



**THE EFFECTIVENESS OF PICTURE SEQUENCES IN TEACHING
CONDITIONAL SENTENCES AT SMA SWASTA AL – HIKMAH
MEDAN**

A THESIS

***Submitted to The Tarbiyah Faculty and Teacher Training of State Islamic
University of North Sumatera Medan, as a partial Fulfilment of The
Requirement for S-1 Program (S.Pd)***

By :

NURUL AZURA NINGSIH

0304173185

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN**

2021



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By :

NURUL AZURA NINGSIH

0304173185

Advisor I

Advisor II

Dr. Muhammad Dalimunthe, M.Hum

NIP. 19710328 199903 1 003

Drs. H. Achmad Ramadhan, MA

NIP. 19660115 199403 1 002

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN**

2021

Nomor : Istimewa Medan, 21 September 2021
Lampiran : - Kepada Yth.
Perihal : Skripsi Bapak Dekan FITK UIN-SU
A.n. Nurul Azura Ningsih di -
Medan

Assalamualaikum Wr.Wb

Setelah membaca, meneliti, dan memberikan saran-saran perbaikan seperlunya terhadap skripsi mahasiswi:

Nama : Nurul Azura Ningsih

NIM : 0304173185

Jurusan : Tadris Bahasa Inggris

Judul : "THE EFFECTIVENESS OF PICTURE SEQUENCES IN TEACHING CONDITIONAL SENTENCES AT SMA SWASTA AL – HIKMAH MEDAN"

Maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat-syarat untuk mencapai gelar Sarjana Pendidikan (S.Pd) pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

Demikian surat ini kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih.

Wassalamu'alaikum Wr.Wb

Advisor I



Dr. Muhammad Dalimunthe, M. Hum

NIP.196007161986031002

Advisor II



Drs. H. Achmad Ramadhan, MA

NIP.196601151994031002

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan dibawah ini:

Nama : Nurul Azura Ningsih

NIM : 0304173185

Jur /Prodi : Tadris Bahasa Inggris

Judul : *THE EFFECTIVENESS OF PICTURE SEQUENCES IN TEACHING CONDITIONAL SENTENCES AT SMA SWASTA AL – HIKMAH MEDAN*

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

Medan, 21 September 2021

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Nurul Azura Ningsih

NIM. 0304173185



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA
FAKULTAS ILMU TARBİYAH DAN
KEGURUAN

Jl. Willem Iskandar Pasar V Medan Estate 20371 Telp. 6615683- 6622925, Fax. 6615683,
Email : Fitk@uinsu.ac.id

SURAT PENGESAHAN

Skripsi ini yang berjudul “THE EFFECTIVENESS OF PICTURE SEQUENCES IN TEACHING CONDITIONAL SENTENCES AT SMA SWASTA AL – HIKMAH MEDAN” yang disusun oleh **Nurul Azura Ningsih** yang telah dimunaqasyahkan dalam Sidang Munaqasyah Sarjana Strata Satu (S-1) Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan pada tanggal:

21 September 2021 M

14 Safar 1443 H

Skripsi telah diterima sebagai persyaratan untuk memperoleh Gelar Sarjana Pendidikan (S.Pd) dalam Ilmu Tarbiyah dan Keguruan pada Jurusan Tadris Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

**Panitia Sidang Munaqasyah Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan**

Ketua

Yani Lubis, S.Ag. M.Hum
NIP. 197006062000031006

Sekretaris

Ernita Daulay, M.Hum
NIP. 198012012009122003

Anggota Penguji

1. **Dr. Muhammad Dalimunthe, M.Hum**
NIP. 19710328 1993 1 003

2. **Drs. H. Achmad Ramadhan, M.A**
NIP. 19660115 199403 1 002

3. **Siti Ismahani, M.Hum**
NIP. 19810926 200912 2 004

4. **Dr. H. Syaiful M. Ed. Adm**
NIP. 19600716 198603 1 002

Mengetahui

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan



Dr. Mardianto, M.Pd

NIP. 196712121994031004

ABSTRACT

Nurul Azura Ningsih. 2021. The Effectiveness of Picture Sequences In Teaching Conditional Sentences At SMA Swasta Al – Hikmah Medan. A Thesis, Department of English Education, Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatera.

The research was intended to know the effectiveness of Picture Sequences in Teaching Conditional Sentences which was observed and analyzed from students of eleventh grade at SMA Swasta Al-Hikmah Medan. The method used was quantitative research by using the experimental research design. The population of this study was eleventh grade students of SMA Swasta Al-Hikmah Medan. In taking the sample of this research, the researcher participated the students in each classes as the sample used and divided into 2 classes, experimental and control class. There were 37 students in the experimental and 35 students in control class. The researcher taught by using the Picture Sequences in the experimental class and taught by using lecturing method in control class. The researcher used pre-test, treatment, and post-test. In control class the score increase 15,28 between pre-test and post-test, but in experimental class the score increase about 23,24 .By calculated by used SPSS V22, in post test the researcher found that the value of Sig. in T-Test (2tailed) was 0,923. It was bigger than 0,05 ($0,923 > 0,05$), so there was no significant different between the experiment class and control class. Then in post test the researcher found that the value of Sig. in T-Test (2tailed) is 0,002. It was less than 0,05 ($0,002 > 0,05$), so there was a significant different between the experiment class and control class. In other words, the students' achievement in conditional sentence is more effective by using Picture Sequences than lecturing method.

(Keyword : conditional sentence, students , teaching, picture sequences)

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This thesis is entitled The Effectiveness of Teaching Conditional Sentences at SMA Swasta Al-Hikmah Medan. I will make this, to fulfill my assignment and to complete the requirements of the S-1 Program at the Department of English Education, Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatra, Medan.

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0304173185

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CHAPTER I INTRODUCTION

A. Background of The Study

Today, the role of English as an international language is critical. Because all knowledge experts come from other countries or regions, English is used not only to interact with other countries or regions, but also to enrich and develop knowledge. Bloch believes that different occupations, such as general management, sales and marketing management, financial management, supply and distribution management, administrative and support management, information and computer management, insurance, legal and property management, technical management, and so on, require different language skills. Product and material management, as well as trainee management, are all responsibilities.¹

Because English is now the primary language of international communication, communication is essential not only for global market or business operators, but also for teachers as educators. As a result, English is required in all aspects of life. We are currently dealing with the rapid advancement of technology and science. Language is used in all aspects to achieve the goal. English is the official foreign language of Indonesia. Many people are still unable to use written or spoken language.

People should be taught English beginning in elementary school. Students should be taught English more thoroughly for all lessons in English. While learning English, students must also be encouraged. The ability of the teacher to use appropriate methods, methods, strategies, or techniques in teaching is the easiest thing to criticize. As a result, many students are uninterested in learning English. As a result, English instruction is

¹ Bloch, B. (2005). Career enhancement through foreign language skills. *International journal of Career Management*. 7(6): p.15-26.

recommended in order to master methods. Teachers who are qualified are those who can adapt the best methods or techniques to the teaching materials.²

Students must be taught all four fundamental skills. Listening, speaking, reading, and writing are all skills that can be developed. The emphasis in many classroom courses is solely on written language.³ Writing is one of English's two production skills. It means that writing entails conveying information that can be read, as determined by reader analysis. People need ideas or resources to develop their writing, which they can get from newspapers, websites, magazines, and so on.

Some aspects of writing should be understood, such as grammar, punctuation, and spelling, as well as organization, cohesion, and coherence. Vocabulary and equipment Writing and teaching are both complex activities. As a result, teachers must be enthusiastic about and plan writing activities. Grammar is a language rule that governs how words are combined to form sentences. A language's grammatical function is to specify which word sequences are and are not in an infinite set of sentences.⁴

Conditional sentences are a topic of discussion in grammar. Conditional sentences can be thought to play an important role. Conditional sentences should be studied by Indonesian students because they are related to the implicit meaning of three types of conditionals. The conditional sentence is divided into two parts: the "if" clause and the main clause. They also stated that conditional sentences are classified into three or four types. Condition type I refers to actual conditions or possible situations, condition type II refers to information under unrealistic conditions or impossible situations, and condition type III refers to information about past conditions, as it only involves the past with hypothetical outcomes.⁵

² Nababan, P. W. J., (1991). *Sosiolinguistik Suatu Pengantar*. Jakarta: PT Gramedia Pustaka, p. 4

³ Alexander L. G. 1972. *Practice and Progress an Integrated course for Pre Intermediate students*. London: Longman Group Ltd. P. 3

⁴ Bulton, Noel. and Robert. 1998. *Analyzing sentence An Introduction to English Syntax*. England: Pearson: Education Limited.

⁵ Thompson, G. 1996. *Introducing Functional Grammar*. London: Arnold. P. 197.

Most students believe that English is a difficult subject. As a result, the students dislike studying English. Grammar is the most important aspect of this case. Students have a difficult time remembering the structure, particularly conditional sentences. It is also difficult for students to translate the meaning of each part of a conditional sentence. The students are unable to translate well because they do not understand the meaning of each part. The teacher must use techniques in the teaching learning process, particularly when teaching conditional sentences, to help students love and understand English more easily.

One solution to this problem is to use the purpose of teaching technique by picture sequence. Using the technique in the teaching learning process can elicit students' interest, motivation, and stimulation, as well as have a positive impact on the students' psychology. Learning with pictures is easier than learning without them. It means that students will be more encouraged and motivated to learn conditional sentences as a result.

Picture sequences are groups of images that are related to one another. They reflect the time sequence of events, processes, or steps from beginning to end in a systematic manner.⁶ It means that the technique employs a visual representation of the events in conditional sentences in the sequences. As a result, students will have a better understanding of conditional sentences of all types. Students can understand how to move from one activity to the next. Every part's meaning can be easily translated by the students.

Based on the foregoing, researchers are eager to conduct research using picture sequences to better understand the impact of using this technique in teaching conditional sentences. It is hoped that picture sequences will assist students in reducing English problems, particularly grammar issues. As a result, the title of this study is **“The Effectiveness of Picture Sequences in Teaching Conditional Sentences at SMA SWASTA AL – HIKMAH MEDAN”**.

⁶ Jusman, Mohtar, et al. 2014. The Developing Students' Ability In Writing Procedure Text By Using Sequences Pictures. *Jurnal of English Language Teaching Society (ELTS)*. Vol. 2. P. 3

B. Identification of The Problem

According to the research's background, there are numerous factors that can cause students to be inactive and uninterested during English classes. Some students do not understand and do not know what to do when an English teacher explains the materials in English or when an English teacher performs exercises in their manuals, making it difficult for them to learn English. As a result, the majority of students cheated with a friend who had already graduated. Many issues that may affect students' understanding of conditional sentences have been addressed in the preceding explanation.

