CHAPTER I

INTRODUCTION

A. Background of The Research

Grammar as one of the language components has a principle role in the processing of acquiring language skills. As stated by Walter, "Grammatical competence is important to be assigned in English skills especially in accurate writing and fluent speaking". It is self-evident that the development of grammatical competence is important in the second or foreign language learning. It has a special contribution to help students in both writing and speaking. Ur state, "There is no doubt that knowledge-implicit or explicit-of grammatical roles is essential for the mastery of a language: you cannot use words unless you know how they should be put together". It suffices to say that the study of grammar plays such as important role to the process of acquiring language skills. Therefore, it is very important to be learned by the students.[1]

According to Betty Schrampfer Azar, Using English Grammar is a developmental skills text for intermediate to advanced students of English as a second or foreign language. While focusing on grammar, it promotes the development of all language skills in a variety of ways. It functions principally as a classroom teaching text but also server as a comprehensive

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[1]LudyaKasanova, Nadrum, Joke Kawatu. *The Use Authentic Materials in Teaching English Conditional Sentences to The Eleventh Graders. (e-Journal of English Teaching Society (ELTS) Vol. 3 No. 1 2015 – ISSN 2331-1841).* p.1.

reference text for students.[2] Based on the explanation that grammar serve as the development of foreign language skills for middle students until he is proficient and mastered it, so there is no misunderstanding in communication using a foreign language.

In the book of "The Cambridge Grammar of the English Language" defined that a grammar of a language describe the principles or rules governing the form and meaning of words, phrases, clauses, and sentences. As such, it interacts with other components of a complete description: the **phonology** (covering the sound system), *the **graphology*** (the writing system: spelling and punctuation), the dictionary or *lexicon***,** and the *semantics*.[3] It is concluded that grammar is the rule of the game in language, it has been arranged in accordance with the principles of grammar, so as to produce a certain meaning an a sentence.

The topic of prescriptivism and its relation to the long tradition of English grammatical scholarship needs some further discussion if the basis of our work, and its relation to other contributions to the field, is to be properly understood. It relates to the issue of how the statements of a grammar are justified: what the support for a claimed grammatical statement might be.[4] In the world of grammar work is necessary, as described above that. If the work is related to the understanding of English, definitely require the correct grammar. At this time have many companies

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[2] Betty Schrampfer Azar. *Understanding and Using English Grammar (Third Edition).* (Whidbey Island, Washington: Pearson Longman. . 2006),.. p. xiii.

[3] Rodney Huddleston Geoffrey K. Pullum. *The Cambridge Grammar of The English Language.* (Cambridge: Cambridge University Press. 2010). p. 3.

[4] Rodney Huddleston Geoffrey K. Pullum. *Ibid*., p. 5.

whose work related to the language of English, so that grammar is very necessary in the future. There are many traditional areas of grammar which appear in virtually any grammar syllabus at list of contents and which not need to be dealt with as separate areas and certainly not dealt with discretely. One example, to be looked at in some detail here, is 'reported speech' Willis (1990), among others, has argued that it is unnecessary to treat this as an area of language with its own separate existence and set of rules.

If we look at what a speaker needs to do in order to produce an utterance in 'reported speech', we will find things such as:

1. The ability to select a verb which reflects how the 'reporter' views the original speech.
2. Knowledge of the implications of the verb selection for the following structure.
3. The ability to refer to periods of time at a deictic distance
4. When the verb selected for reporting is following by a 'that...' verb phrase, the ability to select an appropriate tense from for the verb in the 'that ' clause.[5]

Sentence grammar is driving as they do from an abstraction away from potential use, pose questions about the organization of language that seem to have little to with those engaging the attention of people who are involved in commuting with others.[6]

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[5] Brian Tomlinson. *Developing Materials for Language Teaching*. (London: Bloomsbury Academic. 2014). Second Edition. p.341.
[6] Brian Tomlinson. *Ibid*,. p. 343.

There are many aspects discussed in English grammar. One of them is conditional sentence. It is usually discussed after the basic verb forms. "Conditional sentence is the sentence contains two clauses: a dependent clause beginning with *if* (or another conjunction performing the same general function) and a main clause."[7] Conditional sentence as a part of grammar rules sometimes makes the students confused moreover on conditional sentence. There is unreal conditional sentences are difficult for foreign students to understand to understand because it seems the truth value of a sentence is the opposite of the way the sentence appears".[8] Therefore students will find some difficulties in learning conditional sentences because the value of a sentence is the apposite of the way the sentence appears, so that they often misunderstand the meaning.

Teaching and learning can be successful when the students can directly feel the advantages of learning materials by experiencing and learning it. there are many other factors supporting teaching and learning process, such as the using of appropriate media, learning materials which support teaching learning process, class management, and teacher's method in conveying the subjects, it means the teacher's ability and creativity in developing and conveying the materials in learning process optimally. The teacher must apply the appropriate method in teaching and learning process.

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[7] George E. Wishon and Julia M. Burks. .*Lets Write English*. (New York: Litton Educational Publishing. 1980),. p. 249.

[8] Michael A. Pyle and Mary Ellen Monuz Page. *Test of English as a Foreign Language Preparation Guide.*(New Delhi: Wiley Dreamlech. 2002.),. p. 115.

To get the effect to the students' ability in using conditional sentences, the teacher need to have the appropriate method to resent the material in teaching and learning process because "Method is an overall plan for the orderly presentation of language material, no contradicts, and all of which is based upon, the select approach".[9] If the teachers use an appropriate method, the students will understand well and get high motivation to learn English.

As a matter of fact, it is clear that the method used by the teacher is less interesting, so the researcher want to introduce the approach of authentic material in teaching grammar. Even though the assumption needs to be approved through this research, actually it is an easy to teach grammar especially conditional sentences. Therefore, the research is done in order to know the effectiveness of the approach in teaching grammar to use teaching and learning English language, mean while a teaching conditional sentences. Students will get effect from the materials optimally when the material is related to their daily life. "Authentic material is preferred over created materials, because they contain authentic language and reflect real-world uses of language compared with the contrived content of much created material".[10] It means that when teaching learning process, the materials should be the real situations or real life so the students will have critical and creative thinking. By using CLT in the mid-1970, grammar has tended to be associated with a more or less discredited approach to second language teaching, in which syllabuses consisted of a progression

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[9] Jack C. Richards and Theodore S. Rodgers. *Approach and Method in Language Teaching.* (New York: Cambridge University Press. 1986),. p. 15.
[10]Jack C Richards. *Curriculum Development in Language Teaching.* (Cambridge: Cambridge UniversityPress. 2001),. p. 252.

of discrete grammatical items to be mastered one after another and methodology consisted largely of the presentation of rules and example sentences followed by extensive drilling of the grammatical patterns.[11] So, the students may be able to make connections between they are learning and how that knowledge will be used.

Furthermore, this research will be focused on The Effectiveness of Using Authentic Material in Learning English Conditional Sentences. The research used this method to improve when authentic material is implemented in teaching conditional sentences. This strategy is choosed since the senior high school students have difficulties when they make and the sentences of conditional sentences. Based on the information from the teacher, authentic material has not applied yet by teacher of MAN 3 Kabupaten Tangerang.

It was as problem and since the method had never been used there, the writer was really interested in **The Effectiveness of Using Authentic Material in Learning English Conditional Sentences at The Eleventh Grade of MAN 3 Kaabupaten Tangerang.**

B. Limitation of The Problem

Based on the identification of the problems above the problems of the research were limited on Students' Learning English Conditional Sentences and Authentic Material Approach.

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[11]Jack C. Richards. *Functional English Grammar (An Introduction for Second Language Teachers).* (Cambridge: Cambridge University Press. 2005),. p. 265.

In the study, the researcher only focus the effects of the treatment conducted at the eleventh grade students of MAN 3 Kabupaten Tangerang. The result of this only generalized or applied to the target population, specifically to the eleventh grade students of MAN 3 Kabupaten Tangerang.

