always be honest often honest honest sometimes rarely honest not been honest	5 4 3 2 1
2.	responsibility responsibility	always bear responsibility is often a responsibility sometimes bear responsibility rarely a responsibility do not ever bear responsibility	5 4 3 2 1
3.	Discipline	always be disciplined often disciplined sometimes disciplined rarely disciplined not been disciplined	5 4 3 2 1
4.	Cooperation	always cooperation frequent cooperation sometimes cooperation rarely cooperation do not ever cooperation	5 4 3 2 1
5.	Be confident	always believe in yourself often believe themselves sometimes believing themselves rarely believe in themselves do not ever trust yourself	5 4 3 2 1

b. Aspects of Knowledge

No.	Attitude Points	Description	Score acquisition
1.	Pronunciation	Almost perfect there are errors but do not interfere with meaning there are some mistakes and interfere with meaning a lot of mistakes and interfere with meaning too many mistakes to make it difficult to understand	5 4 3 2 1
2.	Intonation	Almost perfect there are errors but do not interfere with meaning there are some mistakes and interfere with meaning a lot of mistakes and interfere with meaning too many mistakes to make it difficult to understand	5 4 3 2 1
3.	Accuracy	very thorough thorough quite thorough less thorough not thorough	5 4 3 2 1
4.	Understanding	very understanding understand quite understand lack of understanding	5 4 3 2

		don't understand	1
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3. Aspects behavior behavior / Skills

No.	Attitude Points	Description	Score acquisition
1.	Skilled commit acts of communication are appropriate	<p>Always perform activities of communication that is appropriate</p> <p>Often perform activities of communication that is appropriate</p> <p>Some experts perform activities of communication that is appropriate</p> <p>Never perform activities of communication that is appropriate</p> <p>do not ever perform activities of communication that is appropriate</p>	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>

LESSON PLAN
(CONTROL GROUP)

SCHOOL : MAS RIDHO ALLAH KP PERLABIAN

SUBJECT : ENGLISH

GRADE : XI

SUBJECT MATTER : IF CONDITIONAL

TIME ALLOCATION : 2X45 MINUTES

A. CORE COMPETENCIES

- KI 1: Living and practicing the teachings of the religion they adhere to
- KI 2: Living and practicing honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), polite, responsive and pro-active and showing an attitude as part of the solution to various problems in interacting effectively with the social environment and nature as well as in placing oneself as a reflection of the nation in world relations
- KI 3: Understand, apply, analyze and evaluate factual, conceptual, procedural and metacognitive knowledge based on curiosity about science, technology, arts, culture, and humanities with insight into humanity, nationality, statehood and civilization regarding the causes of phenomena and events, and apply procedural knowledge in specific fields of study according to their talents and interests to solve problems.
- KI 4: Processing, reasoning, presenting, and creating in the realm of the concrete and the abstract realm related to the development of what they learn in school independently and act effectively and creatively, and are able to use methods according to scientific principles

B. BASIC COMPETENCIES AND INDICATORS

Basic competencies

- 3.5 Applying the function socially , the structure of the text , and elements of linguistic text interaction transactional oral and writing which involves measures to give and ask for information related to the assumption followed by command / advice, according to the context of its use . (Note the linguistic elements if with imperative, can, should).
- 4.5 Develop text interaction transactional oral and writing which involves measures to give and ask for information related to the assumption followed by command / advice, with attention to function socially , the structure of the text , and the elements of language are correct and appropriate context .

Indicator

- a. (1) Students can explain the social functions , text structure , and language elements of the text (pay attention to the linguistic elements if with imperative, can, should). (2) Students can give and ask for information related to suppositions followed by orders / suggestions, according to the context of their use .
- b. Students can compile the interaction text .

C. LEARNING OBJECTIVES

Students are skilled in explaining social functions and linguistic elements in Conditional Sentence texts and can give and ask for information related to suppositions followed by orders / suggestions and are able to compile interaction texts .

D. LEARNING MATERIALS

Oral and written texts to state and ask about suppositions if a situation / event / event occurs in the future.

Social function

Reminds , advises, aspiring -cita, declare the truth etc .

Linguistic Elements

- a. Words to declare the conditional : *if... .., unless...*
- b. Adverbial with - *ly* , adverbial to express the time , place, etc .
- c. Vocabulary words associated with learning in high school and the lives of the students as a teenager and being social
- d. Spelling and mark read
- e. Speech , stress and intonation

E. LEARNING METHODS

Method : Discussion, Question and Answer

Strategy : Teacher Centered Learning

F. LEARNING MEDIA

- a. Teacher's voice
- b. Books languages English Relevant
- c. Internet
- d. Picture
- e. Laptop
- f. infocus

G. LEARNING STEPS**The first meeting:**

Activities	Activity Description	Time Allocation

preliminary	<ul style="list-style-type: none"> • Giving greetings and praying as an implementation of religious values. • Checking the attendance of students as an attitude of discipline. <ul style="list-style-type: none"> • Teachers provide an overview of the importance of studying the meaning of the function of the social , the structure of the text , and (an element of the language if the imperative, can, should). • The teacher gives and asks for information related to suppositions , and conveys the learning objectives to be achieved, namely understanding the social functions and linguistic elements in the text text (if with 	10 minutes
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	imperative, can, should linguistic elements).	
Core	<p>Observe</p> <ul style="list-style-type: none"> • Students see a picture of the rising and setting sun (Zero type) • Students me see the picture rain heavy <p>Question</p> <ul style="list-style-type: none"> • Teachers ask right where the rising and setting of the sun . • Students provide comments about natural conditions • The teacher asks students to name the number of days in a month <p>Explore</p> <ul style="list-style-type: none"> • Students see a picture that is in the running by the teacher • Students me m for sentence modality 0 are associated with the image • In a collaborative , students tried to use the language of English in a sentence 	70 minutes

	<p>supposition</p> <p>Associate</p> <ul style="list-style-type: none"> • Students compare the use of presupposition sentences . • Students get feedback (feedback) from teachers and friends about the meaning of sentences . <p>Communicate</p> <ul style="list-style-type: none"> • Students use language English every time appears the opportunity to express and ask modality . • Students attempt to read it fluently with speech , pressure word, intonation are correct and write with spelling and sign read that correctly , and writing that is clear and neat . • Students discuss the problems were experienced in the use of language English to 	
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	<p>express the time that will come and write it in a sentence modest in the language of Indonesia.</p>	
Closing	<ul style="list-style-type: none"> • Provide feed back to the process and outcomes of learning ; Thank you very much for your participation. I feel so glad seeing you are so active, You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class ?, Have you got something interesting today. • Perform follow - up activities in the form of giving individual assignments • Informing the plan of activities of learning for the meeting next 	10 minutes

2nd meeting:

Activities	Activity Description	Time Allocation
preliminary	<ul style="list-style-type: none"> • Giving greetings and 	10 minutes

	<p>praying as an implementation of religious values.</p> <ul style="list-style-type: none"> • Checking the attendance of students as an attitude of discipline. <ul style="list-style-type: none"> • Students respond to greetings and questions from the teacher related to previous conditions and learning . • Students receive information about the relevance of learning prior to learning that will be implemented . • Students receive information on competencies , materials , objectives , benefits , and learning steps to be implemented . • Students receive a briefing that through the theme of learning is to be able to develop 	
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	<p>the attitude of polite , honest , cooperation , responsibility responsibility , and love peace .</p>	
Core activities	<p>Observe</p> <ul style="list-style-type: none"> • Students observe pictures / videos related to type 2 and type 3 conditional sentences <p>Question</p> <ul style="list-style-type: none"> • Students provide comments and questions about the images / videos observed • The teacher asks the different forms of type 2 and type 3 conditional sentences <p>Explore</p> <ul style="list-style-type: none"> • Students pay attention to the example sentence conditional sentences were given teachers 	70 minutes

	<ul style="list-style-type: none"> • Students identify a desire that does not materialize from students other in pairs • Students choose a clause that right in accordance with the conditional sentences type 2 and type 3 • Students discover the facts of every sentence conditional sentences type 2 and type 3 <p>Associate</p> <ul style="list-style-type: none"> • Students memb edakan expression states and ask supposition • Students memperole h <i>feedback</i> from teachers and friends about the function of social and elements of the language that is used <p>Communicate</p> <ul style="list-style-type: none"> • Students match clauses are correct on 	
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	<p>the conditional sentence type 2 and type 3</p> <ul style="list-style-type: none"> • Students convey the facts of every sentence conditional sentences type 2 and type 3 • Students turn facts into presumptive sentences • Students and teachers check the results of the answers 	
Closing	<ul style="list-style-type: none"> • Students and the teacher conclude learning outcomes related to the material of conditional sentences type 2 and type 3 • Students perform a reflection of the activities that have been carried out . • Students work on assignments additional associated with the 	10 minutes

	in following the lesson															
2	Students show seriousness in following the lesson															

Spirit assessment criteria :

4 = to be exemplary in showing the spirit (not easily give up the face of adversity , cherish the time , study with all my heart / sincere , diligent learning) in the follow learning

3 = has shown the spirit (not easily give up the face of adversity , cherish the time , study with all my heart / sincere , diligent learning) in the follow learning

2 = start to reveal the spirit (not easily give up the face of adversity , cherish the time , study with all my heart / sincere , diligent learning) in the follow learning , but not entirely .