C. Formulation of The Problem

In terms of problem identification, the problem of this study is stated as follows:

1. How effective is the use of Picture Sequences in teaching conditional sentences to eleventh grade students at SMA Swasta Al - Hikmah Medan?

D. Objective of The Study

In relation to the problem stated above, the study's objectives are as follows: 1. To determine whether Picture Sequences are effective in teaching conditional sentences to eleventh grade students at SMA Swasta Al – Hikmah Medan.

E. Significances of The Study

1. Practical Benefit

- a. For students, this research is expected to persuade them that conditional sentences are simple and enjoyable to learn. Hopefully, it will improve students' understanding of learning English, particularly conditional sentences, allowing them to learn English more easily. The researcher hopes that this research will inspire the English master to develop better and more enjoyable techniques for teaching and learning expositions.
- b. This research is expected to be used as a conceptual contribution for the school. So that it can improve educational quality and foster innovation in English learning at SMA Swasta Al - Hikmah Medan.

2. Theoretical Benefit

This research is expected to help other researchers obtain more information about this research and to be used for future research.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Framework

1. The Definition of Conditional Sentence

One of the most important distinctions in grammar is the conditional sentence. The conditional sentence is an important pattern in the English language. Learning conditional sentences improves our ability to communicate effectively with others. Indonesian students should study conditional sentences because they are related to the implicit meaning of three types of conditional sentences.⁷

Rasulullah SAW performed da'wah by asking and advising someone with good words, causing many people to believe in his remark. It was done during the initial spread of Islam to the people of Mecca. Then Rasulullah spread Islam to other places and countries by using good words in other languages, as Allah SWT stated in An Nahl : 125:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجِدِلْهُمْ بِالَّتِي هِيَ
أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۗ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

Meaning : Ask (humans) to the way of your Lord with wisdom and good lessons and argue with them in a good way. In fact, it is your Lord who knows better about those who have strayed from His ways and He who knows better those who are guided.

The obligation to learn any language was exemplified during the Prophet Muhammad SAW era, as stated in the hadist:

حَدَّثَنَا عَلِيُّ بْنُ حُجْرٍ أَخْبَرَنَا عَبْدُ الرَّحْمَنِ
بْنُ أَبِي الزِّنَادِ عَنْ أَبِيهِ عَنْ خَارِجَةَ بِنِ زَيْدِ بْنِ ثَابِتٍ عَنْ أَبِيهِ زَيْدِ بْنِ

⁷ Armstrong, S, McIvor G, McNeill, F. and McGuinness P. 2013. *International Evidence Review of Conditional (Suspended) Sentences*. Canberra. Canberra University press. p. 10

ثَابِتٍ قَالَ أَمَرَنِي رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَنْ أَتَعَلَّمَ لَهُ كَلِمَاتٍ مِنْ كِتَابِ يَهُودَ قَالَ إِنِّي وَاللَّهِ مَا آمَنْ يَهُودَ عَلَى كِتَابِي قَالَ فَمَا مَرَّ بِي نِصْفُ شَهْرٍ حَتَّى تَعَلَّمْتُهُ لَهُ قَالَ فَلَمَّا تَعَلَّمْتُهُ كَانَ إِذَا كَتَبَ إِلَيَّ يَهُودَ كَتَبْتُ إِلَيْهِمْ وَإِذَا كَتَبُوا إِلَيْهِ قَرَأْتُ لَهُ كِتَابَهُمْ قَالَ أَبُو

Meaning : " Ali bin Hujr has told us the information from Abdurrahman bin Abu Az Zinad from his fater, from Kharijah bin Zaid bin Tsabit from his father, he is Zaid bin Tsabit told that ; Rasulallah shallallahu 'alaihi wasallam asked me to learn the Jewish language for him, and then he said: "for the sake of Allah,I'm not believe my letters to the Jew." Then Zaid said; "half of a month has past, and i've mastered well for him." When i've mastered it,I always write the letter to the Jew if the prophet Muhammad SAW want to deliver a letter for them, and the contrary if they send the letter to the prophet Muhammad SAW I'll read it to him. " (TIRMIDZI - 2633)

The Hadits mentioned above explained Zaid ibn Tsabit, who was sent by Rasulallah to learn the Jewish language. This issue arose because Rasulallah received a letter from a Jew in which they used Jewish language. Then Zaid was assigned to learn it, and he was successful in doing so for 15 days because Rasulallah did not believe what was written in the letter. Rasullah did not simply request that his friend learn another language.

We must be able to learn other languages, particularly English, in this modern era. We must know what we will say and how to construct good sentences while learning English. One way to solve this problem is to learn grammar, particularly conditional sentences, which will assist us in imagining something, as people always do.

There are numerous expert definitions of conditional sentence. The grammar discussion on conditional sentences discussed how to make an imaginary sentence because conditional sentences for each part do not show the real situations. Conditional sentences are an essential component of English grammar. According to Azar, conditional sentences are frequently used to discuss

situations that are contrary to facts, i.e. situations that are contrary to the actual situation.⁸

Conditional sentences must be learned in order to create a good sentence composition in grammar. A conditional sentence is something that must be met before anything else can occur. Conditional sentences are also used to express the cause and effect, as well as the temporal sequences of the two events. A conditional sentence describes the condition that must be met in order for a specific result to occur. Another definition of a conditional sentence is a sentence that contains two clauses: an if-clause dependent clause and a main clause.⁹

The if clause and main clause can be placed at random. On the other hand, the if clause can be placed either before or after the main clause, and the main clause is not always placed immediately after the if clause. Before the if clause, the main clause can be placed in front of the sentence. As a result, there are no rules indicating the location of the if clause and the main clause.

According to the explanation above, restrictive sentences are frequently used to express situations that are diametrically opposed to the actual situation. Situations or actions that may or may not occur. A conditional sentence is made up of two clauses: a main clause and one that begins with if. The positions of the two clauses may differ. If the clause and the main clause can be placed in either the first or second sentence.

2. The Types of Conditional Sentence

According to linguistic experts, there are numerous types of conditional sentences. There are three types of conditional sentences in general, but most grammar books recognize four basic configurations of tenses in conditional sentences that vary in structure depending on the time (past, present, or future)

⁸ Betty Schramper Azar, *Understanding and Using English Grammar* (London: Prentice-Hall, 1992) p. 347

⁹ George E. Wishon and Julia M. Burks, *Lets Write English*, (New York: Litton Education Publishing, 1980), p. 249

and the meaning. These types are made up of four conditionals, which are commonly referred to as the zero, first, second, and third conditionals.

Most students concentrate on four common patterns of conditional sentences or if-clauses, which are often referred to as the zero, first, second, and third conditionals. There are four ways to construct conditional (if) sentences in English. Here's how you can make them:

1. Zero (0) Conditional

This is the type of information that is used for scientific facts or general truths. It can be replaced with the words "for" or "when." For example:

- a) If you hang wet clothes in the sun, they will dry. or when you hang wet clothes out in the sun to dry, they are dry.
- b) If the chillies are scarce, the price rises.
- c) When heated, water boils.

2. Conditional sentence type I (future possible condition)

This type is used for a likely future result (will/can + base verb). For instance:

- a) If you study diligently, your grade will improve.
- b) I'll feel better if I drink medicine.
- c) If I have a lot of money, I will buy a car.

3. Conditional Sentences type II (present unreal)

For imagined, impossible, or unreal future situations, this type employs the simple past with "modal + base verb." Here are some examples:

- a) I'd buy an island if I won the lottery.
- b) What would you ask Shawn Mendes if you met him?
- c) If I traveled to Mecca, I could see Mount Arafat.

Here are the forms of conditional sentence type 2:

Table 2.1

Form of Conditional Sentence Type 2¹⁰

Affirmative statements

¹⁰ Marjorie, Fuchs and Margaret Boner, *Grammar Express for Self Study or the Classroom*, (England: Pearson Education Limited, 2003), p.280

If Clause: Simple Past	Result Clause: Would + Base Form of Verb
If I knew his house	I would visit him
Negative Statements	
If I did not know his house	I would not visit him
Yes/No Question	
Result Clause	If Clause
Would you visit him	If you knew his house?
Wh-Questions	
What Would you do	If you knew his house
Short Answer	
Affirmative	Negative
Yes, I would	No, I would not

4. Conditional sentence type III (past unreal condition)

This form employs the past perfect with "modal + have + past participle." It is typically used to express regret for something that did not occur in the past. Here are some examples:

- a) I would have bought a plane if I had won the lottery.
- b) I could have made my parents happy if I had been a successful singer.
- c) If you had gone to Medan, you could have gone to Maimun Palace.
- d) We would have been better off if we had taken the medicine.
- e) If you'd said less, the meeting would have ended before 3:00.

Different tenses are used for the if clause and the main clause in each type of conditional sentence. There are three kinds of conditional sentences:

- a. *Future conditional* : I will take good photos if I have a smartphone.
- b. *Present Conditional* : I'd take good photos if I had a smartphone.

- c. *Past Conditional* : I would have taken better photos if I had a smartphone.¹¹

Table 2.2
The Formula of Conditional Sentences of Type III started from main clause ended with *if* Clause¹²

Main Clause	<i>If</i> Clause
<i>S</i> + <i>would</i> + have+ past participle	<i>If</i> + <i>S</i> 1+ had+ past perfect
<i>I would have been happier if</i>	<i>If she had asked my permission to go with him</i>

3. Definition of Picture Sequences

English teachers must be creative in their instruction to ensure that students understand the importance of learning English as a foreign language. Using a picture is one of the techniques. Pictures are one of the most effective methods for teachers to use when explaining language meaning and construction, particularly when teaching conditional sentences. A picture can help everyone understand ideas or information more clearly than a language term.

As Andrew Wright points out, pictures are more than just a method for representing places, objects, and people; they are an essential part of the overall experience, and we must help students cope with them.¹³ Students can see people, places, and things from their own experiences when trying to understand something through pictures. According to the explanation above,

¹¹ Marianne Celce Murcia and Diane Larsen-freeman, *The Grammar Boo: An ESL/EFL Teacher's Course*, (Newbury: Heinle & Heinle Publisher, 1999), p. 545

¹² Educational First, *Form in a Type 3 conditional sentences*, [Online], Available on <http://www.ef.com/english-resources/english-grammar/type-3-conditional/.htm>. accessed on 25/02/2021/ at 05.15 a.m

¹³ Andrew Wright, *Pictures for Language Learning*, (Cambridge: Cambridge University Press, 1989), p. 2

a picture is important in understanding something else, including language.

Similarly, when students express their ideas to construct sentences in conditional sentences, they must think in abstract terms in order to grasp the concept of the pictures. Both will make the learning process easier for the students if the teacher employs the picture sequences method effectively.

