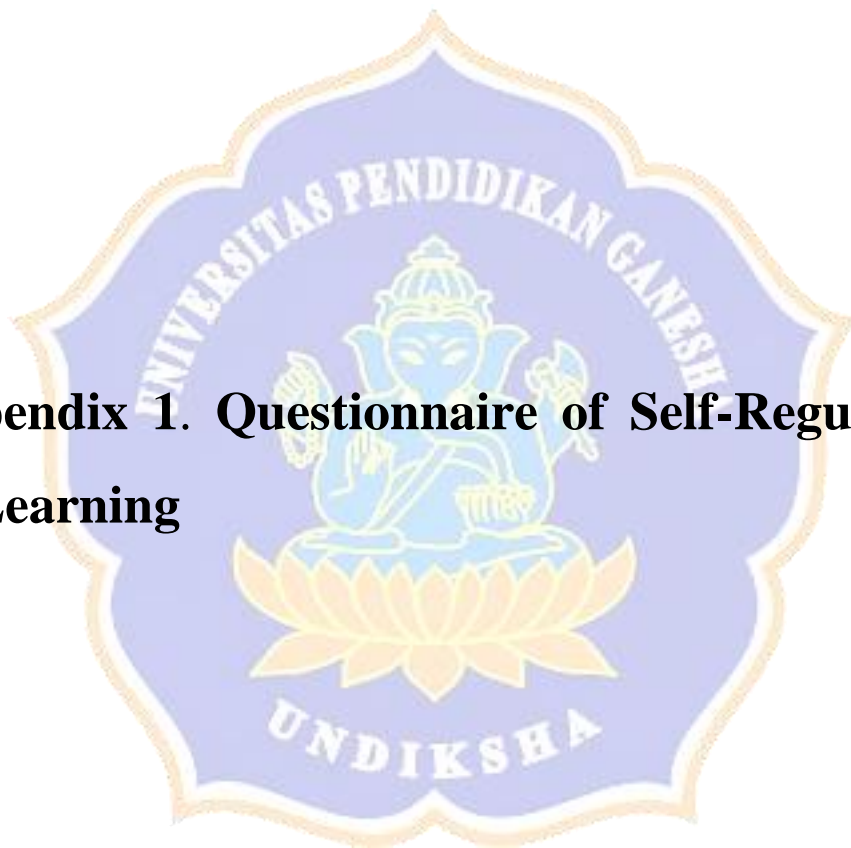# APPENDICES

Appendix 1. Questionnaire of Self-Regulated Learning

Angket Penelitian Tingkat 'Self-regulated Learning' pada Siswa

Sekolah Menengah Atas.

Kalian diminta untuk memberikan respon secara terbuka dan sejujurnya terhadap pernyataan-pernyataan di bawah ini dengan memberikan tanda centang (√) pada pilihan yang paling mewakili tentang apa yang kalian lakukan dalam mengatur cara belajar kalian sendiri berkaitan dengan implementasi pembelajaran kalian sendiri. Kuesioner ini **tidak akan mempengaruhi nilai akademik kalian**, maka tidak akan ada jawaban yang dianggap salah ataupun benar.

Nama Siswa :

No. Absen :

Kelas :

Keterangan

5 = Sangat sering

4 = Sering

3 = Kadang-kadang

2 = Jarang

1 = Tidak pernah

No.	Pernyataan	1	2	3	4	5
1.	Saya menyusun target belajar yang ingin saya capai.					
2.	Saya menentukan target nilai di setiap mata pelajaran.					
3.	Saya yakin saya akan memperoleh nilai yang bagus pada semua mata pelajaran.					
4.	Saya mencari materi pembelajaran sebelum diajarkan di kelas.					
5.	Saya mencoba memahami materi pembelajaran yang akan diajarkan di kelas.					

6.	Saya yakin saya mampu memahami setiap materi yang akan diajarkan di kelas.					
7.	Saya menjawab soal-soal yang ada di buku sebelum dibahas oleh guru.					
8.	Saya yakin akan kemampuan saya untuk mengerjakan tugas-tugas yang diberikan oleh guru.					
9.	Saya yakin saya mampu melakukan yang terbaik pada semua mata pelajaran.					
10.	Saya yakin atas kemampuan saya untuk mencapai target pembelajaran.					
11.	Saya memilih posisi tempat duduk yang nyaman saat belajar di kelas.					
12.	Saya aktif merespon pertanyaan yang diberikan oleh guru saat pembelajaran di kelas.					
13.	Saya berinisiatif untuk mencatat hal-hal penting dari penjelasan guru.					
14.	Saya meminjam catatan teman apabila catatan saya kurang lengkap ataupun saat saya tidak masuk sekolah.					
15.	Saya mencoba menyelesaikan permasalahan yang ditemukan saat belajar di kelas sebelum bertanya kepada guru di kelas.					
16.	Setelah mendapatkan materi di sekolah, saya membaca ulang materi tersebut di rumah.					
17.	Saya mendiskusikan jawaban yang saya miliki dengan teman di samping saya.					
18.	Saya tidak malu untuk membandingkan hasil belajar saya dengan teman saya.					
19.	Saya mau menerima masukan dari teman dan guru.					
20.	Saya berinisiatif menemukan jawaban dari sumber lain selain buku saat diskusi kelompok.					