1 = not reveal the spirit (not easily give up the face of adversity , cherish the time , study with all my heart / sincere , diligent learning) at all in the follow learning

Serious assessment criteria :

4 = can be role models in showing serious (highly committed , willing to work hard , earnest) in following the lesson .

3 = have shown serious (highly committed , willing to work hard , earnestly) in following the lesson

2 = start to reveal serious do not easily give up the face of adversity , cherish the time , study with all my heart / sincere , diligent study in by learning , but not entirely .

1 = not reveal serious do not easily give up the face of adversity , cherish the time , study with all my heart / sincere , diligent learning at all in the follow learning

Social attitude assessment observation sheet

No.	Indicator	Number register attendance of students grade X II -1														
		1	2	3	4	5	6	7	8	9	10	11	12	...	32	
1	Students show confident behavior when engaging in transactional conversation activities															
2	Students show responsible behavior in carrying out and completing assigned tasks both individually and in groups															

Criteria for assessment of behavior trust yourself :

- It's not easy to give up on difficult circumstances
- Have many ways of view that positive towards yourself alone
- Having control of yourself that good
- Having stability in emotions

Value : 4 = Sangat Baik 3 = Baik 2 = Cukup Baik 1 = Kurang

Criteria for assessment of behavior sole responsibility :

- Carry out the duties and obligations with the awareness that high
- Creating a state is better than the last

Value : 4 = very good 3 = good 2 = Cukup 1 = less

	<p>related causes of phenomena and events, and apply procedural knowledge in specific fields of study according to their talents and interests to solve problems.</p> <p>KI.4 Processing, reasoning, presenting, and creating in the realm of concrete and abstract realms related to the development of what they learn in school independently and act</p>	<p>command / advice, according to the context of its use . (Note the linguistic elements if with imperative, can, should).</p> <p>4.5 Composing text interaction transactional oral and writing which involves measures to give and ask for information related to the assumption followed by command / advice, with</p>				
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	effectively and creatively, and are able to use methods according to scientific principles.	attention to function socially , the structure of the text , and the elements of language are correct and appropriate context .				
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Knowing

Teacher Students

WARTINI S.PD

College Student

MENTARI OCTA

APPENDIX II

PRE TEST

NAMA :

KELAS :

Choose the correct answer in the question below on the answer sheet provided.

- | | |
|--|---|
| <p>1. People will be thirsty if they don't....</p> <ul style="list-style-type: none"> a. Drink b. Drunk c. Will drink d. Had drink | <p>4. If I had much money, I ... branded bags</p> <ul style="list-style-type: none"> a. Will buy b. Will c. Would buy d. Bought |
| <p>2. If you help her, she ... you</p> <ul style="list-style-type: none"> a. Would respect b. Will respect c. Respect d. Can respect | <p>5. If youme a gift on my special day. I would have been very happy.</p> <ul style="list-style-type: none"> a. Has given b. Had given c. Have given d. given |
| <p>3. If I come to your party. I.... my sister</p> <ul style="list-style-type: none"> a. Will invite. b. Would invite c. Can invite d. Wouldn't invite | <p>6. If Iwhere she lived,I would go and see her.</p> <ul style="list-style-type: none"> a. Know b. Knew c. Known |

- d. See
7. Ifwere you, I would continue my study.
- you
 - she
 - I
 - Them
8. We might.....to South America , if she had not been pregnant.
- Have gone
 - Has go
 - Was gone
 - Goes
9. If I meet, I will introduce my self.
- My
 - She/he
 - Him/her
 - We
10. I will cook dinner today, if youthe house.
- Cleaned
 - Clean
 - Cleaning
 - Cleaner.
11. If you your body is healthier
- Sport
 - Was sport
 - Didn't sport
 - Had sport
12. If I ...eat, I'm hungry
- Didn't
 - Don't
 - Does not
 - Am not.
13. He will forgive you. if you ... a doll for her
- Bought
 - Buy
 - Don't buy
 - Will buy
14. If syifa were an artist, be famous
- She will
 - Her will
 - she would
 - He will
15. If you Had money from me, you wouldn't have poor like this
- Accept
 - Not accept
 - Don' accepted

d. Accepted

16. If we....earlier,we would have reached school.

- a. Wake up
- b. Had woken up
- c. Woke up
- d. Woken up

17. Ramadhan will be so silent if Corona...soon.

- a. Not leave
- b. Had left
- c. Don't leave
- d. Doesn't leave

18. If Imoney,my mother will be angry.

- a. Ask
- b. Asked
- c. Asking
- d. Asks

19. If my grandmother comes over, wego to market.

- a. Would
- b. Will be
- c. Will
- d. Was

20. If I were rich , I...travel around the world.

- a. Would
- b. Will be
- c. Will
- d. Was

POSTTEST

NAMA :

KELAS :

Choose the correct answer in the question below on the answer sheet provided.

1. If you were handsome, you famous actor in social media.
 - a. Would
 - b. Will be
 - c. Will
 - d. Was
2. If my husband comes ever, we...go to cinema.
 - a. Would
 - b. Will be
 - c. Will
 - d. Was
3. If you... a gadget at class, your teacher will be angry.
 - a. Playing
 - b. Play
 - c. Plays
 - d. Played
4. New year will be so silent, if fireworks ... at night.
 - a. Doesn't burn
 - b. Don't burn
 - c. Burning
 - d. Had burn
5. If I ...with him, we would have a happy family.
 - a. Marry
 - b. Had married
 - c. Will marry
 - d. Married
6. If Nania were a doctor,handle covid patients.
 - a. She will
 - b. She would
 - c. He will
 - d. Nania will
7. Your lecturer will accepted your task, if you... to his instruction.
 - a. Listening
 - b. Has listen
 - c. Listened
 - d. Listen
8. I am beautiful. If I...
 - a. Man
 - b. Transgender
 - c. Woman
 - d. Tomboy

9. If you ...correctly, you get good score.
- Will answer
 - Answer
 - Answered
 - Answering
10. I will teach English, if you ...the task.
- Finished
 - Finishing
 - Will finish
 - Finish
11. If you study English, I...to overseas.
- Will invite
 - Invite
 - Would invite
 - Inviting
12. They might ...to Japan, if they had allowed.
- Has go
 - Have gone
 - Was gone
 - Goes
13. If ...were you, I would continue my business.
- You
 - She
 - I
 - They
14. If I...where he lived, I would see him.
- Knew
 - Know
 - Known
 - See
15. If you ...her to dinner, she would have been happy.
- Have given
 - Has given
 - Had given
 - Given
16. If I had much time, I ... to beach.
- Will invite
 - Will invited
 - Invited
 - Would invited
17. If I go to the market, I ...a doll.
- Will invite
 - Would invited
 - Can invite
 - Wouldn't invite
18. If you marriage with her, she...you.
- Would accepted
 - Accept
 - Will accept
 - Accepted
19. The smartphone will be low, if the smartphone does not....
- Can charge
 - Will charge
 - Would charge
 - Charge
20. I will read your book, if you...on time