A picture sequence, according to Betty Morgan, is a collection of images of a single subject. Its purpose is to tell a story or a series of events.¹⁴ One of the functional categories is picture sequence. The technique employed necessitates that students comprehend the overall purpose of a piece of writing, rather than just the immediate sentence-bound grammatical context.¹⁵

According to the definition above, picture sequences are groups of pictures that together form a sentence or a story. The images provide a framework for students to construct ideas based on their prior knowledge and experience, allowing them to understand the topics more easily.

4. The Steps of Picture Sequences

The function of images can stimulate students' creativity. In the learning process, pictures are frequently used to present situations. As a result, the teacher can also use images in the teaching learning process to make the process more interactive and less monotonous.

Harmer suggests a number of activities.¹⁶ The first activity is to describe images. Students must describe the images in this section. The teacher also specifies a time limit for completing the task. By asking students about the pictures, the teacher can make the activity more engaging.

Suspects and objects are the second activities. The teacher shows the students a variety of pictures in this section. Only one of them must be

¹⁴ Betty Morgan Brown. *Look here! Visual Aids in Language Teaching*. (London: Language Teaching Series, 1973), p. 28

¹⁵ Jo McDoonough, *Materials and Methods in ELT*, (Cambridge: Blackwell Publisher, 1993), p. 182

¹⁶ Jeremy, Harmer, *How to Teach*, (England: Pearson Education, 2004), p. 69

described by the students. The students then give their descriptions to another student, who must identify which pictures are being described and stick the description beneath the correct picture.

The third activity is to write the sentences. In this section, students are instructed to construct a sentence using conditional sentences. The students must indicate the significance of each image. The students must then decide what type of conditional sentence is appropriate for describing the image.

The fifth activity is the story task. The students are instructed to write a short story using the conditional sentences they have written on the pictures. According to Harmer, pictures are a great way to get students to write stories.¹⁷

A series of pictures in sequence will be used as the main media in this research study to improve students' understanding of learning conditional sentences. A suitable medium for teaching conditional sentences can assist students in improving their writing skills.

5. The Advantages And Disadvantages of Picture Sequences

It is recommended that picture sequences be used to teach conditional sentences. The use of picture series in sequences has numerous advantages in the teaching and learning process. The first advantage of using picture series is that it motivates students to write and learn English because picture series is a visual teaching method.¹⁸

The second advantage of picture sequences is that they encourage students to develop and use their imaginations while learning English. Then, picture sequences will aid students in expressing their thoughts. The final advantage is that picture sequences will increase students' motivation to learn English quickly. Using pictures, students can easily construct their

¹⁷ Jeremy, Harmer, *How to Teach*, (England: Pearson Education, 2004), p. 69

¹⁸ Sharon, Smaldino, *Instructional Technology and Media for Learning*, (New Jersey: Pearson Merrill Prentice Hall, 2005), p. 9

knowledge while writing a conditional sentence.

Picture sequences will be used as the primary media in this research study to improve students' understanding of conditional sentences. There are processes that must be completed by the researcher and other members of the research team when implementing picture sequences in the research. They are creating the lesson plan for teaching and learning, as well as the teaching techniques used to implement the picture sequences. Finally, they are selecting the appropriate and suitable picture to use in the teaching and learning process.

The method of picture sequences is an important method in the teaching and learning process. However, there are some disadvantages to using picture sequences. There are two disadvantages. First, students are unable to effectively use their oral language skills. In this case, students struggle to present their writing in front of the class. They are unable to tell their stories in a fluent and communicative manner. As a result, teachers must provide opportunities for students to practice dialogue or monologue in the stories they have created previously.

Another disadvantage of using picture series to teach conditional sentences is that teachers do not have enough time to teach and evaluate the writing process. Students are given such images in sequences during the writing process in order to create conditional sentences. As a result, teachers must have good time management skills, as well as a lesson plan in place prior to teaching.

The writer can conclude from the statements above that the teacher can ask the students about their difficulties in learning conditional sentences using picture sequences. The teacher will then provide feedback for improvement. The teacher may assign a task involving picture sequences, and the students must then construct conditional sentences correctly. The teacher must also provide adequate time for the students and manage the time effectively in accordance with the lesson plan.

The picture sequences were used to help students understand conditional sentences, which were previously assumed to be a difficult grammar topic. Only

a few important rules are given by the teacher, which usually results in ambiguous directions. Teachers do not have enough time to properly guide their students, especially when the class is large.

B. Related of The Study

There are some researches related to this topic, they are :

1. Vania Teska Novita (2013) *The Effectiveness Of Teaching Writing Through Picture Series To Grade VIII A and B Students Of SMPN 3 SLEMAN*. The objective study of this research is to describe the students writing ability using picture series at grade VIII students at SMPN 3 SLEMAN. This study chose two classes by clustering the classes. They are class VIII A and VIII B, there are 32 students in each class. The classes are divided into two groups; they are a control group and a experimental group. VIII B becomes the experimental group and VIII A becomes the control group. The result of the study showed the experimental class was significant improved using this method.
2. Nurdina Mecca Zathira (2014) *The Effectiveness Of Picture Sequence In Teaching Narrative Text Writing*. The objective study of this research is to find out whether picture sequence is effective or not in the teaching of narrative text writing at eight grade students at SMP Islam AlSyukro Universal Ciputat. This study used A Quasi Experimental Study. The result of this study showed there is a positive significant effect in teaching writing narrative text by using picture sequence.

The similiary of this research with the previous researches above is the method used is picture sequences. The differences of the researches above with this research is the objective of the research to know the students' writing ability and to find out whether picture sequences method is affective or not in writing skills . Besides that the research design used in this research is Quantitative and the research design used in the researches above is also the same, that is Quantitative research. And the last difference of this research with the previous research is the the subject of the research and the theory used.

C. Conceptual Framework

Teaching conditional sentences is not only forming students' techniques in the terms of memorizing the kinds of conditional sentences, memorizing formula and creating sentences, but also striving to offer techniques that are as interactive as possible. The assumption that the weaknesses at senior high school students in understanding conditional sentences is that they do not use the interactive techniques. It has supported the teachers to choose an appropriate technique and media to be used in teaching and learning process.

Picture sequence is selected as an effective technique to improve students' understanding in learning conditional sentences. By using picture sequences, students would be interest in learning English especially learning conditional sentences. Picture sequences also help students to develop their skill. Picture sequences help the teachers create context to make language meaningful. Moreover, students could get involved in the activity and contribute in the group while learning in the class.

Learning English through picture sequences make the students relax and interest because using a good activity and make the class atmosphere being more alive. Picture sequences also can improve the students' motivation learning English. When the students are being motivated, ideas might come up in their minds and they were able to understand the lesson easily especially learning conditional sentences.

Compared the class using picture sequences and without picture sequences in teaching and learning conditional sentence. The class will look different. Teaching and learning without picture sequences seemed monotonous. The classes are static and formal. The students can easily get bored. The teachers who use the conventional method just collected the students' work and corrected it in several days without giving any feedbacks. Students would not be motivated in learning conditional sentences. the students are going to fail in understanding the lessons.

The implementation of picture sequences must be applied in learning the hard lessons like conditional sentences. By applying the technique, the

students are going to be motivated more in learning conditional sentence. The implementation of the method involved the researcher, as the English teacher, and the students at the eleventh grade of SMA SWASTA AL-HIKMAH MEDAN in the academic 2020/2021.

D. Hypothesis

Based on the above explanation of the theoretical and conceptual framework, the following are the research hypotheses:

(Ha) : The Picture Sequences Method has a significant effect on students' understanding of conditional sentences.

(H0) : The Picture Sequences Method has no significant effect on students' understanding of conditional sentences.

CHAPTER III

METHODOLOGY OF RESEARCH

This chapter describes research methodology, which includes research design, research setting and object, data collection technique, and data analysis technique.

A. Research Design

This study's research design was an experimental research design with a quantitative approach. It was also followed by a pre-test and a post-test for the students. An experimental design, according to Aryet, is the overall plan for carrying out a study with an active independent variable.¹⁹ Pre-experimental design, true experimental design, and quasi experimental design are three types of experimental designs that can be classified based on how well they control threats to internal validity.

The experimental research method is a method for determining a causal relationship between two factors that are intentionally created by the researcher while leaving other factors out of the equation. Pre-experimental design, true experimental design, and quasi experimental design are the three types of experimental research. The research methodology used in this paper was true experimental. True experiments must have three essential characteristics: random class assignment, an intervention given to at least one class and an alternate or no intervention for at least one other class, and a comparison of class performance on some post-intervention measurement.²⁰

In this study, the true experimental design was a pretest-posttest control-class design. It was used because participants were assigned to either the experimental or control groups at random. Furthermore, it appears that the researcher will be unable to manage all of the students

¹⁹ Donald Ary. (2010). *Introduction to Research in Education*. (USA: Wadsworth). p. 301

²⁰ William M. K. Trochim. (2003). *The Research Methods Base, 2nd Edition*. (Ithaca: N.Y. Cornell Custom Publishing). p. 215

based on her desires. In this study, there were two classes: experimental and control. According to Kothari, a control class is one that is subjected to normal conditions, whereas an experimental class is one that is subjected to unusual conditions.²¹ In this design, the subject could not be assigned to either the experimental or control class at random.

Table 3.1 Research Method

Class	Pre Test	Treatment	Post Test
Experimental Class	✓	Using Picture Sequences	✓
Control Class	✓	Without Picture Sequences	✓

B. The Subject of Research

The research focuses on the eleventh grade at SMA Swasta Al-Hikmah Medan. This study's population consists of students from SMA Swasta Al-Hikmah Medan, which is located in Pasar 4, Medan Marelan, and the sample consists of XI-A and XI-C grade students. A population is a specific group of people with a specific set of characteristics, and a sample is a subset of populations. This study used a lottery technique to select the sample. Each class's name was written on a piece of paper, which was then placed in a glass. The glass was shaken, and two pieces of paper were removed from it. As a result, two classes were chosen as the sample. The sample would be used in the study. As a result, two classes were chosen as the sample.

C. The Setting of Research

This study was carried out on students at SMA Swasta Al-Hikmah Medan during the academic year 2020-2021. Pasar 4 Medan Marelan is where you'll find it. The researcher chose this school because it has a wide range of students, particularly in English, and the researcher is confident that it will assist other researchers in conducting research at the school.

²¹ C.R.Kothari. (2004). *Research Methodology: Methods and Techniques, 2nd rev ed*, New Delhi : New Age International, p.30

D. Sample & Population

The sample and populations for this research are as follows:

Table 3.2 Number of Population

No.	Class	Number Of students
1.	XI-A	36
2.	XI-B	36
3.	XI-C	36
4.	XI-D	36
Total		144

Data source: Headmaster of SMA Swasta Al-Hikmah for the Academic Year 2020-2021.