21.	Saya menyampaikan pendapat saya dalam kegiatan diskusi kelompok.					
22.	Saya mengerjakan tugas yang diberikan guru tepat waktu.					
23.	Saya selalu kritis dalam mencari tahu kenapa saya mendapatkan hasil belajar seperti yang saya terima.					
24.	Berapapun nilai yang saya dapat, saya akan tetap belajar lebih giat lagi.					
25.	Saya akan tetap belajar lebih giat lagi jika mendapat skor (nilai) di bawah KKM.					
26.	Saya akan tetap giat belajar walaupun sudah mendapatkan nilai bagus.					
27.	Saya selalu mengevaluasi cara belajar saya.					
28.	Saya akan mengoreksi kembali kesalahan-kesalahan yang saya buat setelah proses belajar.					
29.	Saya selalu berusaha meningkatkan hasil belajar saya dengan mengikuti bimbingan belajar di luar jam sekolah.					
30	Saya yakin akan mendapatkan hasil yang lebih memuaskan jika saya sering belajar dan berlatih.					
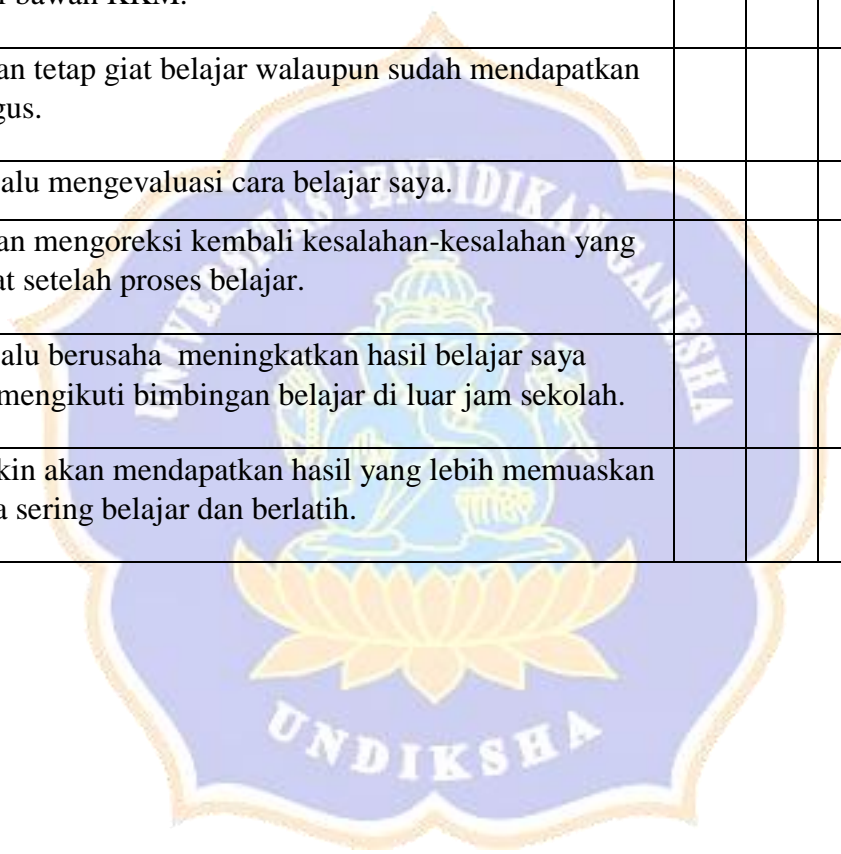
Appendix 2. Expert Judgment of Questionnaire

Expert Judge Sheet

Instrument: Questionnaire

Expert Judge 1: Luh Diah Surya Adnyani, S.Pd., M.Pd.

No	Response		Comments
	Relevant	Irrelevant	
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6	✓		
7	✓		
8	✓		
9	✓		
10	✓		
11	✓		
12	✓		
13	✓		
14	✓		
15	✓		
16	✓		
17	✓		
18	✓		
19	✓		

20	✓		
21	✓		
22	✓		
23	✓		
24	✓		
25	✓		
26	✓		
27	✓		
28	✓		
29	✓		
30	✓		

Singaraja, 18 Oktober 2019
First Expert

Luh Diah Surya Adnyani, S.Pd., M.Pd.
NIP. 198309232008122001

Expert Judge Sheet

Instrument: Questionnaire
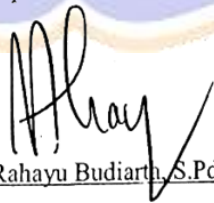
Expert Judge: Luh Gede Rahayu Budiarta, S.Pd., M.Pd

No	Response		Comments
	Relevant	Irrelevant	
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6	✓		
7	✓		
8	✓		
9	✓		
10	✓		
11	✓		
12	✓		
13	✓		
14	✓		
15	✓		
16	✓		
17	✓		
18	✓		
19	✓		

20	✓		
21	✓		
22	✓		
23	✓		
24	✓		
25	✓		
26	✓		
27	✓		
28	✓		
29	✓		
30	✓		

Singaraja, 18 Oktober 2019
Second Expert

Luh Gd. Rahayu Budiarth, S.Pd., M.Pd
NIP. 199309192018032001

Appendix 3. Expert Judgment of Speaking Test Rubric

FORM OF CONTENT VALIDITY

Expert 1

Name : Luh Diah Surya Adnyani, S.Pd., M.Pd.