- a. Come
- b. Coming
- c. Comes
- d. Will come

ANSWER KEY**PRETEST**

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

POSTTEST

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

APPENDIX III

Normality test of pretest experimental class

no	X	Z	F(z)	S(z)	F(z)-S(z)	F(z)-S(z)
1	20	-1,55075188	0,060480578	0,05	0,010480578	0,010480578
		-				
2	25	1,080827068	0,139887023	0,1	0,039887023	0,039887023
		-				
3	25	1,080827068	0,139887023	0,15	-0,010112977	0,010112977
		-				
4	25	1,080827068	0,139887023	0,2	-0,060112977	0,060112977
		-				
5	25	1,080827068	0,139887023	0,25	-0,110112977	0,110112977
		-				
6	30	0,610902256	0,270632146	0,3	-0,029367854	0,029367854
		-				
7	30	0,610902256	0,270632146	0,35	-0,079367854	0,079367854
		-				
8	30	0,610902256	0,270632146	0,4	-0,129367854	0,129367854
		-				
9	35	0,140977444	0,443943881	0,45	-0,006056119	0,006056119
		-				
10	35	0,140977444	0,443943881	0,5	-0,056056119	0,056056119
		-				
11	35	0,140977444	0,443943881	0,55	-0,106056119	0,106056119
		-				
12	35	0,140977444	0,443943881	0,6	-0,156056119	0,156056119
13	40	0,328947368	0,628902265	0,65	-0,021097735	0,021097735
14	40	0,328947368	0,628902265	0,7	-0,071097735	0,071097735
15	45	0,79887218	0,787817734	0,75	0,037817734	0,037817734
16	45	0,79887218	0,787817734	0,8	-0,012182266	0,012182266
17	50	1,268796992	0,897743261	0,85	0,047743261	0,047743261
18	50	1,268796992	0,897743261	0,9	-0,002256739	0,002256739
19	55	1,738721805	0,958958146	0,95	0,008958146	0,008958146
20	55	1,738721805	0,958958146	1	-0,041041854	0,041041854
					Lo= 0,156 Lt= 0,192	0

Normality posttest experimental class

no	X	Z	F(z)	S(z)	F(z)-S(z)	F(z)-S(z)
1	45	-1,15511551	0,124021563	0,05	0,07402156	0,074021563
2	45	-1,15511551	0,124021563	0,1	0,02402156	0,024021563
3	45	-1,15511551	0,124021563	0,1	0,02402156	0,024021563
4	50	-0,82508251	0,204662375	0,2	0,00466237	0,004662375
5	50	-0,82508251	0,204662375	0,25	-0,0453376	0,045337625
6	50	-0,82508251	0,204662375	0,3	-0,0953376	0,095337625
7	55	-0,4950495	0,310282588	0,35	-0,0397174	0,039717412
8	55	-0,4950495	0,310282588	0,4	-0,0897174	0,089717412
9	55	-0,4950495	0,310282588	0,45	-0,1397174	0,139717412
10	60	-0,1650165	0,434465497	0,5	-0,0655345	0,065534503
11	60	0,165016502	0,565534503	0,55	0,0155345	0,015534503
12	60	-0,1650165	0,434465497	0,6	-0,1655345	0,165534503
13	70	0,495049505	0,689717412	0,65	0,03971741	0,039717412
14	70	0,495049505	0,689717412	0,7	-0,0102826	0,010282588
15	75	0,825082508	0,795337625	0,75	0,04533763	0,045337625
16	75	0,825082508	0,795337625	0,8	-0,0046624	0,004662375
17	80	1,155115512	0,875978437	0,85	0,02597844	0,025978437
18	80	1,155115512	0,875978437	0,9	-0,0240216	0,024021563
19	85	1,485148515	0,931247757	0,95	-0,0187522	0,018752243
20	85	1,485148515	0,931247757	1	-0,0687522	0,068752243
						Lo=0,165
						Lt=0,192

Normality pretest of control class

NO	X	Z	F(z)	S(z)	F(z)-S(z)	F(z)-S(z)
1	15	-1,498637602	0,066983836	0,05	0,016983836	0,016983836
2	15	-1,498637602	0,066983836	0,1	0,033016164	0,033016164
3	20	-1,044504995	0,148125905	0,15	0,001874095	0,001874095
4	20	-1,044504995	0,148125905	0,2	0,051874095	0,051874095
5	20	-1,044504995	0,148125905	0,25	0,101874095	0,101874095
6	25	-0,590372389	0,277470509	0,3	0,022529491	0,022529491
7	25	-0,590372389	0,277470509	0,35	0,072529491	0,072529491
8	25	-0,590372389	0,277470509	0,4	0,122529491	0,122529491
9	30	-0,136239782	0,445815863	0,45	0,004184137	0,004184137
10	30	-0,136239782	0,445815863	0,5	0,054184137	0,054184137
11	30	-0,136239782	0,445815863	0,55	0,104184137	0,104184137
12	35	0,317892825	0,624716882	0,6	0,024716882	0,024716882
13	35	0,317892825	0,624716882	0,65	0,025283118	0,025283118
14	35	0,317892825	0,624716882	0,7	0,075283118	0,075283118
15	40	0,772025431	0,779950317	0,75	0,029950317	0,029950317
16	40	0,772025431	0,779950317	0,8	0,020049683	0,020049683
17	45	1,226158038	0,889930396	0,85	0,039930396	0,039930396
18	45	1,226158038	0,889930396	0,9	0,010069604	0,010069604
19	50	1,680290645	0,95354961	0,95	0,00354961	0,00354961
20	50	1,680290645	0,95354961	1	-0,04645039	0,04645039
						Lo=0,122
						Lt=0,192

Normality posttest of control class

No	X	Z	F(z)	S(z)	F(z)-S(z)	F(z)-S(z)
1	35	1,456111567	0,07268089	0,05	0,02268089	0,02268089
2	35	1,456111567	0,07268089	0,1	-0,02731911	0,02731911
3	40	1,045939295	0,14779453	0,15	-0,00220547	0,00220547
4	40	1,045939295	0,14779453	0,2	-0,05220547	0,05220547
5	40	1,045939295	0,14779453	0,25	-0,10220547	0,10220547
6	45	0,635767022	0,262464142	0,25	0,012464142	0,012464142
7	45	0,635767022	0,262464142	0,3	-0,037535858	0,037535858
8	45	0,635767022	0,262464142	0,35	-0,087535858	0,087535858
9	50	-0,22559475	0,410758312	0,4	0,010758312	0,010758312
10	50	-0,22559475	0,410758312	0,5	-0,089241688	0,089241688
11	55	0,184577523	0,573219791	0,55	0,023219791	0,023219791
12	55	0,184577523	0,573219791	0,6	-0,026780209	0,026780209
13	55	0,184577523	0,573219791	0,65	-0,076780209	0,076780209
14	60	0,594749795	0,723994634	0,7	0,023994634	0,023994634
15	60	0,594749795	0,723994634	0,75	-0,026005366	0,026005366
16	65	1,004922067	0,842532811	0,8	0,042532811	0,042532811
17	65	1,004922067	0,842532811	0,85	-0,007467189	0,007467189
18	70	1,41509434	0,921479581	0,9	0,021479581	0,021479581
19	70	1,41509434	0,921479581	0,95	-0,028520419	0,028520419
20	75	1,825266612	0,966019597	1	-0,033980403	0,033980403
					Lo= 0,102	
					Lt=0,192	

APPENDIX VI

Validity of instruments

NO	INITIAL	KELAS	NO ITEM																														TOTAL SKOR
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1	AAH	XI	0	0	0	0	0	0	1	0	0	1	1	1	1	0	1	0	1	1	1	1	1	0	1	0	0	0	0	0	0	1	13
2	ADJ	XI	1	1	1	0	1	1	1	0	1	1	0	0	1	1	0	0	0	1	1	1	0	0	1	0	0	1	1	1	1	1	19
3	AFH	XI	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	0	0	1	0	23
4	AFN	XI	1	1	0	0	0	0	0	0	0	0	1	1	0	0	0	1	1	0	0	0	0	1	1	1	0	0	1	0	0	10	
5	DAN	XI	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	26	
6	DKN	XI	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	29	
7	FPN	XI	1	1	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	1	0	1	0	1	1	0	0	0	1	1	13	
8	HMR	XI	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	0	1	0	1	1	1	1	1	1	25	
9	HAB	XI	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	1	7	
10	IPS	XI	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	0	1	23
11	INITIAL	XI	1	1	0	1	0	1	1	0	0	0	1	1	0	0	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	20
12	ITS	XI	1	0	1	1	0	1	1	0	0	1	0	1	0	1	1	0	1	1	0	0	0	0	0	0	1	1	1	1	1	1	17
13	JAH	XI	1	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	1	0	1	1	0	0	1	0	0	8
14	LKH	XI	1	1	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	23
15	LM	XI	1	1	0	1	0	1	0	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	0	0	0	1	1	1	20
16	NSR	XI	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	26
17	NCS	XI	1	1	0	0	0	1	0	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	22
18	PAK	XI	1	1	0	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	0	1	21
19	SNC	XI	1	1	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	22
20	SW	XI	1	0	1	1	0	1	0	0	0	0	0	0	1	0	1	1	0	0	0	0	1	1	1	1	1	0	0	1	1	1	15
	r tabel		0,4 4	0,4 4	0,4 4	0,4 4	0,4 4	0,4 4	0,4 4	0,4 4	0,4 4	0,4 4	0,4 4	0,4 4	0,4 4	0,4 4	0,4 4	0,4 4	0,4 4	0,4 4	0,4 4	0,4 4	0,4 4	0,4 4	0,4 4	0,4 4	0,4 4	0,4 4	0,4 4	0,4 4	0,4 4		
	r hitung		0,2 3	0,6 7	0,5 3	0,5 4	0,5 4	0,6 7	0,4 8	0,4 6	0,4 4	0,5 2	0,5 4	0,5 6	0,4 9	0,6 7	0,7 3	0,4 6	0,5 3	0,7 5	0,4 8	0,5 4	0,3 3	0,4 3	- 0	0,5 4	0,3 3	0,3 3	0,3 1	0,3 0,3	0,1 4		
	Status		T	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	T	T	T	T	V	T	T	T	T	T	