Table 3.3 Number of Sample

No.	Class	Number Of students
1.	Experimental	37
2.	Control	35
	The Total Number of Sample	72

E. The Procedure of Research

In order to collect data for this study, the researcher employs two procedures: pre-test, treatment (teaching presentation), and post-test.

1. Pre-Test

A pre-test is administered to both the experimental and control groups prior to treatment. Before using picture sequences to teach conditional sentences, a pre-test is administered to determine baseline knowledge.

2. Treatment

The researcher administered the treatment in XI-A and XI-C. A lottery system would be used to select the experimental and control classes. Each class's name was written on a piece of paper, which was then placed in a

glass. The glass was shaken, and two pieces of paper were removed from it. As a result, two classes were chosen as the sample. The sample would then be used in the research. Both of the sample classes are taught using the same materials but a different teaching learning method. The researcher used picture sequences to teach conditional sentences in the experimental class, while the lecture method was used in the control class. Each meeting lasted approximately 80 minutes.

In the experimental class, the following procedures were used to treat patients: (1). The teacher creates a work sheet to be used in the teaching and learning process. (2). The material is conveyed by the teacher in accordance with the level of competence to be attained. (3) The teacher assigns activity sheets based on the sample. (4) Students responded to the question by shading the letter in the box in accordance with their answers. (5) The researcher acts as a supervisor, guiding the classes to complete their tasks. (6) When the timer for the task expires, the researcher assigns points for each correct answer.

The treatment procedures in the control class were as follows: (1). the teacher explained to the students the material provided in the manual book. (2) The explanation was well received by the students.

3. Post-test

Following treatment, both the experimental and control groups are tested with a post-test. The post-test is identical to the pre-test. The post-test is used to determine the effectiveness of picture sequences in teaching conditional sentences.

F. Instruments of Collecting Data

The instruments for data collection in this study were tests. A test is a tool or procedure used to determine or measure something in the environment in the manner and according to the rules that have been established.²²

In this study, an essay test is used to assess students' achievement at SMA Swasta Al-Hikmah Medan's eleventh grade. The test consists of conditional sentence questions.

G. Validity Test and Riliabilty Test

1. Validity Test

Validity is a measurement that indicates the level of validity of the instrument used. The valid instrument has a high level of validity, whereas the instrument that is valid enough has a low level of validity.

By using SPSS v.22 and Pearson Correlation, we were able to determine whether the instruments provided were valid or not. The validity test criteria are as follows:

- If Pearson Correlation $> r_{tabel}$, so the test is valid.
- If Pearson Correlation $< r_{tabel}$, so the test is not valid.

The validity test is performed in the other class, with the exception of the sample used to determine whether the test given is valid or not. In this study, the researcher took another class to put it into practice.

2. Reliability Test

Reliability is a measurement that determines how long the measurement result remains consistent. If the mensuration is performed on the instrument twice or more. The reliability of the assay is determined using Cronbach's Alpha in SPSS v.22. If the instrument is trustworthy, it can be concluded that :²³

- a) If $r_{hitung} > r_{tabel}$ so the test is reliable.

²²Suharsimi Arikunto.(1987).*Dasar-dasar Evaluasi Pendidikan*.(Jakarta: PT BumiAksara). p.51

²³Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2007) ,p.87.

b) If $r_{hitung} < r_{tabel}$ so the test is not reliable.

Following the completion of the validity test, the next step is to conduct a reliability test on the instrument. The Pearson Correlation value will be compared with the value of a variable to determine its reality r_{tabel} . If Pearson Correlation ($r_{hitung} > r_{tabel}$) so the instrument is reliable and if $r_{hitung} < r_{tabel}$ so the instrument is not reliable.

H. Technique of Analyzing the Data

The researcher used data from student tests to determine the effectiveness of picture sequences in teaching conditional sentences in the experimental class, compared to the control class that did not use picture sequences. Following the collection of all student scores, the researcher performed the necessary data analysis: normality and homogeneity. SPSS 22 was used to run the normality and homogeneity tests. After analyzing the normality and homogeneity tests, the researcher used the t-test to determine the differences in students' scores from the pre-test and post-test in the experimental and control groups.

There are two prerequisites that must be met before conducting a hypothesis test. The tests are the normality and homogeneity tests. The purpose of the normality test is to determine whether or not the data is normal. If the test score was greater than 0.05, the data was considered normal. The author used SPSS to count the normality test, and the steps are as follows:²⁴

- a. Launch the SPSS program. Enter all of the information.
- b. From the top menu, select Analyze, then descriptive statistics, and finally explore.
- c. Copy the data from the left box and paste it into the Dependent List box.
- d. Click plot and make sure that none is selected under boxplots, that no check boxes are selected under Descriptive, that no ticks are selected under Normality plots with tests, and that no ticks are selected under Spread vs

²⁴Andrew Garth. 2008. *Analysis Data Using SPSS (A Practical Guide for those Unfortunate Enough to Have to Actually Do It)*. Sheffield: Sheffield Hallam University. p. 73

Level with Levene Test.

- e. Press the Continue and OK buttons.
- f. The homogeneity test is used to determine the degree of similarity between two classes. The significant level of the test must be greater than 0.05 in order to obtain homogeneous.

Data. Homogeneity test used in this study were SPSS, with steps as follows:²⁵

- a. Launch the SPSS program.
- b. Enter the information in the data view.
- c. At the top of the menu, select Analyze, then compare means and oneway ANOVA.
- d. Move the experimental data into the Dependent List, while the controlled data is moved into the Factor.
- e. Open the Options dialog box by clicking the Options tab.
- f. Mark the Homogeneity of Variance tests with a checkmark.
- g. Select Continue and then OK.

to determine the differences in conditional sentence results before and after the students were taught using picture sequences. After the data from the tests was collected, it was analyzed using SPSS 22. If the data from the tests showed that they were both homogeneous and normal, a hypothesis test could be performed. In this study, the t-test is used to determine whether there is a difference between two variables. The Independent-Samples t-test was used in SPSS 22. Here are the steps for data analysis:²⁶

- a. Launch the SPSS 22 program and select Variable View. Enter a name for the class, such as class and score, and in the Values section, the name of the class is divided into two types: experimental and controlled.
- b. Select Data View, enter the data, and then select Analyze, Compare Means, and Independent-Samples T-test.
- c. Insert the score into the Test Variable (s) column, and the class into the

²⁵Andrew Garth. *Opcit.* p. 71-72

²⁶Andrew Garth. *Opcit.* p. 45-46

Classing Variable column. Define class as the number that is exactly the same as the number entered in Values 4. Continue by clicking OK.

I. Statistical Hypothesis

The statistical hypothesis in this research is:

$$H_0 : \mu_A = \mu_B$$

$$H_a : \mu_A > \mu_B$$

In which:

A : Picture Sequences Method

B : Lecture Method

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. Data Description

The data for this study came from the results of tests from both classes, the experimental class and the control class, in both XI-A and XI-C. The experimental and control groups were taught in different ways. Picture Sequences were used to teach students in the experimental class. In the meantime, students in the control group were taught using the Lecture Method. Data had to be collected in order to see the effect of students' writing taught using Picture Sequences and the Lecture method. The data was gathered from the results of the pre-test and post-test, which were administered at the conclusion of the study.

After administering the post-test to the experiment class, which was taught using Picture Sequences, and the control class, which was taught using the Lecture method, the measurement data obtained for English writing were as follows:

Table 4.1 Research Result Data

Statistic Source	Class of Learning Model			
	Experimental Class (Words Square Modeling)		Control Class (Lecture Method)	
	Pre Test	Post Test	Pre Test	Post Test
N	37	37	35	35
\bar{X}	58,24	81,48	58	73,28
S	10,69	11,60	10,66	10,50

b. Experimental Class

The mean score in the pre-test was 58,24, while the mean score in the post-test was 81,48, according to the data collected. From the pre-test to the post-test, the mean score increased by 23,24. The highest pre-test score was 80, while

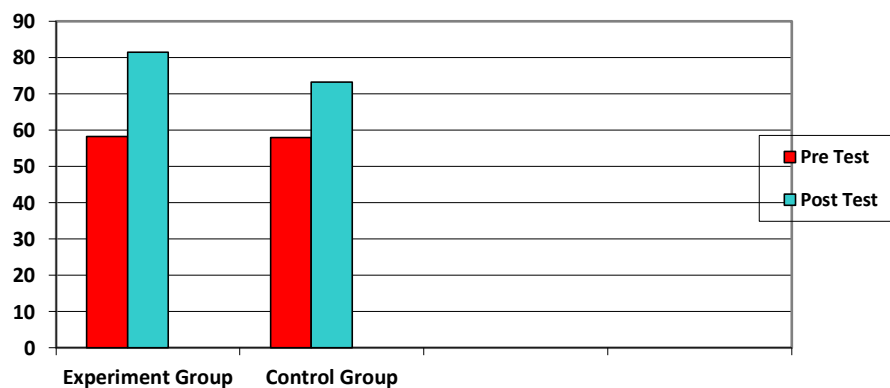
the highest post-test score was 100.

c. Control Class

According to the data collected, the average pre-test score was 58, whereas the average post-test score was 73,28. From the pre-test to the post-test, the mean score increased by 15,28. The highest pre-test score was 80, while the highest post-test score was 100.

The following graph compares the average scores of the control and experimental classes:

Chart 4.1 : Comparison between The Mean Scores of Experimental and Control Class



The data previously linked shows that there were substantial differences in scores between the control class, which was taught using the traditional technique, and the experimental class, which was treated with Picture Sequences. From the pre-test to the post-test, the mean score in the experimental class increased to 23,24, whereas the control class scored just 15,28.

2. Analysis Requirement Testing

a. Normality Testing

To test the normality of the data, Lilliefors formula is used. The result is the data is normal because $L_0 < L_t$. Normality testing can be seen in table.