C. Formulation of The Research Problem

Based on the background of the study, the problem this study, the problems formulated as follows:

1. How is the using of authentic material in learning English conditional sentences at the eleventh grade of MAN 3 Kabupaten Tangerang ?
2. Is there any effect of using authentic material in learning English conditional sentences at the eleventh grade of MAN 3 Kabupaten Tangerang ?

D. The Objective of The Study

Based on the research problem the study was intended:

1. To be able to use of authentic material in learning English conditional sentences at the eleventh grade of MAN 3 Kabupaten Tangerang.
2. To find the effectiveness in learning conditional sentences is using authentic material at the eleventh grade of MAN 3 Kabupaten Tangerang.

E. Significance of The Study

The result of the study was expected to give some signification not only theoretically but also practically go to:

1. *The teacher*

   This research will give significant effect for field of education, in the form of giving information to the teachers.

2. *The Students*

   The students of MAN 3 Kabupaten Tangerang can improve their ability in conditional skill because they know the materials that they learn. Therefore they can study more and explore the materials in grammar.

3. *The teacher*

   This research will give significant effect for field of education, in the form of giving information to the teachers.

4. *The school/Institution*

   It will help the teacher and the students in the school to understand the benefits of teaching by authentic material approach. Then the school would apply it.

5. *The writer*

   The writer can increase her knowledge about the best material for the students in increase their speaking skill. And also if the writer wants to be a teacher, she has known about the best material for teaching conditional sentences in order to increase the students' grammar ability.

6. *Further researchers*

It also can be a reference for further research, especially a research about teaching conditional sentences by using authentic materials approach.

CHAPTER II

THEORITICAL FOUNDATION

A. Authentic Material

1. Definition of authentic material

There are many discussions about authentic material in English Foreign Language, especially in English curriculum development at the school or university. Richards said about the definition of authentic material, that is authentic material refers to the use of in teaching of texts, photographs, video selections, and other teaching resources that were not specially prepared for pedagogical purposes.[12] Based on the above understanding is explained that the authentic material is a foreign language teaching that is not contained in the method or teaching strategy. that Pedagogic is a science that discusses education, the science of children's education. Education serves to improve the quality of human life, both as individuals, as well as groups in the life of society.

Authentic material is the kind of materials that can be created by the teacher on their own. Nunan defines, "Authentic materials as spoken or written language data that has been produced in the course of genuine communication, and not specifically written for purpose of language teaching".[13] Explained by Nunan that authentic material is pure material that is not

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[12]Jack C Richards. *Curriculum Development in Language Teaching*. (Cambridge: Cambridge UniversityPress. 2011),. p. 252.
[13]Ludya Kasanova, Nadrum, Joke Kawatu. *The Use Authentic Materials in Teaching English Conditional Sentences to The Eleventh Graders. (e-Journal of English Teaching Society (ELTS) Vol. 3 No. 1 2015 – ISSN 2331-1841),. p. 3.*

specially prepared as a language teaching material. But this material is a direct communication both written and oral that can be used to learn the language.

Authentic material is any kind of material taken from the real world and not specially created for the purpose of language teaching. It can be text, visuals, or audio material, it can be realia such as tickets, menus, maps, and timetables, or it can be objects such as products, equipments, components or models. Some people say that as soon as apiece of authentic material has been altered in any way (for example, by cutting, selecting, simplifying or transferring from one medium of communication or another). It immediately ceases to be authentic. However, any of these strategies may be applied if it can be justified in relation to the needs of learners.[14] There are various authentic materials that can be applied in conditional sentences material such as using all material in our reality life. Authentic material is explained that material tells real life, it means the students will make and improve their skill in the improving conditional sentences used it.

2. The Purposes of Authentic Material

English purposes of the authentic material that is most useful will be produced by companies for by their employee, for client information or general publicity, however, material produced for public consumption but with a business content can also be drawn upon : for example, journals, newspaper, and off-air transmissions. A more detailed breakdown of types and sources of

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[14]Mark Elli, Christine Johnson. *Teaching Business English: An Intorduction to Business English for Language.*(Oxford: Oxford University Press. 2004),. p. 158.

authentic material.[15] The understanding shows that the authentic purpose of material as a way to publish a product company to the consumer, can also be said as a method of providing information indirectly. so that consumers can easily receive such information.

Authentic material are preferred over created materials, because they contain authentic language and reflect real-world uses of language compared with the contrived content of much created material. Alright thus describes a language course for foreign students at a British University in which one of the guiding principles was "Use no materials, published or unpublished, actually conceived or designed as materials for language teaching". Besides using authentic materials is a burden for teacher. In order to develop learning resources around authentic materials, teachers have to be reared to spend a considerable amount of time locating suitable sources for material and developing activities and exercises to accompany the materials.[16] The items described above indicate that the authentic use of materials is more easily understood by students than materials created specifically for the teaching of a foreign language. it is intended because the material is in contact with the real world so that students can easily imagine themselves in that situation.

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[15]Mark Elli, Christine Johnson p. 159.
[16]Jack C Richards. *Curriculum Development in Language Teaching*. (Cambridge: Cambridge UniversityPress. 2011),. p. 252-253.

3. **Advantages and Disadvantages of Using Authentic Material**

Talking full advantage of the potential benefits of authentic materials may, however, require both a change of perspective and the adoption of some new approach. Teacher, like the texts they use to reach a language and introduce a culture, tend to tell students about a country too eager to share their knowledge, teachers deny their students the thrill of discovery. Because their experience of the culture is mediated by the teacher, students do not interact directly with authentic materials but rather with someone else's summary or analysis of them.[17]

Then after submitting some objective of the authentic material, here is classified the advantages and criticisms of the use of authentic material as follows:

a. **Advantages Claimed for Authentic Materials Are:**

1. Can be a motivation to learn because it is intrinsically more interesting and motivating than material created.

2. Can give authentic cultural information about the culture used, whether linguistically or otherwise.

3. Can connect with the needs of students to the real world.

4. Can support a more creative teaching learning approach by developing teaching and learning activities and tailored to the teacher's teaching style and students learning style.[18]

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[17]Wilga M Rivers. *Interactive language Teaching*. (Cambridge: Cambriddge University Press. 2002),. p. 44.
[18] Jack C Richards. *Curriculum Development in Language Teaching*. (Cambridge: Cambridge UniversityPress. 2011),. p. 252-253.

The advantage of the authentic use of the material described above is a picture of the ease of teachers and students in the implementation of teaching and learning, so it is expected to facilitate the understanding of materials taught and can be applied in everyday life. This is based on the fact that automotive materials can be used in various circles, both formal and non-formal teaching. Even it's very easy to use in everyday life and become a routine activity that can be done at home. In the other argumentation about The advantages of using authentic materials are original, interesting, motivating and useful. According to Lee (1995:324), authentic materials are motivating, interesting and useful, with the content that does not cause the students to experience culture shock or discomfort, but it should be appropriate to the learners' needs and learning purposes.[19]

b. Critics of The Use of Authentic Material Point Outs:

1. The material created can also motivate student learning, because the material is designed as attractive as possible.

2. Authentic materials often use difficult language and vocabulary that is not required by teachers or students.

3. The material created is superior to the authentic material, because it is adapted to the syllabus and systematic.

4. Authentic use of material becomes a burden for teachers, because it must spend a lot of time to find the source of material used as development activities and exercises.[20]

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[19] Kukuh Budi Ihtiari. Siti Sundari and Made Andi Andayani. *The Effect of Authentic Reading Materials on The Eighth Grade Students' Reading Comprehension Achievement at SMPN 1 Tempurejo.* Pancaran. Vol.2 No. 2. (Mei 2013),. p. 89.
[20] Richards,. p. 253.