APPENDIX V

L-table

$n \setminus \alpha$	0.01	0.05	0.10	0.15	0.20
16	0.2477	0.2128	0.1956	0.1843	0.1758
17	0.2408	0.2071	0.1902	0.1794	0.1711
18	0.2345	0.2018	0.1852	0.1747	0.1666
19	0.2285	0.1965	0.1803	0.1700	0.1624
20	0.2226	0.1920	0.1764	0.1666	0.1589
21	0.2190	0.1881	0.1726	0.1629	0.1553
22	0.2141	0.1840	0.1690	0.1592	0.1517
23	0.2090	0.1798	0.1650	0.1555	0.1484
24	0.2053	0.1766	0.1619	0.1527	0.1458
25	0.2010	0.1726	0.1589	0.1498	0.1429
26	0.1985	0.1699	0.1562	0.1472	0.1406
27	0.1941	0.1665	0.1533	0.1448	0.1381
28	0.1911	0.1641	0.1509	0.1423	0.1358
29	0.1886	0.1614	0.1483	0.1398	0.1334
30	0.1848	0.1590	0.1460	0.1378	0.1315
31	0.1820	0.1559	0.1432	0.1353	0.1291
32	0.1798	0.1542	0.1415	0.1336	0.1274
33	0.1770	0.1518	0.1392	0.1314	0.1254
34	0.1747	0.1497	0.1373	0.1295	0.1236
35	0.1720	0.1478	0.1356	0.1278	0.1220
36	0.1695	0.1454	0.1336	0.1260	0.1203
37	0.1677	0.1436	0.1320	0.1245	0.1188
38	0.1653	0.1421	0.1303	0.1230	0.1174
39	0.1634	0.1402	0.1288	0.1214	0.1159
40	0.1616	0.1386	0.1275	0.1204	0.1147
41	0.1599	0.1373	0.1258	0.1186	0.1131
42	0.1573	0.1353	0.1244	0.1172	0.1119
43	0.1556	0.1339	0.1228	0.1159	0.1106
44	0.1542	0.1322	0.1216	0.1148	0.1095
45	0.1525	0.1309	0.1204	0.1134	0.1083
46	0.1512	0.1293	0.1189	0.1123	0.1071
47	0.1499	0.1282	0.1180	0.1113	0.1062
48	0.1476	0.1269	0.1165	0.1098	0.1047
49	0.1463	0.1256	0.1153	0.1089	0.1040
50	0.1457	0.1246	0.1142	0.1079	0.1030
OVER 50	1.035	0.895	0.819	0.775	0.741
	f(n)	f(n)	f(n)	f(n)	f(n)

APPENDIX VI

F-table

Titik Persentase Distribusi F untuk Probabilita = 0,05

df untuk penyebut (N2)	df untuk pembilang (N1)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	161	199	216	225	230	234	237	239	241	242	243	244	245	245	246
2	18.51	19.00	19.16	19.25	19.30	19.33	19.35	19.37	19.38	19.40	19.40	19.41	19.42	19.42	19.43
3	10.13	9.55	9.28	9.12	9.01	8.94	8.89	8.85	8.81	8.79	8.76	8.74	8.73	8.71	8.70
4	7.71	6.94	6.59	6.39	6.26	6.16	6.09	6.04	6.00	5.96	5.94	5.91	5.89	5.87	5.86
5	6.61	5.79	5.41	5.19	5.05	4.95	4.88	4.82	4.77	4.74	4.70	4.68	4.66	4.64	4.62
6	5.99	5.14	4.76	4.53	4.39	4.28	4.21	4.15	4.10	4.06	4.03	4.00	3.98	3.96	3.94
7	5.59	4.74	4.35	4.12	3.97	3.87	3.79	3.73	3.68	3.64	3.60	3.57	3.55	3.53	3.51
8	5.32	4.46	4.07	3.84	3.69	3.58	3.50	3.44	3.39	3.35	3.31	3.28	3.26	3.24	3.22
9	5.12	4.26	3.86	3.63	3.48	3.37	3.29	3.23	3.18	3.14	3.10	3.07	3.05	3.03	3.01
10	4.96	4.10	3.71	3.48	3.33	3.22	3.14	3.07	3.02	2.98	2.94	2.91	2.89	2.86	2.85
11	4.84	3.98	3.59	3.36	3.20	3.09	3.01	2.95	2.90	2.85	2.82	2.79	2.76	2.74	2.72
12	4.75	3.89	3.49	3.26	3.11	3.00	2.91	2.85	2.80	2.75	2.72	2.69	2.66	2.64	2.62
13	4.67	3.81	3.41	3.18	3.03	2.92	2.83	2.77	2.71	2.67	2.63	2.60	2.58	2.55	2.53
14	4.60	3.74	3.34	3.11	2.96	2.85	2.76	2.70	2.65	2.60	2.57	2.53	2.51	2.48	2.46
15	4.54	3.68	3.29	3.06	2.90	2.79	2.71	2.64	2.59	2.54	2.51	2.48	2.45	2.42	2.40
16	4.49	3.63	3.24	3.01	2.85	2.74	2.66	2.59	2.54	2.49	2.46	2.42	2.40	2.37	2.35
17	4.45	3.59	3.20	2.96	2.81	2.70	2.61	2.55	2.49	2.45	2.41	2.38	2.35	2.33	2.31
18	4.41	3.55	3.16	2.93	2.77	2.66	2.58	2.51	2.46	2.41	2.37	2.34	2.31	2.29	2.27
19	4.38	3.52	3.13	2.90	2.74	2.63	2.54	2.48	2.42	2.38	2.34	2.31	2.28	2.26	2.23
20	4.35	3.49	3.10	2.87	2.71	2.60	2.51	2.45	2.39	2.35	2.31	2.28	2.25	2.22	2.20
21	4.32	3.47	3.07	2.84	2.68	2.57	2.49	2.42	2.37	2.32	2.28	2.25	2.22	2.20	2.18
22	4.30	3.44	3.05	2.82	2.66	2.55	2.46	2.40	2.34	2.30	2.26	2.23	2.20	2.17	2.15
23	4.28	3.42	3.03	2.80	2.64	2.53	2.44	2.37	2.32	2.27	2.24	2.20	2.18	2.15	2.13
24	4.26	3.40	3.01	2.78	2.62	2.51	2.42	2.36	2.30	2.25	2.22	2.18	2.15	2.13	2.11
25	4.24	3.39	2.99	2.76	2.60	2.49	2.40	2.34	2.28	2.24	2.20	2.16	2.14	2.11	2.09
26	4.23	3.37	2.98	2.74	2.59	2.47	2.39	2.32	2.27	2.22	2.18	2.15	2.12	2.09	2.07
27	4.21	3.35	2.96	2.73	2.57	2.46	2.37	2.31	2.25	2.20	2.17	2.13	2.10	2.08	2.06
28	4.20	3.34	2.95	2.71	2.56	2.45	2.36	2.29	2.24	2.19	2.15	2.12	2.09	2.06	2.04
29	4.18	3.33	2.93	2.70	2.55	2.43	2.35	2.28	2.22	2.18	2.14	2.10	2.08	2.05	2.03
30	4.17	3.32	2.92	2.69	2.53	2.42	2.33	2.27	2.21	2.16	2.13	2.09	2.06	2.04	2.01
31	4.16	3.30	2.91	2.68	2.52	2.41	2.32	2.25	2.20	2.15	2.11	2.08	2.05	2.03	2.00
32	4.15	3.29	2.90	2.67	2.51	2.40	2.31	2.24	2.19	2.14	2.10	2.07	2.04	2.01	1.99
33	4.14	3.28	2.89	2.66	2.50	2.39	2.30	2.23	2.18	2.13	2.09	2.06	2.03	2.00	1.98
34	4.13	3.28	2.88	2.65	2.49	2.38	2.29	2.23	2.17	2.12	2.08	2.05	2.02	1.99	1.97
35	4.12	3.27	2.87	2.64	2.49	2.37	2.29	2.22	2.16	2.11	2.07	2.04	2.01	1.99	1.96
36	4.11	3.26	2.87	2.63	2.48	2.36	2.28	2.21	2.15	2.11	2.07	2.03	2.00	1.98	1.95
37	4.11	3.25	2.86	2.63	2.47	2.36	2.27	2.20	2.14	2.10	2.06	2.02	2.00	1.97	1.95
38	4.10	3.24	2.85	2.62	2.46	2.35	2.26	2.19	2.14	2.09	2.05	2.02	1.99	1.96	1.94
39	4.09	3.24	2.85	2.61	2.46	2.34	2.26	2.19	2.13	2.08	2.04	2.01	1.98	1.95	1.93
40	4.08	3.23	2.84	2.61	2.45	2.34	2.25	2.18	2.12	2.08	2.04	2.00	1.97	1.95	1.92
41	4.08	3.23	2.83	2.60	2.44	2.33	2.24	2.17	2.12	2.07	2.03	2.00	1.97	1.94	1.92
42	4.07	3.22	2.83	2.59	2.44	2.32	2.24	2.17	2.11	2.06	2.03	1.99	1.96	1.94	1.91
43	4.07	3.21	2.82	2.59	2.43	2.32	2.23	2.16	2.11	2.06	2.02	1.99	1.96	1.93	1.91
44	4.06	3.21	2.82	2.58	2.43	2.31	2.23	2.16	2.10	2.05	2.01	1.98	1.95	1.92	1.90
45	4.06	3.20	2.81	2.58	2.42	2.31	2.22	2.15	2.10	2.05	2.01	1.97	1.94	1.92	1.89