Table 4.2 : Tests of Normality

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Conditional Sentences	Pre Test Experiment	,160	37	,018	,972	37	,451
	Post Test Experiment	,121	37	,187	,950	37	,098
	Pre test Control	,132	35	,128	,966	35	,351
	Post Test Control	,137	35	,094	,960	35	,230

Because there were only 35-37 samples in the study, the researchers used Shapiro-Wilk data as the normality test data. The data yields a Sig (p value) of 0,451. It's more than just an alpha value (0,05). As a result, we can conclude that the data is normal.

b. Homogeneity Testing

Following the normality testing, the researcher performed homogeneity testing, which was calculated using SPSS 22 to test the homogeneity of both the experiment and control classes. The homogeneity test was calculated using the Slevene statistic test. If the data calculation result is more than 0.05, the data is homogeneous. The following is a summary of the findings:

Table 4.3 Test of Homogeneity of Variance for Pre Test

		Levene Statistic	df1	df2	Sig.
Conditional Sentences	Based on Mean	,006	1	70	,936
	Based on Median	,001	1	70	,979
	Based on Median and with adjusted df	,001	1	69,998	,979
	Based on trimmed mean	,006	1	70	,937

The Sig value can be determined based on the above SPSS output (2 tailed). We get 0,936 based on the mean of the variables in the pre-test experimental and control classes. As a result, we can deduce that the sig value of 0,936 is greater than 0.05. It's more than just an alpha value (0,05). As a result, the findings from the pre-test conducted in the experimental and control groups are comparable.

Table 4.4 Test of Homogeneity of Variance for Post Test

		Levene	df1	df2	Sig.
		Statistic			
Conditional	Based on Mean	,390	1	70	,534
Sentences	Based on Median	,302	1	70	,584
	Based on Median and with adjusted df	,302	1	69,996	,584
	Based on trimmed mean	,407	1	70	,525

We can determine the Sig value based on the above SPSS output (2 tailed).

We get 0,534 based on the mean of the variables in the post-test experimental and control classes. As a result, we can deduce that the sig value of 0,534 is greater than 0.05. It's more than just an alpha value (0,05). As a result, the post-test findings from the experimental and control groups are similar.

c. T-Test

Following the normality and homogeneity tests, the researcher used SPSS 22 to do a t-test to see if there was a significant difference between the experimental and control classes' understanding of Conditional Sentences. The researcher combined the results of the experiment and control classes' pre- and post-tests to create a score for both groups. The following figure shows the t-test result of post-test scores for both the control and experiment classes:

Table 4.5 : The t-test result of pre-test score both control and experimental class

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Condition Equal variances assumed	,006	,936	,097	70	,923	,243	2,516	-4,775	5,262
Sentences Equal variances not assumed			,097	69,800	,923	,243	2,516	-4,775	5,261

Before starting the treatment, both the experiment and control classes were given a pre-test. The value of Sig. (2tailed) is 0,923 based on the data in Table 4.10. It is more than or equal to 0,05 ($0,923 > 0,05$). It indicates that there was no discernible difference between the experiment and control groups.

Table 4.6 : The t-test result of post-test score both control and experimental class

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Condition Equal variances assumed	,390	,534	3,140	70	,002	8,201	2,612	2,991	13,410	
Condition Equal variances not assumed			3,148	69,869	,002	8,201	2,605	3,006	13,396	

After completing the treatment, both the experiment and control classes were given a post-test. The value of Sig. (2tailed) is 0,002, as can be seen from the data in Table 4.10. It is less than or equal to 0.05 ($0.002 > 0,05$). It signifies that the difference between the experiment and control groups was significant.

d. Average Similarity Test

$$t_{hitung} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$t_{hitung} = \frac{58,24 - 58,00}{\sqrt{\frac{(37-1)(114,19) + (35-1)(113,53)}{37+35-2} \left(\frac{1}{37} + \frac{1}{35}\right)}}$$

$$t_{hitung} = \frac{0,24}{\sqrt{\frac{(36)(114,19) + (34)(113,53)}{70} \left(\frac{2}{72}\right)}}$$

$$t_{hitung} = \frac{0,24}{\sqrt{3,16}}$$

$$t_{hitung} = \frac{0,24}{1,78}$$

$$t_{hitung} = 0,135$$

Because of distribution table list t is not obtained from t of $dk = n_1 + n_2 - 2 = 37 + 35 - 2 = 70$ to $\alpha = 5\%$ will be found by interpolation :

$$t_{70} = t_{60} + \frac{t_{120} - t_{60}}{120 - 60} (70 - 60)$$

$$t_{70} = 2,000 + \frac{1,980 - 2,000}{60} (10)$$

$$t_{70} = 2,000 + (-0,002)$$

$$t_{70} = 1,997$$

The test revealed $t_{hitung} = 0,135$ with opportunities 5% and $dk = 37 + 35 - 2 = 70$ the researcher got $t_{tabel} = 1,997$ or $t_{hitung} < t_{tabel}$ so H_0 is accepted. It indicates that the averages of the experimental and control groups are identical.

3. Hypothesis Testing

The data analysis used is T-Test to hypothesis test:

$$t_{hitung} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t_{hitung} = \frac{81,49 - 73,29}{\sqrt{\frac{(37-1)(134,53) + (35-1)(110,21)}{37+35-2} \left(\frac{1}{37} + \frac{1}{35}\right)}}$$

$$t_{hitung} = \frac{8,20}{\sqrt{\frac{(36)(134,53) + (34)(110,21)}{70} \left(\frac{2}{72}\right)}}$$

$$t_{hitung} = \frac{8,20}{\sqrt{5,55}}$$

$$t_{hitung} = \frac{8,20}{1,85}$$

$$t_{hitung} = 4,441$$

Because of distribution table list t is not obtained from t value of $dk = n_1 + n_2 - 2 = 37 + 35 - 2 = 70$ for $\alpha = 5\%$ will be found by interpolation :

$$t_{70} = 2,000 + \frac{1,980 - 2,000}{60} (10)$$

$$t_{70} = 2,000 + (-0,002)$$

$$t_{70} = 1,997$$

From the calculation of t-test the researcher got $t_{hitung} = 4,441$ with the opportunities 5% and $dk = 37 + 35 - 2 = 70$ the researcher found $t_{tabel} = 1,997$ or $t_{hitung} > t_{tabel}$ so H_a is accepted.

The formula description:

\bar{x}_1 : mean score of experimental class

\bar{x}_2 : mean score of control class

s : standard deviation

S_1^2 : variant of experimental class

S_2^2 : variant of control class

n_1 : the number of experimental class

n_2 : the number of control class.²⁷

With the criterias :

Ha is accepted if $t_{hitung} > t_{tabel}$ (reject Ho)

Ha is rejected if $t_{hitung} < t_{tabel}$ (accept Ho)

The comparison of t observed and t table results are used to determine whether

²⁷ Sudjana, *Metode Statistik* (Bandung: Tarsito, 2005), hlm. 250.

or not employing Picture Sequences in Teaching Conditional Sentences is successful in increasing student understanding. The calculation of hypothesis test is to answer the wording of the study problem: "Is there any significant influence of Picture Sequences in Teaching Conditional Sentences?" As a result, the following conclusion is reached:

H_a : There is a significant difference in students' conditional sentence achievement between students who are taught with Picture Sequences and students who are not taught with Picture Sequences.

H_0 : There is no significant difference in students' conditional sentence achievement between students who are taught using Picture Sequences and students who are taught without them. The following are the hypotheses test criteria: If $t_o > t_{table}$ or the Sig. (2-tailed) is less than 0.05, H_a is approved. If $t_o > t_{table}$ or the Sig. (2-tailed) is greater than 0.05, H_0 is not accepted.

To summarize, if the t observed $>$ t_{table} and the Sign. (2-tailed) 0.05, H_a is acceptable. As a result, Picture Sequences can be inferred to be an excellent tool for teaching conditional sentences in the classroom.

B. Discussion

The findings of the study revealed that there was a substantial difference in conditional sentence performance between those who learned using Picture Sequences and those who learned using the lecture technique.

The mean of the pre-test in the experimental class was 58,24 and the post-test was 81,48, while the mean of the post-test in the control class was 58 and the post-test was 73,28, according to quantitative data. It denotes that there is a distinction between the experimental and control groups. Between pre-test and post-test, the score in the control class increased by 15,28, but the score in the experimental class increased by roughly 23,24.

In other words, employing Picture Sequences improves accomplishment in conditional sentences. Furthermore, H_0 was rejected while H_a was approved based on the t -test computation. The pupils who were thought of by Picture Sequences got a higher score than those who were thought of by presentation practice output, according to the data from the pre-test and post-test. To

summarize, the research data was collected using the procedures. As stated in the research findings and discussion above, employing Picture Sequences in relation to students' achievement conditional sentences has relevance.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

According to the findings of the study, students' grasp of conditional phrases taught using Picture Sequences is superior than that taught using the lecturer technique.

The results of the pre-test and post-test were conducted in both the experimental and control groups. It is clear from the data that there is a considerable difference between the experimental and control groups. The researcher compared tcount and ttable to see if employing Picture Sequences in teaching conditional sentences is more effective in terms of achieving good results for students.

As a conclusion to the entire chapter, it may be deduced that Picture Sequences are more effective than Lecturer Method in teaching conditional sentences to students, particularly those in the eleventh grade at SMA Swasta Al-Hikmah.

B. Implication

The findings of the study have ramifications. The study discovered that there is a substantial difference in student knowledge between those who are taught using Picture Sequences and those who are taught using the lecture technique. Furthermore, this study suggests that Picture Sequences are required in conditional statements.

When students are taught utilizing Picture Sequences, they are more motivated and calm when learning to write. As a result, the utilization of Picture Sequences helps maintain students' interest while also assisting them in comprehending conditional sentences.

In conclusion, the employment of Picture Sequences during the research can have an impact on the students' conditional sentence performance. As a result, the use of Picture Sequences in the teaching of conditional sentences must be continued. It's because the usage of picture sequences can be used in affective

learning to help students' enthusiasm grow, allowing them to acquire standard competency in the learning process.

C. Suggestion

The researcher makes several recommendations based on the aforesaid conclusion. To begin, English teachers are encouraged to incorporate Picture Sequences into their teaching learning process in order to influence students' conditional sentence achievement. Second, academics that are interested in conducting research on this topic should try to use Picture Sequences at various levels of learning.