There is also some criticism of the authentic use of materials in learning to teach, including Martinez (2002) mentions that authentic materials may be too culturally biased and too many structures are mixed, causing lower levels have a hard time decoding the texts. It means that sometimes authentic materials contain difficult structures and difficult vocabularies, especially for the students in the lower level. So, the teacher should find the appropriate authentic materials for his or her students based on the students' need and level.[21] In many language programs, teachers thus use a mixture of created and authentic materials because both have their advantages as well as limitations. Furthermore, the distinction between authentic and create materials is becoming increasingly blurred, because many published materials incorporate authentic texts and other real-world sources.

B. Conditional Sentences

1. The Definition of Conditional Sentences

While working our way through innumerable examples it became clear to use that it is extremely difficult, if not impossible, to give a precise definition of conditional or conditional interpretation. The number of criteria that can be used to categorize conditionals and the number of ensuing types and subtypes is so large that we have found it impossible to identify a genuine common denominator. (This accords with Wierzbick's claim that "the meaning of the English word condition is the

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[21] Kukuh Budi Ihtiari,. p. 89.

mantically more complex than that of the (the lexical primitive) IF).[22]

The conditional sentences are at least in the majority of European Language, a compound sentences consisting of a "subordinate" clause (the protasis) and a main clause (the apodosis). Each is containing a finite verb. (It remains to be seen to which extent this is valid for the language examined in this study). At the one time the conditional sentence was considered to be a good example for a hypotactical sentence structure, but at least since Herman Paul, hypotaxis and parataxis are no longer considered to be absolutes. A distinction is now made between formal prataxis and hypotaxis on the one hand and the actual degree of subordination demonstrated by a clause by the other. Whereas most conditional clauses can be regarded as formally subordinate (there above all through the use of a "subordinating" conjunction, modern scholars emphasize not the subordination of the conditional cause but rather the mutual interdependence of the two clauses. (cf. Lewandowski I: 268). [23]

Conditional sentences consist of two clauses, a subordinate clause and a main clause, and are therefore more comlex syntactically than many other structures. Moreover, the smantics of all the various types of conditional clauses are subtle and hard to understand even for native seakers. Good comrehensive descritions are not readily available. Furthermore, ESL/EFL

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[22] Reenat Declerck, Sunan Reed. *Conditional A Comprehensive Empirical Analysis.* (Berlin - New York: Mouton de Gruyter. 2001),. p. 8.

[23] Timothy Riese. *The Conditional Sentence in the Ugrain, Permian, and Volgalic Language.* (Wien: Verband der Wiss. Ges.oster – reichs. 1984),. p. 9 – 10.

students need a good grasp of the English tense-aspect system as well as the modal auxiliaries and negation before they can cope with the full range of conditional sentences in English.[24] Based on the definition above, the writer concludes that conditional sentences is a sentence which consists of two clauses, a main clause which containing modal auxiliary and a subordinated clause which begins with *if,* unless or adverb clauses.

2. The Type of Conditional Sentences

There are the patterns of Conditional sentences:

1. Type I. wishes (real conditional in future or present).
2. Type II. Fantasy (unreal conditional in present or future)
3. Type III. Regretting (unreal condition in past).[25]

In English language conditional sentence divided into 3 types, there are:

Type I. Future Possible: It used the possibility of the future. It used to declare an action to be performed or to occur in the future when a condition is met. Then, the likelihood of occurrence of the action depends on the conditions are met or not. It shows hope that such action may occur.

Type II. Present Unreal: It is the opposite of reality now. It used to express a state different or contrary to the reality of the

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[24] Mariam Celce-Murcia and Diane Larsen-Freeman. The Grammar Book (An ESL/EFL Teacher's Course). (Georgia.: Heinle and Heinle Pubisher. 1999). Second Edition,. p. 545.

[25]Dian Tri Lestari, Saichul Mukhidin, Ahmad Amin Mubarok and Maharani. *The Pattern of English Grammar.*(Kediri: Kresna English Language Institute). p. 101 – 102.

present. The attitude of the speaker in this case is a bit pessimistic because the likelihood of the occurrence of such acts only slightly.

Type III. Past Unreal: This type is contrary to the reality of the future. It used to express a state different or contrary to the real reality of the past. The attitude of the speaker in this case is regretting.[26]

We realize that the above semantic taxonomy of conditional sentences, while more comprehensive than most other description available, still does not account for every possible conditional sentences in English. However, we feel that it provides insufficiently rich set of distinctions to resent to ESL/EFL students, since the most frequently occurring types have been included.

3. The Form of Conditional Sentences

According to Betty Schampfer Azar the contents of formulation of conditional sentences are:[27]

Table 2.1.

OVERVIEW OF BASIC VERB FORMS USED IN CONDITIONAL SENTENCES			
Situation	**If-clause**	**Result clause**	**Examples**
True in the present/future	**Simple present**	**Simple present** *Will* + *simple*	If I *have* enough time, I *watch* TV

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[26] M.J Lado. *Mastering English Grammar and Idioms.* (Jakarta: Titik Terang. 1986),. p. 54 - 56

[27] Jack C Richards. *Curriculum Development in Language Teaching*. (Cambridge: Cambridge UniversityPress. 2001),. p. 13-15.

		form	every evening. If I *have* enough time, I *will watch* TV later on tonight
Untrue in the present/future	**Simple past**	***Would*** + *simple past*	if I *had* enough time, I *would watch* TV now or later on.
Untrue in the past	**Past perfect**	***Would have*** + *past participle*	If I *had had* enough time, I *would have watched TV yesterday.*

Table 2.2.

TRUE IN THE PRESENT OR FUTURE	
a) If I *don't eat* breakfast, I always *get* hungry during class. b) Water *freezes* or *will freezes* if the temperature *reaches* 32°F/0°C. c) If I *don't eat* breakfast tomorrow morning, I *will get* hungry during class. d) If it *rains*, we *should stay* home. If it *rains*, I *might decide* to stay home. If it *rains*, we *can't go.*	In conditional sentences that express true, factual ideas in the present/future, the *simple present* (not the simple future) is used in the *if*-clause. The result clause has various possible verb forms. A result clause verb can be: 1. The *simple present*, to express a habitual activity or

If it *rains*, we *are going to stay* home. e) If anyone *calls*, please *take* a message.	situation, as in (a). 2. Either the *simple present* or the *simple future*, to express an established, predictable fact or general truth, as in a(b). 3. The *simple future*, to express a particular activity or situation in the future, as in a(c). 4. *Modals* and *pharasal modals* such as **should, might, can, be going to**, as in (d). 5. An imperative verb, as in (e).
f) If anyone *should call*, please take a message.	Sometimes **should** is used in an *if*-clause. It indicates a little more uncertainty than the use of the simple present, but basically the meaning of the example (e) and (f) is the same.

Table 2.3.

USED	UNTRUE (CONTRARY TO FACT) IN THE PRESENT OR FUTURE
a) If I *taught* this class, I	In a): in truth, I don't teach this

wouldn't give tests. b) If I *were* here right now, he *wouldn't help* us. c) If I *were* you, I *would accept* their invitation.	class.\ In b): in truth, he is not here right now. In c): in truth, I am not you. Note: *were* is used for both singular and plural subjects. *Was* (with I, he, she, it) is sometimes used in informal Speech: *If* I **was** you, I'd accept their invitation.
Compare: d) If I had enough money, I *would buy* a car. e) If I had enough money, I *could buy* a car.	In d): the speaker wants a car, but doesn't have enough money. **Would** expresses desired or predictable results. In e): the speaker is expressing one possible result. **Could** = would be able to. **Could** expresses possible options.

As stated in chapter I, the writer has limited the discussion only at conditional sentences. There are the formula of conditional sentences:[28]

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[28] *Ibid,.* 54 – 56.

Table 2.4.