APPENDIX VII

T-table

Titik Persentase Distribusi t (df = 41 – 80)

df \ Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886 ^{3/6}	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

APPENDIX VIII

Documentation



The Results Of Student

The highest score in the experimental class

NAMA : Bunga Citra Ali 75
 KELAS : XIA

Choose the correct answer in the question below on the answer sheet provided.

- If you were handsome, you ... famous actor in social media.
 a. Would
 b. Will be
 c. Will
 d. Was
 a. Would
- If my husband comes ever, we ... go to cinema.
 a. Would
 b. Will be
 c. Will
 d. Was
 c. Will
- If you ... a gadget at class, your teacher will be angry.
 a. Playing
 b. Play
 c. Plays
 d. Played
 d. Played
- New year will be so silent, if fireworks ... at night.
 a. Doesn't burn
 b. Don't burn
 c. Burning
 d. Had burn
 c. Burning
- If I ... with him, we would have a happy family.
 a. Marry
 b. Had married
 c. Will marry
 d. Married
 b. Had married
- If Nania were a doctor, ... handle covid patients.
 a. She will
 b. She would
 c. He will
 d. Nania will
 b. She would
- Your lecturer will accepted your task, if you ... to his instruction.
 a. Listening
 b. Has listen
 c. Listened
 d. Listen
 c. Listened
- I am beautiful. If I ...
 a. Man
 b. Transgender
 c. Woman
 d. Tomboy
 c. Woman
- If you ... correctly, you get good score.
 a. Will answer
 b. Answer
 c. Answered
 d. Answering
 b. Answer
- I will teach English, if you ... the task.
 a. Finished
 b. Finishing
 c. Will marry
 d. Married
 a. Finished

NAMA : Wahab Ritonga 85
 KELAS : XIA

Choose the correct answer in the question below on the answer sheet provided.

- If you were handsome, you ... famous actor in social media.
 a. Would
 b. Will be
 c. Will
 d. Was
 b. Will be
- If my husband comes ever, we ... go to cinema.
 a. Would
 b. Will be
 c. Will
 d. Was
 c. Will
- If you ... a gadget at class, your teacher will be angry.
 a. Playing
 b. Play
 c. Plays
 d. Played
 b. Play
- New year will be so silent, if fireworks ... at night.
 a. Doesn't burn
 b. Don't burn
 c. Burning
 d. Had burn
 a. Doesn't burn
- If I ... with him, we would have a happy family.
 a. Marry
 b. Had married
 c. Will marry
 d. Married
 b. Had married
- If Nania were a doctor, ... handle covid patients.
 a. She will
 b. She would
 c. He will
 d. Nania will
 b. She would
- Your lecturer will accepted your task, if you ... to his instruction.
 a. Listening
 b. Has listen
 c. Listened
 d. Listen
 c. Listened
- I am beautiful. If I ...
 a. Man
 b. Transgender
 c. Woman
 d. Tomboy
 c. Woman
- If you ... correctly, you get good score.
 a. Will answer
 b. Answer
 c. Answered
 d. Answering
 b. Answer
- I will teach English, if you ... the task.
 a. Finished
 b. Finishing
 c. Will marry
 d. Married
 a. Finished

NAMA : Ahmed Heri Setiawan 85
 KELAS : XI^A

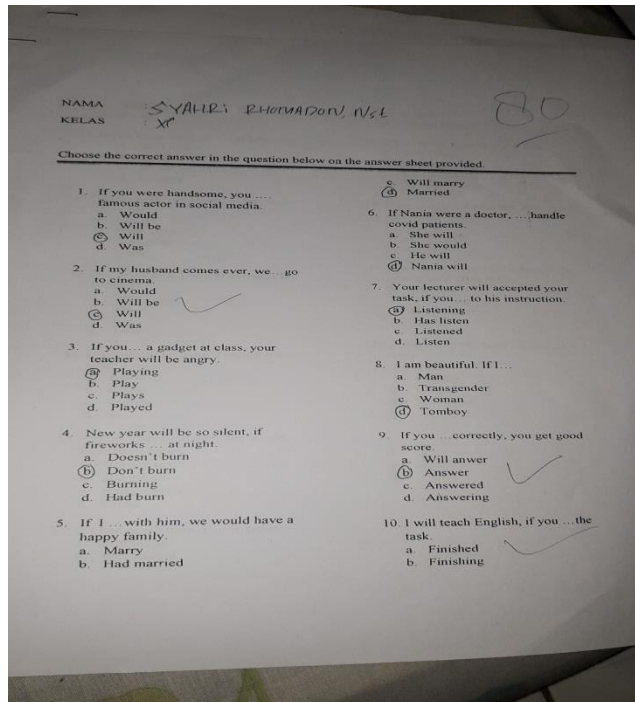
Choose the correct answer in the question below on the answer sheet provided.

- If you were handsome, you ... famous actor in social media.
 a. Would
 b. Will be
 c. Will
 d. Was
- If my husband comes ever, we ... go to cinema.
 a. Would
 b. Will be
 c. Will
 d. Was
- If you ... a gadget at class, your teacher will be angry.
 a. Playing
 b. Play
 c. Plays
 d. Played
- New year will be so silent, if fireworks ... at night.
 a. Doesn't burn
 b. Don't burn
 c. Burning
 d. Had burn
- If I ... with him, we would have a happy family.
 a. Marry
 b. Had married
- If Nania were a doctor, ... handle covid patients.
 a. She will
 b. She would
 c. He will
 d. Nania will
- Your lecturer will accepted your task, if you ... to his instruction.
 a. Listening
 b. Has listen
 c. Listened
 d. Listen
- I am beautiful. If I ...
 a. Man
 b. Transgender
 c. Woman
 d. Tomboy
- If you ... correctly, you get good score.
 a. Will answer
 b. Answer
 c. Answered
 d. Answering
- I will teach English, if you ... the task.
 a. Finished
 b. Finishing