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APPENDIX I**The List Name of Control Class**

No	Initial	Gender
1	AM	F
2	ANU	M
3	AS	F
4	AUL	M
5	AN	M
6	AN	M
7	APA	M
8	DYR	M
9	ES	M
10	FML	F
11	FAP	M
12	FH	F
13	FNN	M
14	FC	M
15	GK	M
16	IKF	F
17	IL	M
18	KH	M
19	LN	M
20	MRL	F
21	MRJ	F
22	MZ	F
23	NA	M
24	NAY	F
25	NR	M
26	NA	F
27	NH	M
28	RAT	F
29	RB	F
30	RA	F
31	SAN	M
32	S	M
33	SM	M
34	SU	M
35	UZS	M

The amount of students in control class : 35 students

Female : 13 students

Male : 22 students

The List Name of Experimental Class

No	Initial	Gender
1	AYL	M
2	ASY	M
3	AA	F
4	AS	F
5	AP	M
6	APD	M
7	AW	M
8	AI	F
9	AP	M
10	AHP	M
11	BB	F
12	CW	M
13	EDSS	M
14	FT	F
15	FA	M
16	FF	M
17	FH	F
18	IIM	M
19	JA	M

No	Initial	Gender
20	MAD	F
21	MF	F
22	MR	F
23	MIA	F
24	MA	F
25	MAPN	F
26	NSV	M
27	NN	M
28	N	M
29	PA	M
30	RS	F
31	RN	M
32	SAP	M
33	SF	M
34	SAR	M
35	SRP	F
36	TAR	M
37	TRD	F

The amount of students in control class : 37 students

Female : 22 students

Male : 15 students

APPENDIX II**LESSON PLAN****(Control Class)**

School	: SMA Swasta Al-Hikmah
Subject	: English
Class	: XI- C (Control-Class)
Time Allocation	: 2 x 45 minutes
Topic	: Conditional Sentence

A. Main Competence

- K1 : Respecting and appreciating religion they believe.
- K2` : Respecting and appreciating honestly, discipline, responsibility, care (tolerance, cooperation), good manner, confident, to interact effectively with social environment and nature in their association and existence.
- K3 : Understanding knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to the real phenomena and incident.
- K4 : Trying, processing, and presenting in concrete (use, analyze, string up, modify, and make) and abstract (write, read, count, draw, and create) in accordance with subject learnt in school and other source that has the same point of view / theory.

B. Basic Competence and Indicators

The Basic Competences	Indicators
<p>3.1 Applying the social function, structure, and linguistic elements in the oral and written interactions that involve the action in taking and giving the information about identity, family relationship, based on the using context. (pay attention in linguistic elements such as pronoun: subjective, objective, possessive)</p>	<ul style="list-style-type: none"> • To identify the expressions of taking and giving information about identity and family relationship • To analyze the different of using those expressions based on the context • To know the structure of taking and giving the information about identity and family relationship • To know the linguistic elements from the expression of taking and giving information about identity and family relationship.
<p>4.1 Composing the oral and written interactions simply that involve the action in taking and giving the information about the identity by paying attention to the social function, structure, and linguistic elements based on context.</p>	<ul style="list-style-type: none"> • To arrange the asking information sentences about identity and family relationship • To respond the asking information about identity and family relationship

C. Learning Objectives

After following the learning process, the students are expected to :

2. Understand how to greet the people around well in their daily life

3. Able to introduce themselves and someone else to somebody around them
4. Identify the various types of “Conditional Sentences” in the sentence well
5. Understand the using of Conditional Sentences in the oral or written interaction

A. Learning Materials

The Definition of Conditional Sentence

One of the most important distinctions in grammar is the conditional sentence. The conditional sentence is an important pattern in the English language. Learning conditional sentences allows us to make better sentences when speaking to others. The conditional sentence should be studied by Indonesian students because it is related to the implicit meaning of three types of conditionals.

Language Features:

- The use of *conditional sentences* in each type.

B. Learning Method

Lecturing Method

C. Learning Media , Tools and Source

a. Media

- Books

b. Tools

- Papers
- Marker
- Whiteboard

c. Lesson Sources

- Internet
- English relevant text book that has provided by the school.

- Dictionary

D. Learning Activities

Opening	<ul style="list-style-type: none"> • Greet the students kindly when entering the classroom • Performing a prayer before starting the lesson • Check the presence of the students • Providing motivation and apperception • Brain Storming 	10 minutes
Core Activities Meeting 1	<p>Observing</p> <ul style="list-style-type: none"> • Teacher explains about introduction text clearly and briefly • Teacher turns on the video in leptop and asks the students to pay attention on it well and repeats it in 3 times <p>Questioning</p> <ul style="list-style-type: none"> • The teacher directs the students to provide and ask question about the conditional sentences. • With the guidance and direction of the teacher, students asks questions, among other things, the function of every type in conditional sentences that have not been understood, etc <p>Experimenting</p> <ul style="list-style-type: none"> • Teacher asks the students to make their own sentences about the material that has been learnt. <p>Associating</p> <ul style="list-style-type: none"> • The teacher asks the students to do the 	60 Minutes

	<p>task individually.</p> <p>Communicating</p> <ul style="list-style-type: none"> • The students collect their work. 	
Meeting 2	<p>Observing</p> <ul style="list-style-type: none"> • Teacher explains about <i>Conditional Sentences</i> in general clearly and briefly, the formula and also the examples by using whiteboard. <p>Questioning</p> <ul style="list-style-type: none"> • The students analyzed the formula of <i>Conditional Sentences</i> • With the guidance and direction of the teacher, students asks questions, among other things, the function of every type in conditional sentences that have not been understood, etc <p>Experimenting</p> <ul style="list-style-type: none"> • Teacher asks the students to write down their daily imagination by using <i>Conditional Sentences</i>. <p>Associating</p> <ul style="list-style-type: none"> • The teacher asks the students do the task by <i>Conditional Sentences</i> individually. <p>Communicating</p> <ul style="list-style-type: none"> • The students collect their work. 	
Closing	<ul style="list-style-type: none"> • Make the conclusions of today's learning and tell the learning plans for the next meeting. • Praying • Regards 	10 Minutes

Assessment**Scoring the Test**

The score range from 0-100 are use. The rule was by counting the correct answer using this following formula:

$$S = R/N \times 100$$

Where:

S = the score

R = the number of correct answer

N = the number of questions

Medan, 31 July 2021

**Be cognizant of
English Teacher**



Nidea Atika, S.Pd

Researcher



Nurul Azura Ningsih

Headmaster of SMA Swasta Al-Hikmah

Medan, 31 Juli 2021
Kepala Sekolah,



Nuriadi, S.Pd.I

LESSON PLAN
(Experimental Class)

School	: SMA Swasta Al-Hikmah
Subject	: English
Class	: XI-A (Experimental-Class)
Time Allocation	: 2 x 45 minutes
Topic	: Conditional Sentences

A. Main Competence

- K1 : Respecting and appreciating religion they believe.
- K2` : Respecting and appreciating honestly, discipline, responsibility, care (tolerance, cooperation), good manner, confident, to interact effectively with social environment and nature in their association and existence.
- K3 : Understanding knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to the real phenomena and incident.
- K4 : Trying, processing, and presenting in concrete (use, analyze, string up, modify, and make) and abstract (write, read, count, draw, and create) in accordance with subject learnt in school and other source that has the same point of view / theory.

B. Basic Competence and Indicators

The Basic Competences	Indicators
3.1 Applying the social function, structure, and linguistic elements in the oral and written interactions that involve the action in taking and	<ul style="list-style-type: none"> • To identify the expressions of taking and giving information about identity and family relationship • To analyze the different of using those expressions based on the context • To know the structure of taking and

<p>giving the information about identity, family relationship, based on the using context. (pay attention in linguistic elements such as pronoun: subjective, objective, possessive)</p>	<p>giving the information about identity and family relationship</p> <ul style="list-style-type: none"> • To know the linguistic elements from the expression of taking and giving information about identity and family relationship.
<p>4.1 Composing the oral and written interactions simply that involve the action in taking and giving the information about the identity by paying attention to the social function, structure, and linguistic elements based on context.</p>	<ul style="list-style-type: none"> • To arrange the asking information sentences about identity and family relationship • To respond the asking information about identity and family relationship

C. Learning Objectives

After following the learning process, the students are expected to :

1. Understand how to greet the people around well in their daily life.
2. Able to introduce themselves and someone else to somebody around them.
3. Identify the various types of “Conditional Sentences” in the sentence well.
4. Understand the using of Conditional Sentences in the oral or written interaction.

D. Learning Materials

The Definition of Conditional Sentence

One of the most important distinctions in grammar is the conditional sentence. The conditional sentence is an important pattern in the English language. Learning conditional sentences allows us to make better sentences when speaking to others. The conditional sentence should be studied by Indonesian students because it is related to the implicit meaning of three types of conditionals.

Language Features:

- The use of *conditional sentences* in each type.

E. Learning Method

Picture Sequences

F. Learning Media , Tools and Source

a. Media

- Pictures

b. Tools

- Papers
- Marker
- Whiteboard

c. Lesson Sources

- Internet
- English relevant text book that has provided by the school.
- Dictionary

G. Learning Activities

Opening	<ul style="list-style-type: none"> • Greet the students kindly when entering the classroom • Performing a prayer before starting the lesson • Check the presence of the students 	10 minutes
----------------	---	------------

	<ul style="list-style-type: none"> • Providing motivation and apperception • Brain Storming 	
<p>Core Activities</p> <p>Meeting 1</p>	<p>Observing</p> <ul style="list-style-type: none"> • Teacher explains about introduction text clearly and briefly • Teacher turns on the video in leptop and asks the students to pay attention on it well and repeats it in 3 times <p>Questioning</p> <ul style="list-style-type: none"> • The teacher directs the students to provide and ask question about the conditional sentences. • With the guidance and direction of the teacher, students asks questions, among other things, the function of every type in conditional sentences that have not been understood, etc <p>Experimenting</p> <ul style="list-style-type: none"> • Teacher asks the students to make their own sentences about the material that has been learnt. <p>Associating</p> <ul style="list-style-type: none"> • The teacher asks the students to do the task individually. <p>Communicating</p> <ul style="list-style-type: none"> • The students collect their work. 	60 Minutes
Meeting 2	<p>Observing</p> <ul style="list-style-type: none"> • Teacher explains about <i>Conditional Sentences</i> in general clearly and briefly, the formula and also the 	

	<p>examples by using whiteboard.</p> <p>Questioning</p> <ul style="list-style-type: none"> • The students analyzed the formula of <i>Conditional Sentences</i> • With the guidance and direction of the teacher, students asks questions, among other things, the function of every type in conditional sentences that have not been understood, etc <p>Experimenting</p> <ul style="list-style-type: none"> • Teacher asks the students to write down their daily imagination by using <i>Conditional Sentences</i>. <p>Associating</p> <ul style="list-style-type: none"> • The teacher asks the students do the task by <i>Conditional Sentences</i> individually. <p>Communicating</p> <ul style="list-style-type: none"> • The students collect their work. 	
Closing	<ul style="list-style-type: none"> • Make the conclusions of today's learning and tell the learning plans for the next meeting. • Praying • Regards 	10 Minutes

Assessment

Scoring the Test

Scores ranging from 0 to 100 are used. The rule was to count the correct answers using the formula;

$$S = R/N \times 100$$

Where:

S = the score

R = the number of correct answer

N = the number of questions

Medan, 31 July 2021

**Be cognizant of
English Teacher**



Nidea Atika, S.Pd

Researcher



Nurul Azura Ningsih

Headmaster of SMA Swasta Al-Hikmah

Medan, 31 Juli 2021
Kepala Sekolah,



Nuriadi, S.Pd.I

APPENDIX III

TEST SHEET
POST TEST & PRE TEST
CONTROL CLASS

Name :

Class :

Subject :

Fill in the blanks with the right conditional sentences by using the words in the brackets.