MEANING OF THE "IF CLAUSE"	VERB FORM THE " IF CLAUSE"	VERB FORM IN THE "RESULT CLAUSE"	EXAMPLE
Type I Future Possible	If + Simple Present Tense (Subject + to be (am, is, are) + Complement) (Subject + Verb I + Complement)	Simple Future Tense (Subject + Shall/Will + be + Complement) (Subject + Shall/Will + Verb I + Complement)	If you *are* beautiful, you *will be* happy. If you *study* hard, you *will pass* the examinations.
Type II Present Unreal	If + Simple Past Tense (Subject + to be (was, were) + Complement) (Subject + Verb II + Complement)	Past Future Tense (Subject + Should/Would + be + Complement) (Subject + Should/Would + Verb I + Complement)	If you *were* beautiful, you *would be* happy If you *studied* hard, you *would pass* the examination.
Type III Past Unreal	If + Past Perfect Tense (Subject +had + been + Complement) (Subject + had + Verb III +	Past Future Perfect Tense (Subject + Should/Would + have/has + been + Complement) (Subject +	If you *had been* beautiful, you *would have been* happy. If you *had studied* hard, you *would*

	Complement)	Should/Would + have/has + Verb III + Complement)	*have passed* the examination.[29]

C. Teaching Conditional Sentences with Authentic Material

Teaching is not easy job. It is difficult job but the people can teach to other people. Teaching grammar seems so difficult and challenging for English teacher. Grammar can be called as structure used the language before used in communication, it is one of skill English learning. It becomes one important subject that teacher should give. That's way teachers have big challenge to enable their students to master English well, especially, conditional sentences learning English in the class or out of the class.

Let us then allow the students to decide on which on the texts they wish to concentrate. After students have worked with the material, let us give them time to communicate their findings to others. The conclusion they reach are of secondary importance. What matters and the opportunity to communicate these conclusions in the new language. The procedure we purpose can best be illustrated by the following model, which can be used effectively with beginning, intermediate, or advanced students in any language.[30]

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[29] Sam S. Warib. *English for Children Grammar and Conversation.* (Jakarta: Sandro Jaya Jakarta. 2005),. p. 154 – 164.

[30] Wilga M Rivers. *Interactive language Teaching*. (Cambridge: Cambridge University Press. 2002),. p. 44 – 45.

D. Research Hypoteses

From problem study of the theoretical framework which have been started the researcher draws the hypothesis of the study which can be started as follow:

Ho = There was no significant effect of using authentic material on learning conditional sentences skill at the eleventh grade of MAN 3 Kabupaten Tangerang.

Ha = There was a significant effect using authentic material on learning conditional sentences skill at the eleventh grade students of MAN 3 Kabupaten Tangerang.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Method

The main purpose of quantitative research, according to Borg and Gall (1989), is the detection of causal relationships between variables. In quantitative research information of observed behavior of the samples is obtained through statistical data collecting of the observed behavior of the samples. The data, which are collected, are analysed in numerical form. This type of research is more concerned with the objectivity and the validity of what has been observed. The sample size involved is usually large.[31]

This research uses quantitative research approach. This research uses statistical data in explaining the results of his research. data collection can be objective because it is illustrated by the figures formulated from the results of research. only when compiling the research instrument has to be completed and can be accounted for the instrument so that the research results are not out of target.

Generally, quantitative research involves systematic measurement, experimental and quasi experimental methods, statistical analysis and mathematical models.[32] Quantitative research is structured, logical, measured and carried out a wider

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[31] Siti Hawa Abdullah and Madya Dr. Santhiran Raman. *Quantitative and Qualitative Research Methods: Some Streghts and Weaknesses.* School of Education Studies, University of Science Malaysia, Vol. 17,. p. 120

[32] Hawa Abdullah,. p. 121.

scale than qualitative research which is more intuitive, subjective and carried out in a more intense manner on fewer subjects. Therefore, some subjects are best investigated using the quantitative approach whilst for others.

In this research, the writer will use Experimental research. When hearing the term experimental designs, most of us think back to school experiments in science. Experimental research in the social sciences follows the same basic pattern as those (natural) science experiments. Experiment are carried out in order to explore the strength of relationship between variable. A variable as the term is self suggest, is anything, which does not remain constant.

According to Muijs defines that "Experimental research is a test under controlled conditions that is made to demonstrate a known truth or examine the validity of a hypothesis".[33] Nunan stated that "Experiment is a procedure for testing a hypotheses by setting up a situation in which the strength of the relationship between variable can be tested."[34] It means that experimental is a research method that test the hypothesis.

In this research the writer uses quasi-experimental research, because the aim of the method is to find effectiveness of a method. So there will be two classes which are equal in their ability. Quasi experiments share with all other experiments a similar purpose to test descriptive causal hypotheses about manipulable causes, as well as many structural details, such as the frequent presence of

[33] Daniel Muijs .*Doing Quantitative Research in Education.* (London: SAGE Publication Ltd. 2004),. p.13.

[34]David Nunan. *Research Method In Language Learning*. (New York: Cambridge University Press. 1992),. p. 230.

control groups and pretest measures, to support a counterfactual inference about what would have happened in the absence of treatment.[35]

Sample decision is conducted do not have randomly and the result is decided from pre test and post test from both control and experimental class. In order the writer want to know further the influence the effectiveness of using authentic material toward students grammar ability, especially conditional sentences. Beside that, to get the data the writer will use pre-test and post-test toward the subject of research.

B. Place and Time

In research activity, place is needed as location of research to get appropriate. The writer take place for research at 11th grade of MA Negeri 3 Kabupaten Tangerang. Later the writer must determine how long the research will take the time it depends on research problem. The writer will be starting the experiment at October r 2017 until finish.

C. Population and Sample

1. Population

According to Nunan says that "Population as the set of all possible data on the observations recorded by a researcher. In other word population is all the cases, situation, or individuals who

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[35] William R. Shadish, Thomas D. Cook and Donald T. Campbell. *Experimental and Quasi-Experimental Design for Generalized Causal Inference.* (New York: Houghton Mifflin Company. 1963),. p. 13-14.

shares one or more characteristic."[36]The population of this research is the 11th of MA Negeri 3 Kabupaten Tangerang.

2. Sample

Sample is important because in almost cases, it is not practical to study all the members of population. Nunan state that "Sample is subset of individual or cases from within population"[37]. The writer use two class which have 70 students. The first is as Experimental Class and second is as Control Class. The writer chose class XI IPS 2 as experimental class that is consist 35 students and class XI IPS 1 as control class that is consist 35 students.

D. The Research Instrument

Research instrument is for facilitation that use by researcher to collect the data. Researcher uses test to know the students speaking skill. The instrument is a process of selecting or developing device and method appropriate to give evaluation and getting the data. To know the effectiveness of using authentic material to improve students conditional skill. The writer give the conditional sentences test to the students. Because with this test the writer would like to gives the score of vocabulary and comprehension on grammar.

A study using quantitative method usually processed by systematically manipulating its specific variable to test the

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[36] *Nunan*, p. 231.
[37] *Nunan*, p. 232.

prediction made by theory informing the study. In this research, the writer give two kind of test, there are as follows :

Pre-test :

The test that is given to both of control class before giving treatment non authentic material as a technique and experiment class before given treatment with authentic material as a technique.

Post-test :

The test that is given to both of control class after given the treatment non authentic material as technique and experiment class after given treatment with authentic material as a technique.

E. The Technique Data Collecting

Collecting data is an important thing in this research that can be determined. The technique data collecting used this research are:

1. Pre-test

The pre-test for the students is carried out to get their score. The students have to present procedure and descriptive orally.

2. Try out

The writer begins to teach procedure and descriptive by using authentic material to experiment class and without authentic material to control class.

3. Post-test

The Post-test is given by asking students to present the procedure and descriptive orally.

The result Pre-test and Post-test are collected and compared.

F. The Technique Data Analyzing

To analyze the data, the writer uses comparative technique. The writer compares the score between experiment class and control class. This case also called as processing data. Data processing is the last step to know the result of both the experiment class and control class and their difference.