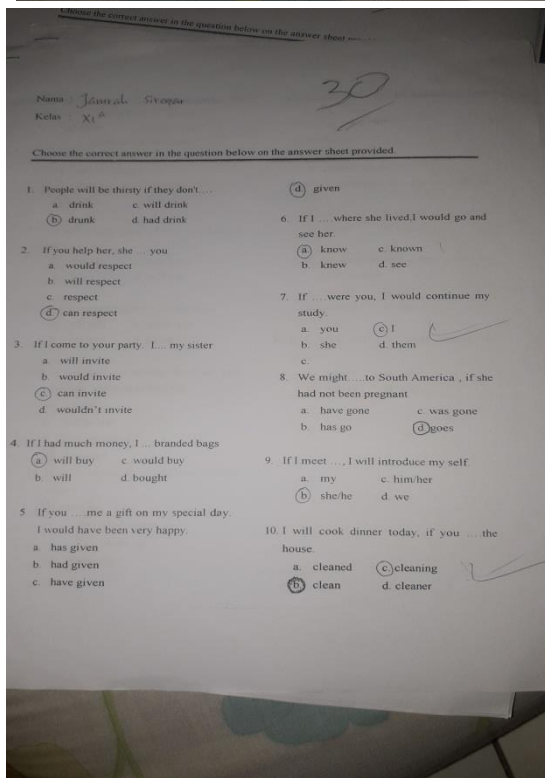
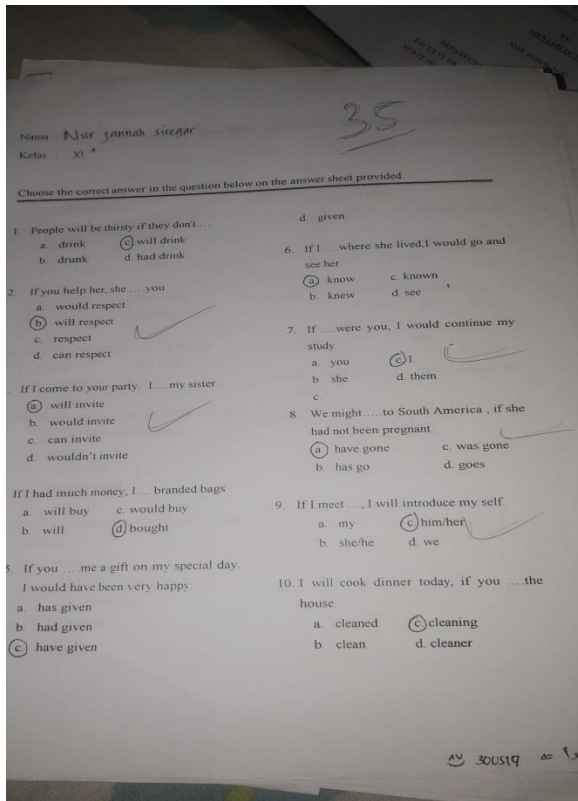
NAMA : Suzaiman Kandi 75
 KELAS : XI^A

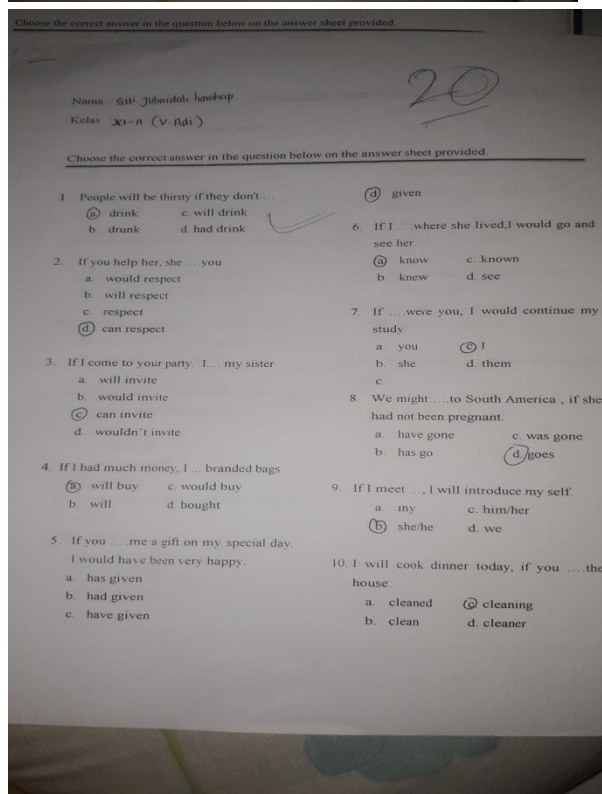
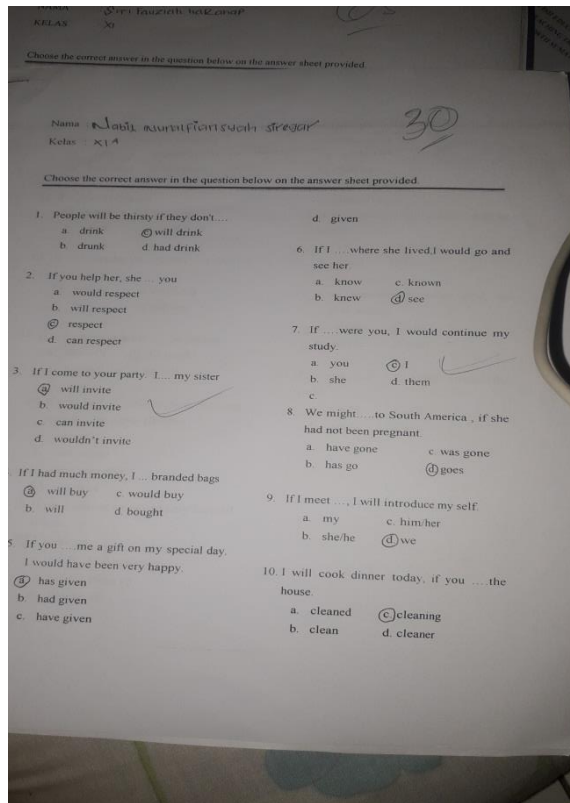
Choose the correct answer in the question below on the answer sheet provided.

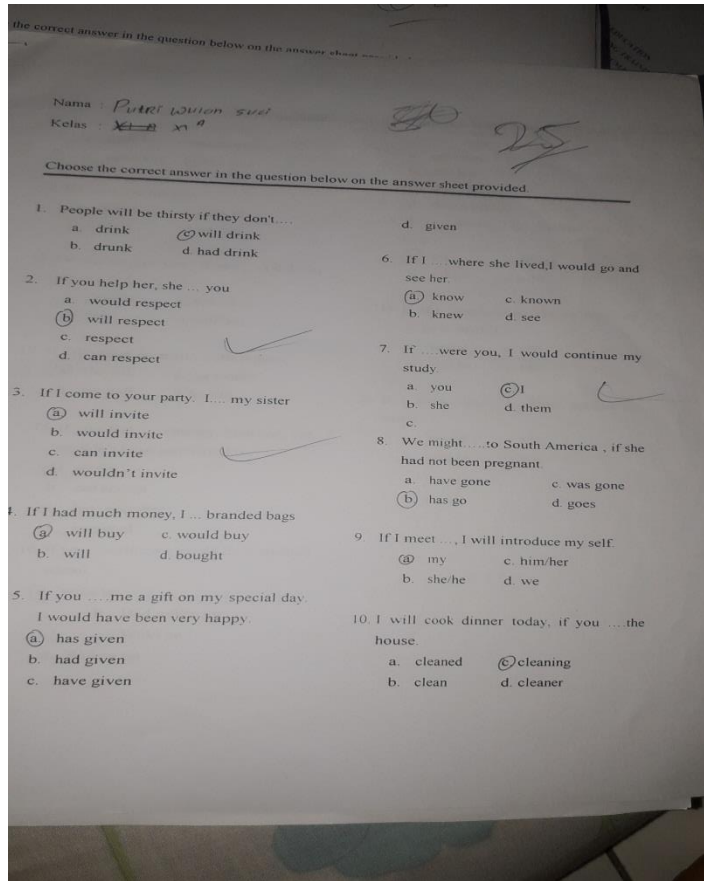
- If you were handsome, you ... famous actor in social media.
 a. Would
 b. Will be
 c. Will
 d. Was
- If my husband comes ever, we ... go to cinema.
 a. Would
 b. Will be
 c. Will
 d. Was
- If you ... a gadget at class, your teacher will be angry.
 a. Playing
 b. Play
 c. Plays
 d. Played
- New year will be so silent, if fireworks ... at night.
 a. Doesn't burn
 b. Don't burn
 c. Burning
 d. Had burn
- If I ... with him, we would have a happy family.
 a. Marry
 b. Had married
- If Nania were a doctor, ... handle covid patients.
 a. She will
 b. She would
 c. He will
 d. Nania will
- Your lecturer will accepted your task, if you ... to his instruction.
 a. Listening
 b. Has listen
 c. Listened
 d. Listen
- I am beautiful. If I ...
 a. Man
 b. Transgender
 c. Woman
 d. Tomboy
- If you ... correctly, you get good score.
 a. Will answer
 b. Answer
 c. Answered
 d. Answering
- I will teach English, if you ... the task.
 a. Finished
 b. Finishing



Score the lowest in the Experimental Class







The Highest Score in Control Class

NAMA : Meey Ariga Doga 75
 KELAS : XI B

Choose the correct answer in the question below on the answer sheet provided.