1. If I.....(have) a lot of money , I would (buy) an island.
2. If the paper(burn), It.....(become) ash.
3. If I had.....(have) wings, I would have.....(fly)
4. If I(eat) too much, I would.....(be) sick.
5. If I.....(smoke), I will.....(have) lung cancer.
6. If it (rain) a lot, I will (stay) at home.
7. If you (brush) your teeth, your teeth..... (get) clean.
8. If I had..... (own) a zoo, I would have (have) a lot of money.
9. If I (clean) the house early, I would (go) out with him.
10. If I (meet) Shawn Mendes, I will..... (ask) his signature and have some photos.

Answers

1. Had, buy
2. Burns, becomes
3. Had, flown
4. Ate, be
5. Smoke, have
6. Rains, stay
7. Brush, get
8. Owned, had
9. Cleaned, go
10. Meet, ask

**POST TEST & PRE TEST
EXPERIMENTAL CLASS**

Name :
Class :
Subject : English

Fill in the blanks with the right conditional sentences by using the provided words and seeing the pictures.



1. If I.....(have) a lot of money , I would (buy) an island.



2. If the paper(burn), It.....(become) ash.





3. If I had.....(have) wings, I would have.....(fly).



4. If I(eat) too much, I would.....(be) sick.



5. If I.....(smoke), I will.....(have) lung cancer.



6. If it (rain) a lot, I will (stay) at home.



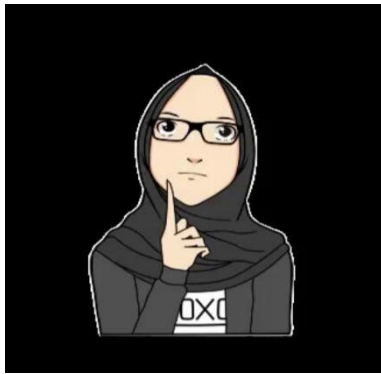
7. If you(brush) your teeth, your teeth, your teeth.....(get) clean.



8. If I had..... (own) a zoo, I would have(have) a lot of money.



9. If I (clean) the house early, I would (go) out to study.



10. If I (meet) Shawn Mendes, I will..... (ask) his signature.

Answers

1. Had, buy
2. Burns, becomes
3. Had, flown
4. Ate, be
5. Smoke, have
6. Rains, stay
7. Brush, get
8. Owned, had
9. Cleaned, go
10. Meet, ask

APPENDIX IV

VALIDITY ANALYSIS OF TESTING THE QUESTION OF TEST

No	Name	The Number of Test																				Total	Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	AGN	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	19	95
2	AFG	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	18	90
3	A	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	18	90
4	AC	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	17	85
5	AFA	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	95
6	ET	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	18	90
7	FG	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	18	90
8	FR	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	100
9	GHB	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	18	90
10	HB	0	1	0	0	1	0	1	1	0	1	0	1	1	1	0	1	1	1	0	0	11	55
11	HLS	1	1	0	0	1	1	0	1	1	1	0	1	0	0	0	1	1	1	0	0	11	55
12	IS	1	0	0	1	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	12	60
13	IM	0	1	0	0	0	1	1	0	1	1	0	1	0	0	0	1	0	1	0	1	9	45
14	I	0	0	1	0	0	0	1	0	0	0	0	0	1	0	1	0	1	1	1	1	8	40
15	JK	0	1	1	1	0	1	1	1	0	0	1	0	1	0	0	1	0	0	1	0	10	50
16	JM	1	0	1	1	1	0	0	1	0	0	0	0	0	1	0	1	0	1	0	1	9	45
17	KH	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	17	85
18	KM	0	1	1	1	0	1	0	1	0	1	1	0	0	1	0	1	1	0	0	0	10	50
19	KIL	1	0	1	0	1	0	1	0	1	1	0	1	1	0	1	0	0	1	1	1	12	60
20	LT	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	0	1	1	15	75
21	LM	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	17	85
22	LMN	1	1	1	0	1	1	0	1	0	1	0	1	1	0	0	0	0	1	0	1	11	55
23	MFH	0	1	0	1	0	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	12	60
24	RJ	1	0	1	1	0	1	0	0	1	1	0	1	0	1	0	1	0	0	1	0	10	50
25	RI	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	100
26	TW	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	16	80
27	ZM	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	1	0	0	1	0	10	50

Kriteria	Jumlah
1	1
2	1
3	1
4	1
5	1
6	1
7	1
8	1
9	1
10	1
11	1
12	1
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92	1
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94	1
95	1
96	1
97	1
98	1
99	1
100	1

APPENDIX V

RELIABILIT TEST

Reliability Statistics

Cronbach's Alpha	N of Items
,782	20

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item_1	13,52	14,721	,373	,771
item_2	13,56	14,795	,332	,774
item_3	13,44	15,103	,306	,776
item_4	13,56	14,641	,377	,771
item_5	13,52	14,490	,444	,767
item_6	13,52	14,798	,350	,773
item_7	13,56	14,795	,332	,774
item_8	13,56	14,795	,332	,774
item_9	13,59	14,558	,385	,770
item_10	13,48	14,952	,326	,774
item_11	13,67	14,692	,327	,775
item_12	13,63	14,858	,290	,777
item_13	13,48	14,798	,375	,771
item_14	13,59	14,712	,341	,773
item_15	13,67	14,692	,327	,775
item_16	13,44	15,103	,306	,776
item_17	13,63	14,704	,332	,774
item_18	13,48	14,952	,326	,774
item_19	13,52	14,798	,350	,773
item_20	13,52	14,798	,350	,773

APPENDIX VI**THE PRE TEST AND POST TEST SCORE OF EXPERIMENT CLASS**

No	Initial	Pre Test	Post Test
1	AYL	35	60
2	ASY	50	70
3	AA	65	80
4	AS	60	85
5	AP	50	75
6	APD	70	80
7	AW	65	95
8	AT	60	100
9	AP	70	95
10	AHP	45	70
11	BB	55	85
12	CW	55	85
13	EDSS	65	85
14	FT	60	95
15	FA	40	80
16	FF	60	75
17	FH	70	100
18	IIM	60	95
19	JA	65	75
20	MAD	45	70
21	MF	50	80
22	MR	65	85
23	MIA	60	80
24	MA	65	90
25	MAPN	60	95
26	NSV	75	80
27	NN	45	70

28	N	45	60
29	PA	50	80
30	RS	40	60
31	RN	55	85
32	SAP	70	90
33	SF	60	75
34	SAR	80	100
35	SRP	75	95
36	TAR	55	70
37	TDR	60	65
Mean		58,2432	81,4865

THE PRE TEST AND POST TEST SCORE OF CONTROL CLASS

No	Initial	Pre Test	Post Test
1	AM	45	55
2	ANU	55	65
3	AS	55	70
4	AUL	60	80
5	AN	35	60
6	AN	40	55
7	APA	60	65
8	DYR	65	75
9	ES	65	80
10	FML	70	90
11	FAP	65	70
12	FH	50	65
13	FNN	55	90
14	FC	55	75
15	GK	70	75

16	IKF	70	75
17	IL	65	75
18	KH	60	80
19	LN	55	70
20	MRL	65	80
21	MRJ	65	70
22	MZ	65	90
23	NA	80	100
24	NAY	50	65
25	NR	75	85
26	NA	60	70
27	NH	60	65
28	RAT	60	65
29	RB	55	65
30	RA	70	80
31	SAN	55	80
32	S	45	60
33	SM	45	65
34	SU	50	85
35	UZS	35	70
	Mean	73,28571429	

APPENDIX VII

THE RESULT OF STUDENTS

POST TEST

Name : Ara Riska

Class : XI A

Subject : English

Fill in the blanks with the right conditional sentences by using the provided words and seeing the pictures.

1. If I had ... (have) a lot of money, I would buy ... (buy) an island.

2. If the paper burns (burn), it ^{becomes} ... (become) ash.

3. If I had had ... (have) wings, I would have flown (fly).



8. If I had ~~own~~ ^{owned} (own) a zoo, I would have ~~have~~ ^{had} (have) a lot of money.



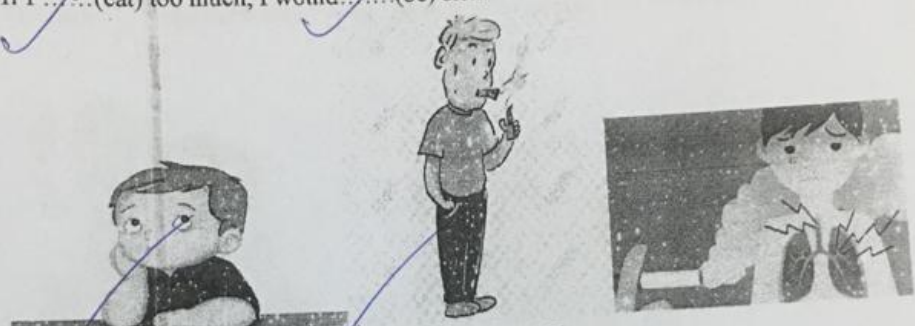
9. If I ~~cleaned~~ ^{cleaned} (clean) the house early, I would ~~go~~ ^{go} (go) out to study.



10. If I ~~meet~~ ^{meet} (meet) Shawn Mendes, I will ~~ask~~ ^{ask} (ask) his signature.



4. If I ~~ate~~ (eat) too much, I would ~~be~~ (be) sick.



5. If I ~~smoke~~ (smoke), I will ~~have~~ (have) lung cancer.



6. If it ~~rained rains~~ (rain) a lot, I will ~~stayed stay~~ (stay) at home.



7. If you ~~brush~~ (brush) your teeth, your teeth ~~get~~ (get) clean.

POST TEST

75

Name : Dina Nindi Amir
Class : ~~XIA~~ XIA
Subject : English

Fill in the blanks with the right conditional sentences by using the provided words and seeing the pictures.