After getting data from the Pre-test and Post-test, they are analyzed and processed by using statistic calculation of the t-test formula with significant degree 5% and 1%. The formula as follows:[38]

$$to = \sqrt{\frac{(\sum x1^2 + \sum y2^2)(N_2 + N_2)}{(N_1 + N_2 - 2)(N_1.N_2)}}$$

M_1 : Mean Score of Experimental class

M_2 : Mean Score of Control Class

$\sum x1^1$: Sum of Square Deviation Score in Experiment Class

$\sum x2^2$: Sum of Square Deviation Score in Control Class

N_1 : Number of Students of Experiment Class

N_2 : Number of Students of Control Class

df   : Degree of freedom

Afterward, To know the result of the tests (Pre Test and Post Test) the writer will makes the table calculating of students score from both classes (experiment class and control class), and the writer will compare that class experiment with authentic

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[38]Anas Sudjono. *PengantarStatistikPendidikan.* (Jakarta: PT. Raja Grafindo Perkasa. 2002),. p. 297.

material in teaching speaking and control class without authentic material in teaching speaking. the score of the Pre Test and Post Test.

The last the writer will makes diagram of the figure Pre Test, Post Test and Gain Score of control class and experiment class to show that the score of both classes are on average level, it means that students achievement in learning speaking by using authentic material in generally high, though there are difference in minimum and maximum standard of each class, the table to show the experiment class has higher standard.

For the calculating using formula:

a. Determining mean 1 with formula : $M_1 = \frac{\sum x}{N}$

b. Determining mean 2 : $M_2 = \frac{\sum x}{N}$

c. Determining the standard of deviation of variable 1: $SD_1 = \frac{\sqrt{\sum x^2}}{N}$

d. Determining the standard of deviation of variable 2: $SD_2 = \frac{\sqrt{\sum y^2}}{N}$

e. Determining the standard error mean of variable 1: $SE_{M1} = \frac{\sqrt{\sum x^2}}{N-1}$

f. Determining the standard error mean of variable 2: $SE_{M1} = \frac{\sqrt{\sum x^2}}{N-1}$

g. Determining the standard error mean difference of M1 and M2: $SD_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$

h. Determining t_0 with the formula : $t_0 = \frac{M_1 - M_2}{SE_{M1-M2}}$

i. Determining t-table in significance level 5% and 1% with df:

$$df = (N_1 + N_2) - 2$$

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

In this chapter the writer explains the result of the research. The writer will attempt to submit the data as outcomes of research has hold in eleventh grade of MAN 3 Kabupaten Tangerang. The writer takes 64 students as a subject this research. It is divided into two classes. They are 33 students from class XI IPS 2 as the experimental class and 31 students from class XI IPS 1 as the control class.

To get the data the writer uses test as instrument, they are result of pre-test and second one is the result of post-test. The result of post-test in experimental class is named variable (X_2) and the result of post-test in control class is named variable (Y_2).

Pre-test and post-test contains 10 question (multiple choice) from conditional sentences type I, type II and type III. The students have to one of five multiple choice (a,b,c,d,e). if the correct answer is 1 (one) score and if it not correct is given 0 (zero)

B. Analysis of Data

1. The score of pre-test and post-test of experimental class

The students score of class XI IPS 2 as the experimental class obtained 55.75 for mean of pre-test and 69.39 for mean of post-test. The scores of pre-test and post-test will be described in the following table.

Table 4.1

The Result of Pre-test and Post-test in Experimental Class

No	Name	Pre-test Score	Post-test Score
1	Ahmad Damyati	50	80
2	Aji Adiansyah	60	80
3	Andini Widiasmoro	50	70
4	Astriawati	50	60
5	Bayu Ilham Ghifary	80	90
6	Devitasari	50	60
7	Dwi Fitriani	50	60
8	Farhan Ibadurrohman	70	70
9	Fitriyani Indri Yulianti	50	60
10	Herlinda	40	50
11	Ida Mauludya	70	80
12	Iis Hamlatun Falah	50	50
13	Irmawati	60	80
14	Laelatul Fitriyah	40	60
15	Listiani Safitri	30	50.
16	Mebby Heriyanti	40	60
17	M. Alfiansyah	70	80
18	M. Azizan	50	50
19	M. Irfan Afrizal	70	70
20	M. Royani	50	60
21	Nabila Nur	60	70
22	Patihatul Mai Anjani	60	80
23	Putri	80	90
24	Rushofah Qolbi K	40	60
25	Sifa Nuramaliah	80	80
26	Siti Holifah	70	80
27	Siti Maysaroh	60	70
28	Siti Neng Euis	50	80
29	Siti Nurul Huda Jamil	40	70
30	Sri Devi	40	60
31	Sri Rahayu	50	80
32	Suherdi	50	60

33	Yulis Sulistianingsih	80	80
	TOTAL	1840	2290

The table above describe the result of pre-test and post-test in experimental class. The highest score in pre-test is 80 and post-test is 90. While the lowest score in pre-test is 30 and post-test is 50.

➢ **Result of pre-test in Experimental class**

Based on the table above the writer will arrange the score from the lowest to the highest score as follow:

30   40   40   40   40   40   40   50   50

50   50   50   50   50   50   50   50

50   50   60   60   60   60   60   70

70   70   70   70   80   80   80   80

1. Find out the range with formula:

$$R = H - L + 1$$
$$= 80 - 30 + 1$$
$$= 51$$

2. Looking for the class interval (k), with formula:

$\dfrac{R}{i} = \dfrac{51}{i} =$ it is had better getting result between 10-20

So, it got $i = 5$ because $\dfrac{51}{5} = 10.2$ (between 10-20)

$i = 10$

3. Making distribution frequency table

Table 4.2

The Distribution Frequency of Pre-Test Experimental Class

Interval	F	X	x'	f.x'	f.x'^{2}
30 – 35	1	32.5	+5	5	25
36 – 41	6	38.5	+4	24	576
42 – 47	0	44.5	+3	0	0
48 – 53	12	50.5(M')	+2	24	576
54 – 59	0	56.5	+1	0	0
60 – 65	5	62.5	0	0	0
66 -71	5	68.5	-1	-5	25
72 – 77	0	74.5	-2	0	0
78 – 83	4	80.5	-3	-12	144
84 – 89	0	86.5	-4	0	0
	33 = N			$\sum$ f.x' = 36	$\sum$ f.x'^{2} =1346

4. Determine Mean Score of Mx_1

$$Mx_1 \quad = M' + i \left(\frac{\sum fx}{N} \right)$$

$$= 50.5 + 5 \left(\frac{36}{33} \right)$$

$$= 50.5 + 5 \ (1.09)$$

$$= 60.49$$

5. Determine Deviation Standard

$$SDx_1 \quad = i \sqrt{ \frac{\sum f.x'^2}{N} - \left(\frac{\sum f.x'}{N} \right)^2 }$$

$$= 5 \sqrt{ \frac{1346}{33} - \left(\frac{36}{33} \right)^2 }$$

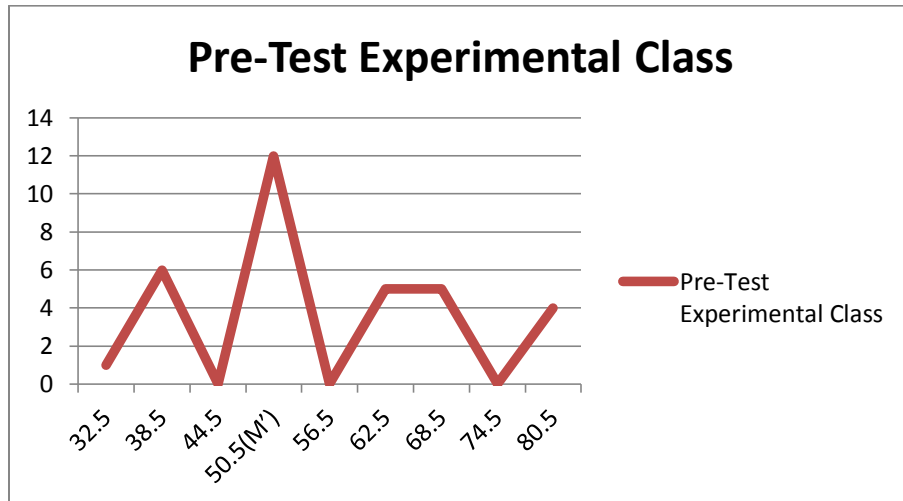$$= 5 \sqrt{40.78 - 1.18} = 5 \sqrt{39.6} = 5 \text{ x } 6.29 = 31.46$$

6. Determine Error Standard

$$\mathrm{SE}x^1 \quad = \frac{SDx^1}{\sqrt{N-1}} = \frac{31.46}{\sqrt{33-1}} = \frac{31.46}{5.65} = 5.56$$

7. Making Polygon Graph

Graphic 4.1

Pre-Test in Experimental Class

The polygon graphic above describe pre-test in experimental class. The mean of the interval class is the biggest 12. They are 50.5. Mean of pre-test in experimental class is 50.5.