- If you were handsome, you ... famous actor in social media.
 a. Would
 b. Will be
 c. Will
 d. Was
 (c) Will
- If my husband comes ever, we ... go to cinema.
 a. Would
 b. Will be
 c. Will
 d. Was
 (c) Will
- If you ... a gadget at class, your teacher will be angry.
 a. Playing
 b. Play
 c. Plays
 d. Played
 (d) Played
- New year will be so silent, if fireworks ... at night.
 a. Doesn't burn
 b. Don't burn
 c. Burning
 d. Had burn
 (b) Don't burn

If I ... with him, we would have a happy family.
 a. Marry
 b. Had married
 c. Will marry
 d. Married
 (c) Will marry

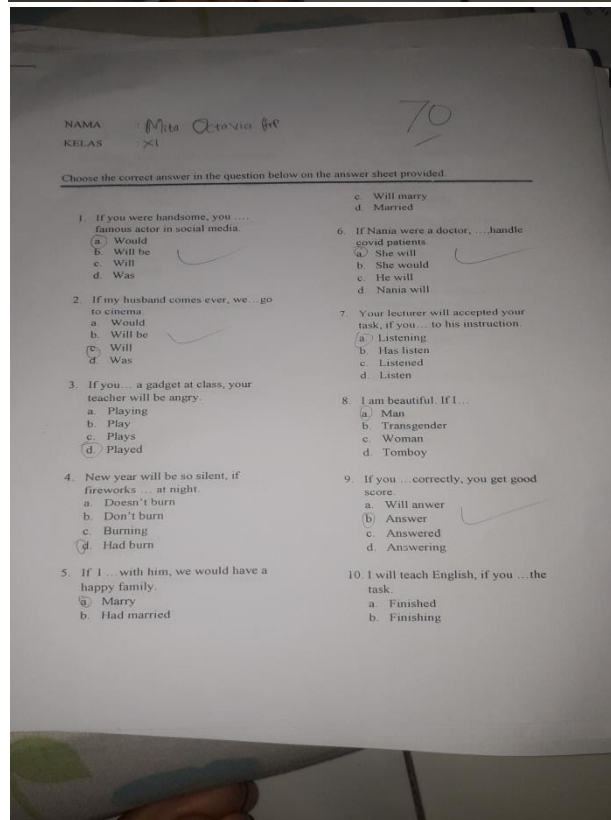
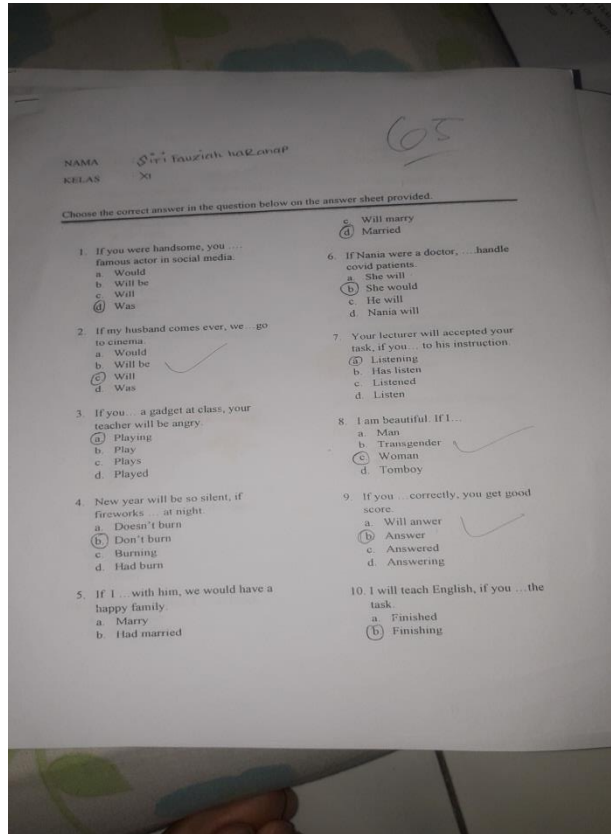
- If Nania were a doctor, ... handle covid patients.
 a. She will
 b. She would
 c. He will
 d. Nania will
 (b) She would
- Your lecturer will accepted your task, if you ... to his instruction.
 a. Listening
 b. Has listen
 c. Listened
 d. Listen
 (d) Listen
- I am beautiful. If I ...
 a. Man
 b. Transgender
 c. Woman
 d. Tomboy
 (b) Man
- If you ... correctly, you get good score.
 a. Will answer
 b. Answer
 c. Answered
 d. Answering
 (d) Answering
- I will teach English, if you ... the task.
 a. Finished
 b. Finishing
 c. Will marry
 d. Married
 (c) Will marry

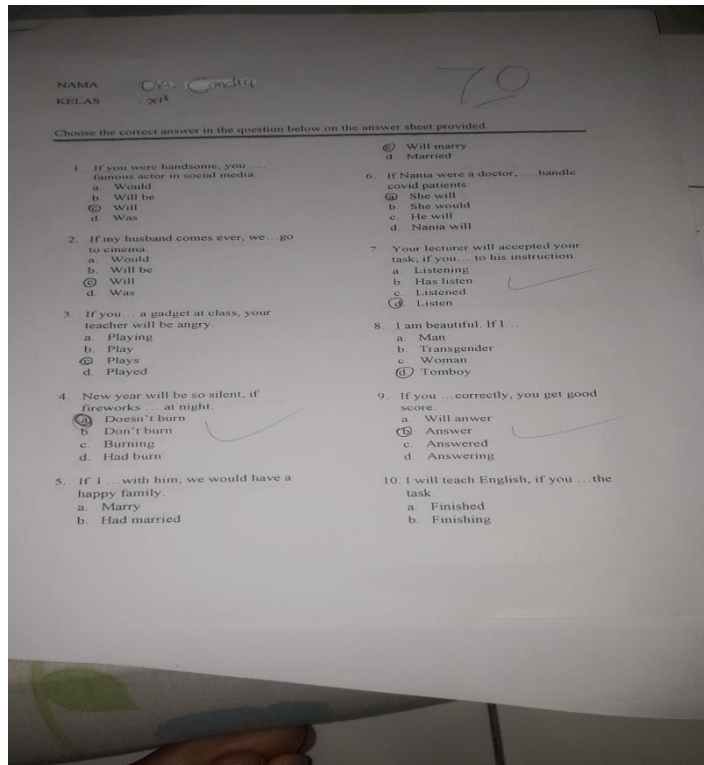
NAMA : Suci RABENITA 600
 KELAS : XI

Choose the correct answer in the question below on the answer sheet provided.

- If you were handsome, you ... famous actor in social media.
 a. Would
 b. Will be
 c. Will
 d. Was
 (c) Will
- If my husband comes ever, we ... go to cinema.
 a. Would
 b. Will be
 c. Will
 d. Was
 (c) Will
- If you ... a gadget at class, your teacher will be angry.
 a. Playing
 b. Play
 c. Plays
 d. Played
 (d) Played
- New year will be so silent, if fireworks ... at night.
 a. Doesn't burn
 b. Don't burn
 c. Burning
 d. Had burn
 (b) Don't burn
- If I ... with him, we would have a happy family.
 a. Marry
 b. Had married
 c. Will marry
 d. Married
 (c) Will marry

- If Nania were a doctor, ... handle covid patients.
 a. She will
 b. She would
 c. He will
 d. Nania will
 (b) She would
- Your lecturer will accepted your task, if you ... to his instruction.
 a. Listening
 b. Has listen
 c. Listened
 d. Listen
 (d) Listen
- I am beautiful. If I ...
 a. Man
 b. Transgender
 c. Woman
 d. Tomboy
 (b) Man
- If you ... correctly, you get good score.
 a. Will answer
 b. Answer
 c. Answered
 d. Answering
 (d) Answering
- I will teach English, if you ... the task.
 a. Finished
 b. Finishing
 c. Will marry
 d. Married
 (c) Will marry