1. If I... ^{had} (have) a lot of money, I would... ^{buy} (buy) an island.
had buy



2. If the paper ^{burns} (burn), It... ^{becomes} (become) ash.
burns becomes



3. If I had... ^{had} (have) wings, I would have... ^{flown} (fly).
had flown



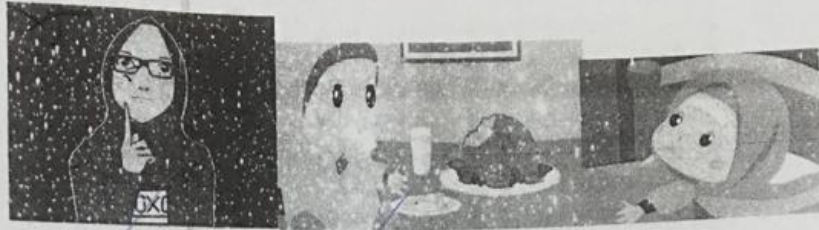
8. If I had ~~own~~ ^{owned} (own) a zoo, I would have ~~have~~ ^{had} (have) a lot of money.



9. If I ~~clean~~ ^{clean} (clean) the house early, I would ~~want~~ ^{go} (go) out to study.



10. If I ~~met~~ ^{meet} (meet) Shawn Mendes, I will ~~asked~~ ^{ask} (ask) his signature.



4. If I ate (eat) too much, I would be (be) sick.



5. If I smoke (smoke), I will have (have) lung cancer.



6. If it rained (rain) a lot, I will stay (stay) at home.



7. If you brush (brush) your teeth, your teeth get (get) clean.

PRE TEST

Name : Dina Nindi Amir
 Class : ~~IXA~~ XI A
 Subject : English

50

Fill in the blanks with the right conditional sentences by using the provided words and seeing the pictures.



1. If I ^{had} (have) a lot of money, I would ^{buy} (buy) an island.



2. If the paper ^{burns} (burn), it ^{becomes} (become) ash.



3. If I had ^{had} (have) wings, I would have ^{flown} (fly).



8. If I had ~~own~~ (own) a zoo, I would have ~~have~~ (have) a lot of money.
owned *had*



9. If I ~~clean~~ (clean) the house early, I would ~~go~~ (go) out to study.



10. If I ~~ask~~ (meet) Shawn Mendes, I will ~~ask~~ (ask) his signature.
meet *ask*



4. If I eat (eat) too much, I would be (be) sick.



5. If I smoke (smoke), I will have (have) lung cancer.



6. If it rains (rain) a lot, I will stay (stay) at home.



7. If you brush (brush) your teeth, your teeth get (get) clean.

60

PRE TEST

Name : Ara Riska
 Class : XI A
 Subject : English

Fill in the blanks with the right conditional sentences by using the provided words and seeing the pictures.



1. If I ^{had}.....(have) a lot of money, I would ^{buy}.....(buy) an island.



2. If the paper ~~burn~~ ^{burns}.....(burn), It.....^{become}.....(become) ash. ^{became}



3. If I had.....^{had}.....(have) wings, I would have ^{Flown}.....(fly).



4. If I ate (eat) too much, I would be (be) sick.



5. If I smoke (smoke), I will have (have) lung cancer.



6. If it rains (rain) a lot, I will stay (stay) at home.



7. If you brush (brush) your teeth, your teeth get (get) clean.



8. If I had ^{own} ~~own~~ (own) a zoo, I would have ^{have} ~~have~~ (have) a lot of money.



9. If I ^{cleaned} ~~cleaned~~ (clean) the house early, I would ^{go} ~~go~~ (go) out to study.



10. If I ^{meet} ~~meet~~ (meet) Shawn Mendes, I will ^{ask} ~~ask~~ (ask) his signature.

Post Test

Name : Firly ara Risty
 Class : XIC
 Subject : english

(63)

Fill in the blanks with the right conditional sentences by using the words in the brackets.

1. ✓ If I ^{had} (have) a lot of money, I would ^{buy} (buy) an island.
2. ✓ If the paper ^{burns} (burn), It ^{becomes} (become) ash.
3. ✓ If I had ^{wings} (have) wings, I would have ^{flown} (fly).
4. ✗ If I ^{eat} (eat) too much, I would ^{be} (be) sick.
5. ✗ If I ^{smoke} (smoke), I will ^{have} (have) lung cancer.
6. If it ^{rains} (rain) a lot, I will ^{stay} (stay) at home.
7. If you ^{brush} (brush) your teeth, your teeth ^{get} (get) clean.
8. If I had ^{owned} (own) a zoo, I would have ^{had} (have) a lot of money.
9. If I ^{cleaned} (clean) the house early, I would ^{go} (go) out with him.
10. If I ^{met} (meet) Shawn Mendes, I will ^{ask} (ask) his signature and have some photos.

Post Test

Name : Dina Alya Putri
 Class : X/C
 Subject : English

Fill in the blanks with the right conditional sentences by using the words in the brackets.

1. ✓ If I ^{had} (have) a lot of money, I would ^{buy} (buy) an island.
2. ✓ If the paper ^{burns} (burn), it ^{becomes} (become) ash.
3. ✓ If I had ^{wings} (have) wings, I would have ^{flown} (fly)
4. ✓ If I ^{eat} (eat) too much, I would ^{be} (be) sick.
5. ✓ If I ^{smoke} (smoke), I will ^{have} (have) lung cancer.
6. ✓ If it ^{rains} (rain) a lot, I will ^{stay} (stay) at home.
7. ✓ If you ^{brush} (brush) your teeth, your teeth ^{get} (get) clean.
8. ✗ If I had ^{owned} (own) a zoo, I would have ^{had} (have) a lot of money.
9. ✗ If I ^{cleaned} (clean) the house early, I would ^{go} (go) out with him.
10. If I ^{meet} (meet) Shawn Mendes, I will ^{ask} (ask) his signature and have some photos.

Pre Test

Name : Dina Alya Putri

Class : XI C

Subject : English

60

Fill in the blanks with the right conditional sentences by using the words in the brackets.

1. ✓ If I ^{had} (have) a lot of money, I would ^{buy} (buy) an island.
2. ✓ If the paper ^{burns} (burn), it ^{becomes} (become) ash.
3. ✗ If I had ^{have had} (have) wings, I would have ^{fly} (fly).
4. ✗ If I ^{eat} (eat) too much, I would ^{be} (be) sick.
5. ✓ If I ^{smoke} (smoke), I will ^{have} (have) lung cancer.
6. ✓ If it ^{rains} (rain) a lot, I will ^{stay} (stay) at home.
7. ✓ If you ^{brush} (brush) your teeth, your teeth ^{get} (get) clean.
8. ✓ If I had ^{own} (own) a zoo, I would have ^{have} (have) a lot of money.
9. ✓ If I ^{clean} (clean) the house early, I would ^{go} (go) out with him.
10. ✓ If I ^{meet} (meet) Shawn Mendes, I will ^{ask} (ask) his signature and have some photos.

15

35

Pre Test

Name : firly ara Risty
 Class : XI C
 Subject : English

Fill in the blanks with the right conditional sentences by using the words in the brackets.

1. If I had (have) a lot of money, I would buy (buy) an island.
2. If the paper burns (burn), it becomes (become) ash.
3. If I had had (have) wings, I would have flown (fly) ✓ T=7
4. If I eat (eat) too much, I would be (be) sick.
5. If I smoke (smoke), I will have (have) lung cancer.
6. If it rains (rain) a lot, I will stay (stay) at home.
7. If you brush (brush) your teeth, your teeth get (get) clean.
8. If I had owned (own) a zoo, I would have had (have) a lot of money.
9. If I cleaned (clean) the house early, I would go (go) out with him.
10. If I met (meet) Shawn Mendes, I will ask (ask) his signature and have some photos.

APPENDIX VIII**DOCUMENTATION**

**The researcher took photo with the students in SMA Swasta Al-Hikmah
Medan**



The researcher taught conditional sentences to the students






The researcher took photo with the English Teacher in SMA Swasta Al-Hikmah Medan, Miss Nidea Atika, S.Pd.

APPENDIX IX

https://siselma.uinsu.ac.id/pengajuan/cetakaksi?M2ASNDU=



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

Nomor : B-6854/ITK/ITK.V.3/PP.00.9/04/2021 13 April 2021
Lampiran : -
Hal : **Izin Riset**

Yth. Bapak/Ibu Kepala SMA Swasta Al-Hikmah Medan

Assalamualaikum 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	:	Nurul Azura Ningsih
NIM	:	0304173185
Tempat/Tanggal Lahir	:	Medan, 27 Juli 1998
Program Studi	:	Tadris Bahasa Inggris
Semester	:	VIII (Delapan)
Alamat	:	LINK-16 PASAR 06

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Jl. Marelan I Pasar 4 Kec. Medan Marelan, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

The Effectiveness of Picture Sequences in Teaching Conditional Sentences at SMA Swasta Al-Hikmah Medan

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

Medan, 13 April 2021
a.n. DEKAN
Ketua Jurusan Tadris Bahasa Inggris




Digitally Signed
Yani Lubis S.Ag., M.Hum
NIP. 197006062000031006

Tembusan:
- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

Info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui hasil

APPENDIX X



YAYASAN PERGURUAN AL-HIKMAH SMA SWASTA AL-HIKMAH

Alamat: Jl. Marelan I Pasar 4 Kel. Rongas Pulau Kec. Medan Marelan Telp. 061-6641769 Email: sma_al_hikmah@yahoo.co.id

SURAT KETERANGAN RISET
Nomor : 008/SMA-AH/VII/2021

Yang bertandatangan dibawah ini ;


Nama : NURIADI, S.Pd.I
NIP : -
Jabatan : Kepala Sekolah
Satuan Tugas : SMA Swasta Al-Hikmah Medan

Menerangkan bahwa ;

NO	NIM	NAMA MAHASISWA	PROGRAM STUDI
1	0304173185	NURUL AZURA NINGSIH	TADRIS BAHASA INGGRIS

Dengan ini kami menyatakan Mahasiswa tersebut diatas telah selesai Melaksanakan Penelitian yang mendukung penyelesaian Skripsi terhitung sejak tanggal 02 Juni s/d 14 Juni 2021 di SMA Swasta Al-Hikmah Medan Tahun Pelajaran 2020/2021.

Demikianlah surat keterangan ini diperbuat dengan sebenarnya.

Medan, 31 Juli 2021
Kepala Sekolah,

Nuriadi, S.Pd.I

CURRICULUM VITAE

NURUL AZURA NINGSIH

0304173185

Mobile Phone : 081361031029

Gmail : Azuranurul844@gmail.com



PERSONAL INFORMATION

Date of birth : Medan, July 27th 1998

Adress : Lingkungan 16. Pasar 6 Andansari. Gg.
A.Sani. Kelurahan Terjun. Kecamatan
Medan Marelan 20256

Gender : Female

Religion : Islam

Material Status : Single

EDUCATION BACKGROUND

Universitas Islam Negeri Sumatera Utara	2017 – 2021
SMA Negeri 16 Medan	2013 – 2016
SMP Swasta Al-Hikmah Medan	2010 – 2013
SDN 064996	2004 - 2010