➢ **Result of post-test in Experimental class**

Based on the table above the writer will arrange the score from the lowest to the highest score as follow:

50	50	50	50	60	60	60	60	60

60	60	60	60	60	70	70	70

70	70	70	80	80	80	80	80

80	80	80	80	80	80	90	90

8. Find out the range with formula:

$R = H - L + 1$

$\quad = 90 - 50 + 1$

$\quad = 41$

9. Looking for the class interval (k), with formula:

$\dfrac{R}{i} = \dfrac{41}{i}$ = it is had better getting result between 10-20

So, it got $i = 4$ because $\dfrac{41}{4} = 10.25$ (between 10-20)

$i = 10$

10. Making distribution frequency table

Table 4.3

The Distribution Frequency of Post-Test Experimental Class

Interval	F	X	x'	f.x'	f.x'2
50-54	4	51.5	+5	20	400
55-59	0	55.5	+4	0	0
60-64	10	59.5	+3	30	900
65-69	0	63.5	+2	0	0
70-74	6	67.5 (M')	+1	7	0
75-79	0	71.5	0	0	0
80-84	11	75.5	-1	-11	121
85-89	0	79.5	-2	0	0
90-94	2	88.5	-3	-6	36
95-99	0	97.5	-4	0	0
	33 = N			$\sum f.x' = 40$	$\sum f.x'^2 = 1457$

11. Determine Mean Score of Mx^2

$$Mx_2 \quad = M' + i \left(\dfrac{\sum fx}{N} \right)$$

$$= 67.5 + 4 \left(\dfrac{40}{33} \right)$$

$$= 67.5 + 4\,(1.21) = 86.51$$

12. Determine Deviation Standard

$$SDx_2 \quad = i \sqrt{\frac{\sum f.x\prime^2}{N} - \left(\frac{\sum f.x\prime}{N}\right)^2}$$

$$= 4 \sqrt{\frac{1457}{33} - \left(\frac{40}{33}\right)^2}$$

$$= 4 \sqrt{44.15 - 1.21} = 4 \sqrt{42.94} = 4 \text{ x } 6.55 = 26.21$$
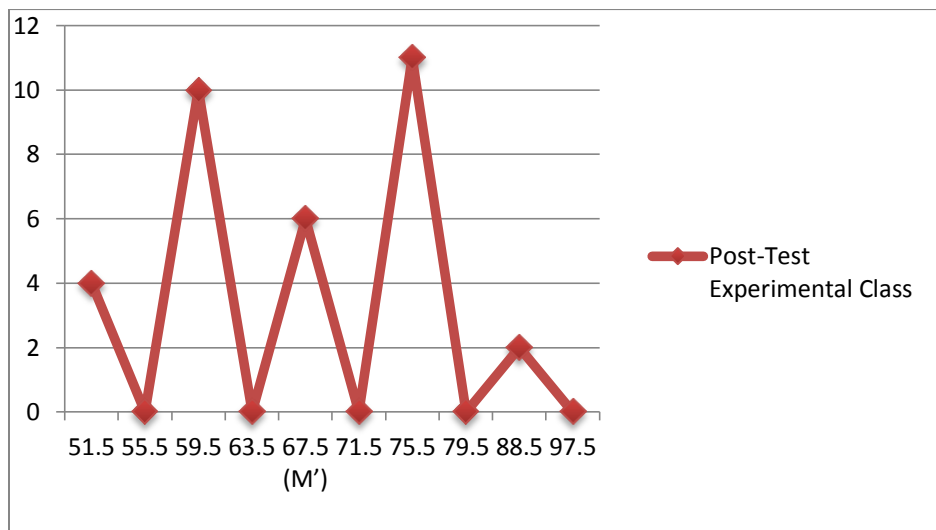
13. Determine Error Standard

$$SEx^2 \quad = \frac{SDx^2}{\sqrt{N-1}} = \frac{26.21}{\sqrt{33-1}} = \frac{23.56}{5.65} = 4.63$$

14. Making Polygon Graph

Graphic 4.2

Post-Test in Experimental Class

The polygon graphic above describe post-test in experimental class. The interval class is the biggest 11. Just one interval class include of 11. It's 75.5. The mean of post experimental class is 67.5 that include 6 score.

2. The score of pre-test and post-test of control class

The students' score of class XI IPS 1 as the control class obtained 56.77 for mean of pre-test and 68.38 for mean of post-test. The scores of pre-test and post-test will be described in the following table.

Table 4.4

The Result of Pre-Test and Post-Test in Control Class

No	Name	Pre-Test Score	Post-Test Score
1	Aat Fauziyah Nufus	70	70
2	Abdul Fajri	40	50
3	A. Maulana Rizki F	80	80
4	A.Samsul Muarif	50	60
5	Dinda Asih Lestari	60	70
6	Faisal Sadewa	60	80
7	Hermawan	60	60
8	Iip Latifah	50	70
9	Insun Faridah	60	70
10	Ivan Maulana	80	80
11	Krisna Setiawan	60	70
12	Lisda siti Fadillah	70	70
13	Maria Novisalesy	60	70
14	Mia Lestari	40	60
15	M. Adi Suhandi	50	80
16	M. Alfian Husaeni	60	70
17	M. Haris Syahi	60	70
18	M. Ipan	60	70
19	M. Nurul Fikri	60	60
20	Nazly Irvan Adlam	50	50
21	Nurul Anissa	50	60
22	Oktaviana Khaerunisa	60	70
23	Puja Guntari	50	70

24	Rio Radiansyah	50	60
25	Risky Rudiansyah	50	80
26	Rosita Febriyani	50	80
27	Samlawi	60	70
28	Santi Yanah	60	70
29	Siti Hayatun Nufus	50	70
30	Siti Unayah	60	60
31	Sukhoyah Sunayah	40	70
	TOTAL	**1760**	**2120**

The table above describe the result pre-test and post-test in control class. The highest score in pre-test is 80 and post-test is 80. While the lowest score in pre-test is 40 and post-test is 50.