The Score lowest control class

Nama : Suci Rahmawati
Kelas : X1 20

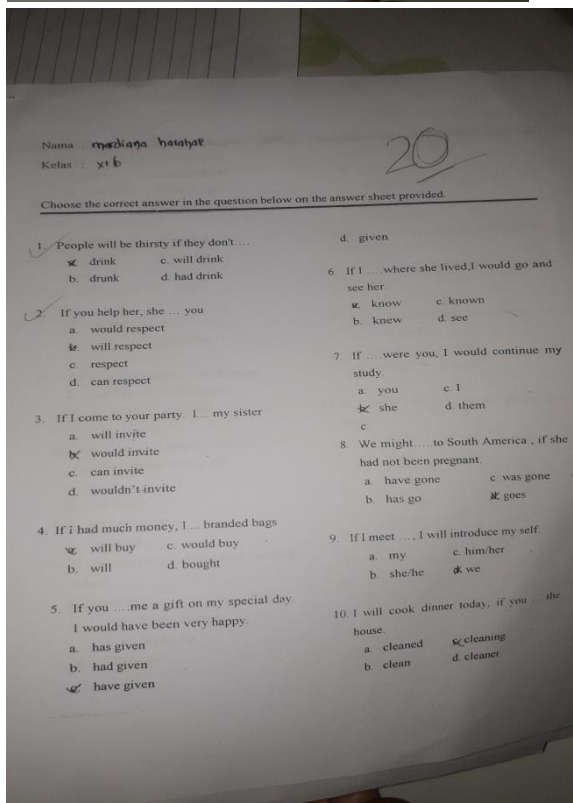
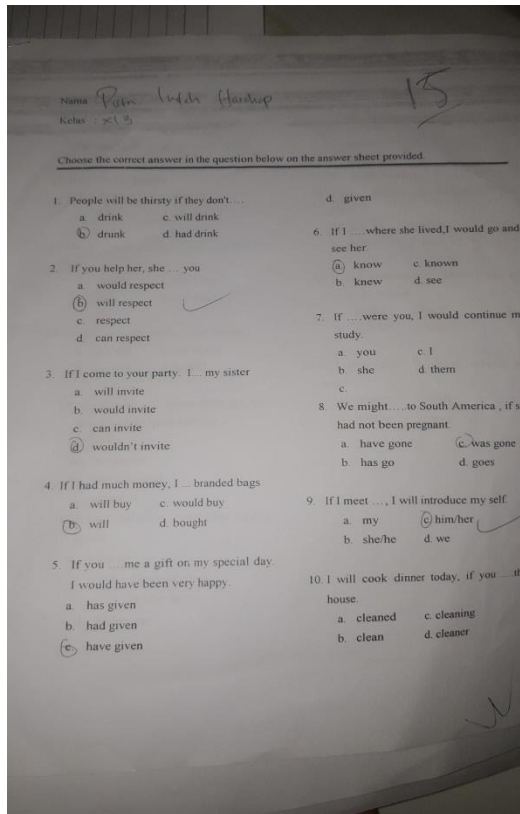
Choose the correct answer in the question below on the answer sheet provided.

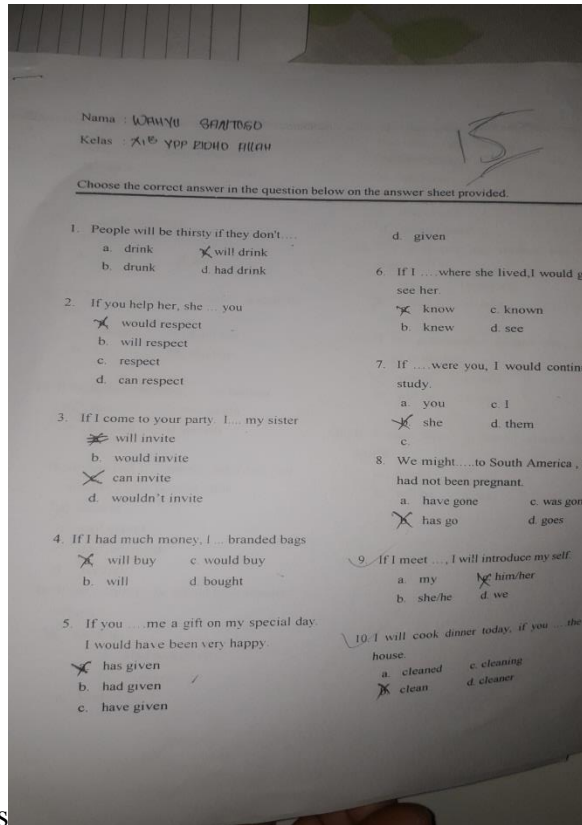
- People will be thirsty if they don't ...
a. drink c. will drink
b. drunk had drink d. given
- If you help her, she ... you
a. would respect
b. will respect
c. respect
 can respect
- If I come to your party, I ... my sister
 will invite
b. would invite
c. can invite
d. wouldn't invite
- If I had much money, I ... branded bags
a. will buy would buy
b. will d. bought
- If you ... me a gift on my special day,
I would have been very happy.
a. has given
b. had given
 have given
- If I ... where she lived, I would go and see her.
a. know c. known
b. knew see
- If ... were you, I would continue my study.
a. you c. I
b. she them
c.
- We might ... to South America, if she had not been pregnant.
a. have gone c. was gone
 has go d. goes
- If I meet ..., I will introduce myself
 my c. him/her
b. she/he d. we
- I will cook dinner today, if you ... the house.
a. cleaned c. cleaning
b. clean cleaner

Nama : Kris Lestari
Kelas : X1 25

Choose the correct answer in the question below on the answer sheet provided.

- People will be thirsty if they don't ...
 drink c. will drink
b. drunk d. had drink d. given
- If you help her, she ... you
 would respect
b. will respect
c. respect
d. can respect
- If I come to your party, I ... my sister
a. will invite
 would invite
c. can invite
d. wouldn't invite
- If I had much money, I ... branded bags
a. will buy would buy
b. will d. bought
- If you ... me a gift on my special day,
I would have been very happy.
 has given
b. had given
c. have given
- If I ... where she lived, I would go and see her.
 know c. known
b. knew d. see
- If ... were you, I would continue my study.
a. you c. I
b. she them
c.
- We might ... to South America, if she had not been pregnant.
a. have gone c. was gone
 has go d. goes
- If I meet ..., I will introduce myself
a. my c. him/her
b. she/he we
- I will cook dinner today, if you ... the house.
a. cleaned c. cleaning
 clean d. cleaner





S

APPENDIX XI



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
 FAKULTAS ILMU TARBIYAH DAN KEGURUAN
 Jl. Williem Iskandar Pasar V Medan Estate 20371
 Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-13852/ITK/ITK.V.3/PP.00.9/10/2020

23 Oktober 2020

Lampiran : -

Hal : **Izin Riset**

Yth. Bapak/Ibu Kepala MAS PERGURUAN RIDHO ALLAH

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	: Mentari Octa
NIM	: 0304162157
Tempat/Tanggal Lahir	: Lohsari, 10 Oktober 1997
Program Studi	: Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: JL.KHAMDANI,LOHSARI 1 Kelurahan kampung perlabian Kecamatan Kampung Rakyat

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MAS PERGURUAN RIDHO ALLAH, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

THE EFFECT OF METACOGNITIVE STRATEGY ON STUDENTS GRAMMAR MASTERY AT MAS PERGURUAN RIDHO ALLAH

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 23 Oktober 2020
 a.n. DEKAN
 Ketua Program Studi Pendidikan
 Bahasa Inggris



Digitally Signed

Dr. Sholihatul Hamidah Daulay, S.Ag.
M.Hum
 NIP. 197506222003122002

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan



**MADRASAH ALIYAH
YAYASAN PONDOK PESANTREN RIDHO ALLAH
KAMPUNG PERLABIAN KECAMATAN KAMPUNGRAKYAT
KABUPATEN LABUHANBATU SELATAN**
Jalan Kampung Perlabian No : 019. Desa Perlabian Kode Pos : 21463

SURAT KETERANGAN

Nomor : 46 /MAS.YPPRA/KP/XI/2020

Yang Bertanda tangan dibawah ini :

Nama : HAZMAN,S.HI
NIP : -
JABATAN : Kepala Madrasah Aliyah YPP Ridho Allah
Alamat : Kampung Perlabian Luar

Dengan ini menerangkan bahwa :

Nama : MENTARI OCTA
NIM : 0304162157
Program Studi : Pend. Bahasa Inggris
Semester : IX (Sembilan)
Universitas : Universitas Islam Negeri Sumatera Utara Medan
Rencana Judul Skripsi : **THE EFFECT OF METACOGNITIVE STRATEGY ON STUDENTS GRAMMAR
MASTERY AT MAS PERGURUAN RIDHO ALLAH**
Alamat : Jl. Khamdani, Lohsari 1 Kelurahan Kampung Perlabian Kec. Kampung Rakyat

Menerangkan bahwa nama diatas adalah Benar dan telah melakukan Rset Lapangan p dan Pengambilan Data di Mas YPP. Ridho Allah Kampung Perlabian Luar Kecamatan kampung Rakyat Kabupaten Labuhanbatu Selatan.

Demikian Surat Keterangan ini disampaikan agar dapat dipergunakan semestinya. atas perhatiannya saya ucapkan terima kasih.

Perlabian, 23 November 2020

Kepala MAS YPP Ridho Allah
Kampung Perlabian

HAZMAN, S.HI