➢ **Result of pre-test in Control class**

Based on the table above the writer will arrange the score from the lowest to the highest score as follow:

| 40 | 40 | 40 | 50 | 50 | 50 | 50 | 50 |

| 50 | 50 | 50 | 50 | 50 | 60 | 60 | 60 |

| 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 |

| 60 | 60 | 60 | 70 | 70 | 80 | 80 |

1. Find out the range with formula:

   R = H – L + 1

     = 80 – 40 + 1

     = 41

2. Looking for the class interval (k), with formula:

   $$\frac{R}{i} = \frac{41}{i} = \text{it is had better getting result between 10-20}$$

   So, it got $i = 4$ because $\frac{41}{4} = 10.25$ (between 10-20)

$i = 10$ (be completed)

3. Making distribution frequency table

Table 4.5

The Distribution Frequency of Pre-Test Control Class (Y)

Interval	F	Y	y'	f.y'	f.y'2
40-43	3	41.5	+5	5	25
44-47	0	45.5	+4	0	0
48-51	10	49.5	+3	30	900
52-55	0	53.5	+2	0	0
56-59	0	57.5	+1	0	0
60-63	14	61.5 (M')	0	0	0
64-67	0	65.5	-1	0	0
68-71	2	69.5	-2	-4	16
72-75	0	73.5	-3	0	9
76-79	0	76.5	-4	0	0
80-83	2	80.5	-5	-10	25
	N = 31			$\sum f.y' = 21$	$\sum f.y'^2 = 966$

4. Determine Mean Score of Mx^1

$$My_1 \quad = M' + i\left(\frac{\sum fy}{N}\right)$$

$$= 61.5 + 4\left(\frac{21}{31}\right)$$

$$= 61.5 + 4\,(0.67) = 43.88$$

5. Determine Deviation Standard

$$SDy_1 \quad = i\sqrt{\frac{\sum f.y'^2}{N} - \left(\frac{\sum f.y'}{N}\right)^2}$$

$$= 4\sqrt{\frac{966}{31} - \left(\frac{21}{31}\right)^2}$$

$$= 4\sqrt{31.16 - 0.44} = 4\sqrt{30.72} = 4 \times 5.54 = 22.16$$
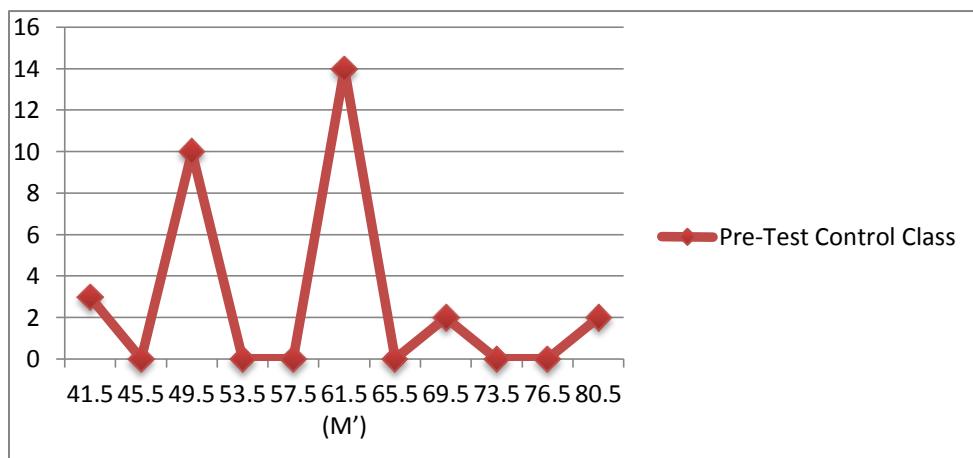
6. Determine Error Standard

$$\mathrm{SE}y_2 \quad = \frac{SDy^2}{\sqrt{N-1}} = \frac{22.16}{\sqrt{31-1}} = \frac{22.16}{5.47} = 4.05$$

7. Making Polygon Graph

Graphic 4.3

Pre-test in Control Class

The polygon graphic above describe pre-test in control class. The mean of the interval class is the biggest 14. Just one interval class include of 14. It's 61.5. This is refers to that 61.5 is mean of pre-test in control class.

➢ **Result of post-test in Control class**

Based on the table above the writer will arrange the score from the lowest to the highest score as follow:

40	40	40	50	50	50	50	50
50	50	50	50	50	60	60	60
60	60	60	60	60	60	60	60
60	60	60	70	70	80	80	

1. Find out the range with formula:

$R = H - L + 1$

$\quad = (80 - 50) + 1$

$\quad = 31$

2. Looking for the class interval (k), with formula:

$\dfrac{R}{i} = \dfrac{31}{i} =$ it is had better getting result between 10-20

So, it got $i = 3$ because $\dfrac{31}{3} = 10.3$ (between 10-20) i = 10 (be

completed)

3. Making distribution frequency table

Table 4.6

The Distribution Frequency of Post-test Control Class (Y)

Interval	F	Y	y'	f.y'	f.y$'^2$
50-53	2	51.5	+5	10	100
54-57	0	55.5	+4	0	0
58-61	7	59.5	+3	21	441
62-65	0	63.5	+2	0	0
66-69	0	67.5	+1	0	0
70-73	16	71.5(M')	0	0	0
74-77	0	75.5	-1	0	0
78-81	6	79.5	-2	-12	144
82-85	0	83.5	-3	0	0
86-89	0	87.5	-4	0	0
90-93	0	91.5	-5	0	0
	N=31			$\sum f.y' = 19$	$\sum f.y'^2 = 685$

4. Determine Mean Score of My^2

$My_2 \qquad = M' + i \left(\dfrac{\sum fy}{N} \right)$

$\qquad\qquad = 71.5 + 3 \left(\dfrac{19}{31} \right)$

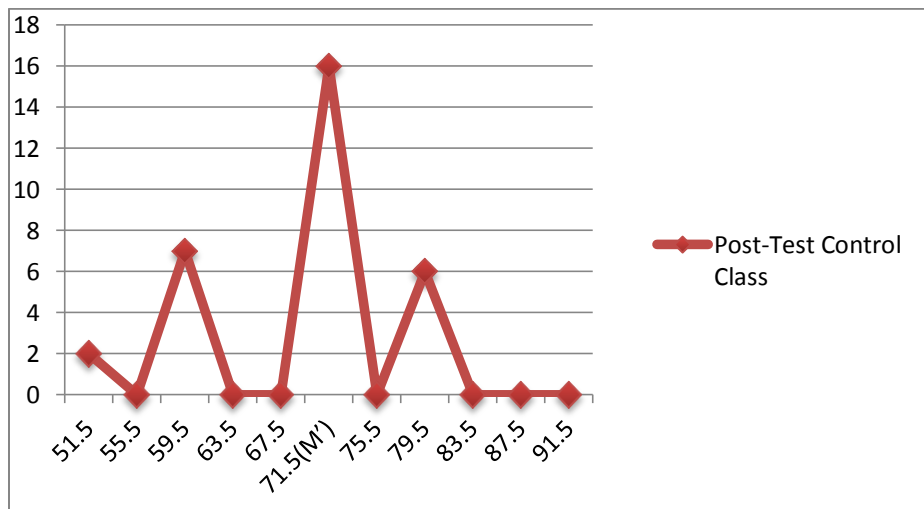$$= 71.5 + 3\,(0.61) = 45.44$$

5. Determine Deviation Standard

$$\text{SD}y_2 \quad = i\,\sqrt{\frac{\sum f.y'^2}{N} - \left(\frac{\sum f.y'}{N}\right)^2}$$

$$= 3\,\sqrt{\frac{685}{31} - \left(\frac{19}{31}\right)^2}$$

$$= 3\,\sqrt{22.09 - 0.41} = 3\,\sqrt{21.68} = 3 \text{ x } 4.65 = 13.95$$

6. Determine Error Standard

$$\text{SE}y^2 \qquad = \frac{SDy^2}{\sqrt{N-1}} = \frac{13.95}{\sqrt{31-1}} = \frac{13.95}{5.47} = 2.55$$

7. Making Polygon Graph

Graphic 4.4

Post-test in Control Class

The polygon graphic above describe post-test in control class. The mean of the interval class is the biggest 16. Just one interval class include of 9. It's 71.5. This is refers to that 71.5 is mean of post-test in control class.

After the writer calculated them based the t-test formula:

1. Determine average from experimental class

   MX $= Mx_2 - Mx_1$

   $= 86.51 - 72.48$

   $= 14.03$

2. Determine average from control class

   MY $= My_2 - My_1$

   $= 45.44 - 43.88$

   $= 1.56$

3. Determine difference of error standard from X and Y

   SEmx – Semy $= \sqrt{SEx^2 + SEy^2}$

   $= \sqrt{4.63 + 2.55}$

   $= \sqrt{7.18} = 2.67$

4. Determine t_0 (t observation)

   $t_o \quad = \dfrac{Mx - My}{SE_{MX} - SE_{MY}}$

   $= \dfrac{14.03 - 1.56}{2.67}$

   $= \dfrac{12.47}{2.67} = 4.67$

5. Determine T-table with significance 5 % and 1 %

   DF $= N1 + N2 - 2$

   $= 33 + 31 - 2$

   $= 62$

   $= 60$ (be completed and consult to "t" table score)

   Based on t table that three is 60. With df as number 60 is got t table as follow:

   - At significance level 5% : $t_t = 2.00$

- At significance level 1% : $t_t = 2.65$

6. The writer compared t_0 to t_t that if $t_0 > t_t$; H_a is accepted and H_0 is rejected. If $t_0 < t_t$, it means that H_a is accepted and H_a is rejected.

$t_o : t_t$: $4.67 > 2.00$ in degree of significance 5%

$t_o : t_t$: $4.67 > 2.65$ in degree of significance 1%

Because "t" that the writer got from the calculation is higher than t table both at significance level 5% and 1%, so the hypothesis alternative (H_a) is accepted and (H_o) is rejected.

To prove the hypothesis, the data obtained from experiment and control class was calculated by using t-test formula with assumption as follow:

If $t_o > t_t$: The alternative hypothesis is accepted. It means there is improvement in students' conditional sentences skill on authentic material method.

If $t_o < t_t$: The alternative hypothesis is rejected. It means there is no improvement in students' conditional sentences skill on authentic material method.

Table 4.7

Comparison Scores of Post-Test in Experimental and Control Class

No	Post-Test Experimental Class	Post-Test Control Class
1	80	70
2	80	50
3	70	80
4	60	60
5	90	70
6	60	80

7	60	60
8	70	70
9	60	70
10	50	80
11	80	70
12	50	70
13	80	70
14	60	60
15	50.	80
16	60	70
17	80	70
18	50	70
19	70	60
20	60	50
21	70	60
22	80	70
23	90	70
24	60	60
25	80	80
26	80	80
27	70	70
28	80	70
29	70	70
30	60	60
31	80	70
32	60	
33	80	

The table above describe the comparison scores of post-test in experimental and control class. The highest score in post-test in experimental class is 90 and post-test in control class is 8

Graphic 4.5

Comparisons' score of Experimental Class and Control Class
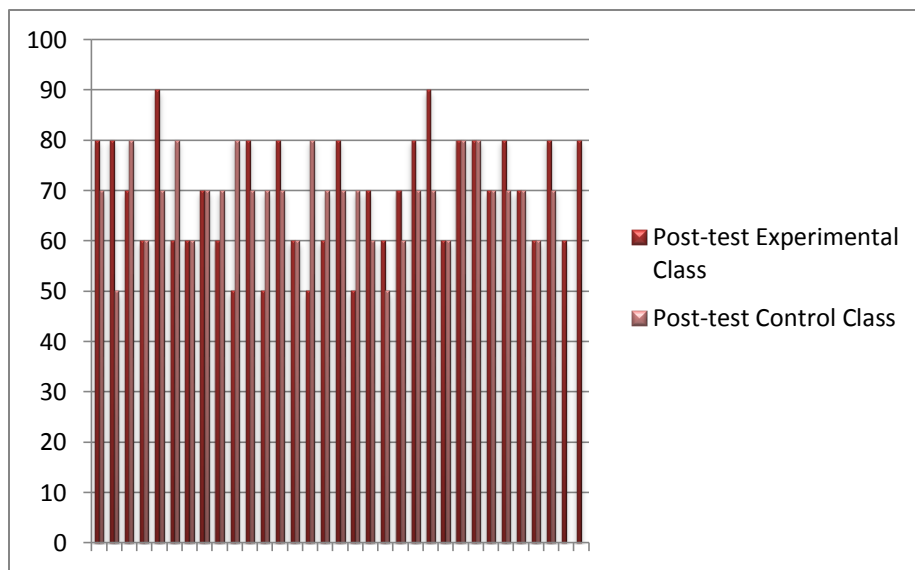
The graphic above describe the comparison between post-test in experimental class and post-test in control class. The highest score in experimental class is 90, while the highest score in control class is 80. And the lowest score in experimental class is 30, control class got score 50.

C. Interpretation Data

The data showed that the mean (Mx_1) of pre-test scores obtained by students score of XI IPS 2 as an experimental class = 55.75, it's smaller than mean score (My_1) of XI IPS 1 as a control class = 56.77. The lowest score of pre-test in two classes are difference. Class XI IPS 2 is 30 and class XI IPS 1 is 50. The mean of post-test scores of both class XI IPS 2 and class XI IPS 1 are difference too. It seems different of Mx_2 as the experimental class and My_2 as the control class. Post-test in XI IPS 2 as an

experimental class = 69.39 and post-test in XI IPS 1 as a control class = 68.38. Mean of experimental class is greater than control class. It is significance difference.

Based on the data, the value of t_o (t observation) is higher than t_t (t table), t observation = 4.67, t table = 2.00 or t observation 4.67 > 2.00 or t observation 4.67 > 2.65, so H_o is rejected and H_a is accepted.

From the interpretation above, the writer said the use of authentic material could be better and more effective to improving students' grammar skill than traditional method. This could be seen after comparing the score of pre-test (before using authentic material) and post-test (after using authentic material).

Based on the data obtained from control and experiment class among the average scores and t observation, the writer summarizes that teaching conditional sentences through authentic material has significance influence towards students' grammar skill.

CHAPTER V

CONCLUSION AND SUGESTION

A. Conclusions

Having the researched "The effectiveness of using authentic material in learning English conditional sentences (A quasi experimental research at the eleventh grade of MAN Kabupaten Tangerang) the writer concluded that:

1. The result of analysis about the student's learning conditional sentences at the eleventh grade of MAN Kabupaten Tangerang still low. Because the writer looks the teacher use traditional research in learning English. There is not new method to make students understand or to improve student's grammar skill especially conditional sentences.

   The result of analysis about the effectiveness of using authentic material (variable X) and learning English conditional sentences (variable Y). From pre-test and post-test between experiment and control class, the writer has allready known that students learned by authentic material get better score and more significance improvement their grammar skill on conditional sentences than the students learned by traditional method.

2. Based on the result of analysis about the effectiveness of authentic material toward grammar skill on conditional sentences, the writer found some significant differences in acquisition of pre-test and post-test. The data previous pages showed that the mean (Mx_1) of pre-test scores obtained by students score of XI IPS 2 as an experimental class = 55.75, it's smaller than mean score (My_1) of XI IPS 1 as a control class = 56.77. The lowest score of pre-test in two classes are difference. Class XI IPS 2 is 30 and class XI IPS 1 is 50. The mean of post-test scores of both class XI IPS 2 and class XI IPS 1 are difference too. It seems difference of Mx_2 as the experimental class and My_2 as the control class. Post-test in XI IPS 2 as an experimental class = 69.39 and post-test in XI IPS 1 as a control class = 68.38. Mean of experimental class is greater than control class. Although there was different achievement between students in the classes, the difference was significance. Therefore the writer could say that learning conditional sentences using authentic material method better and more effective than by traditional method at MAN 3 Kabupaten Tangerang.

B. Suggestions

According to the conclusions, the writer would give some suggestions to teacher and students as following:

1. Suggestions for the teacher:

   a. The teacher should be creative in order to create the relevant strategy to the material that can make students more enthusiasts in learning English especially learning grammar.

   b. The teacher should be use authentic material method in teaching conditional sentences, because the method students have more interest to learn it.

   c. The step to develop student's grammar skill on conditional sentences is the teacher should be pleasure in learning conditional sentences.

2. Suggestion for the students:

   a. The students have to ask to the teacher in the classroom if the students haven't understanding about learning.

   b. Using authentic material, student is hoped can to use English in daily activities, both in the classroom or another place.

3. Suggestion for the school:

It is better to the school committee to support teaching and learning process, especially for English lessons. The school committee should give the media and also complete the facility in order to make better progress achievement of English, and make teaching and learning activities more effective.

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