Position : English Language Education's Lecturer in Ganesha University of Education
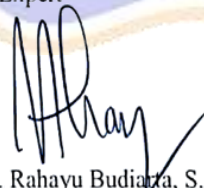
AFTER REVISION

Please put checklist in column relevant if the item is relevant and put the checklist in column irrelevant if the item is irrelevant.

Speaking Scoring Rubric

No.	Speaking Criteria	Response		Suggestion
		Relevant	Irrelevant	
1	Fluency	✓		
2	Pronunciation and Grammar	✓		
3	Vocabulary	✓		
4	Grammar	✓		
5	Comprehension	✓		

Singaraja, 23 Oktber 2019
First Expert

Luh Diah Surya Adnyani, S.Pd., M.Pd.
NIP. 198309232008122001

FORM OF CONTENT VALIDITY

Expert 2

Name   : Luh Gd. Rahayu Budiarta, S.Pd., M.Pd.

Position   : English Language Education's Lecturer in Ganesha University of

Education

AFTER REVISION

Please put checklist in column relevant if the item is relevant and put the checklist in column irrelevant if the item is irrelevant.

Speaking Scoring Rubric

No.	Speaking Criteria	Response		Suggestion
		Relevant	Irrelevant	
1	Fluency	✓		
2	Pronunciation and Grammar	✓		
3	Vocabulary	✓		
4	Grammar	✓		
5	Comprehension	✓		

Singaraja, 23 Oktober 2019

Second Expert

Luh Gd. Rahayu Budiarta, S.Pd., M.Pd

NIP. 199309192018032001

4. Lesson Plan

Lesson Plan of Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Name of School   : SMA N 1 Sukasada

Subject   : English

Grade/semester   : XII / 1

Material   : Conditionals Sentence Followed by Command or

Suggestion

Time allocation   : 3x45 Minutes

A. Basic Competency

B. KI-3:   Understanding, applying, analyzing factual knowledge, conceptual, procedural based on the curiosity about science, technology, arts, culture, and humanities, nationality, state, and civilization related to the cause of phenomenon and events, as well with the talent and interest to solve problems.

C. KI-4:   Processing, reasoning, presenting in concrete and abstract domain related to the development that is learned at school independently and being able to use method based on the scientific rule

D. Standard competency and indicators

Standard Competency	Indicator
3.4 Applying social functions, text structure, and language features of oral and written transactional interaction texts that involve giving and asking for information related to presuppositions followed by commands / suggestions, according to the context of their use. (Note the	3.4.1 Students are able to determine appropriate expression related to presupposition followed by orders / suggestions. 3.4.2 students are able to identify expressions of giving and asking for information related to presuppositions followed by commands / suggestions.

conditional language features: past and past perfect)	
4.4 Arranging oral and written transactional interaction texts involving the act of giving and asking for information related to the presupposition of occurrence/doing something that is un-real situation at this time and in the past, with noticing to social functions, generic structures, and language features that are true and contextual.	4.4.1 Students are able to create a simple dialogue about conditional sentence followed by commands / suggestions, taking into account the social function, structure of the text, and the correct language features. 4.4.2 Students are able to present simple dialogue in front of the class!

E. Learning Objectives

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

a. Trough individual and pair work, students are able to determine the appropriate expression related to presupposition sentence followed by orders / suggestions accurately.

b. Through group discussion activities, students are expected to be able to identify social functions, generic structures and language feature a text correctly.

c. Through pair work, students are expected to be able to create a dialogue that consist of giving and asking for information related to presupposition sentence followed by orders / suggestions taking into account the social function, structure of the text, and the correct language features correctly.

d. Through pairing presentation activity, students are expected to be able to present their text in front of the class confidently.

F. Learning Material

    a.   Definition

        - Conditional sentences are those which cause a particular statement or command to depend on the fulfilment of a given condition. Conditional sentence clause can be followed by command or suggestion.

            1. Type 0 conditional sentence is used for General truth

            2. Type 1 conditional is used to express events that are likely to happen in the present or future. It also used for possible situation in the future (a possible condition and its possible result.

            3. Type 2 conditional sentence is used for impossible situation in the present or future (a hypothetical condition and its probable result)

            4. Type 3 conditional sentence is used for unreal situation in the past (its probable result in the past.

    b.   Social Function

    Conditional sentence are used to speculate about what could happen, what might have happened, and what we wish would happen.

    c.   Generic structure

No.	Type	Conditional Sentences	
		If-Clause	**Main clause**
1	0 (zero)	If + simple present	simple present
2	1	If + simple present	will + verb
3	2	If + simple past	Would/could + verb
4	3	If + past perfect	Would/could/might + verb 3 (verb participle)

    d.   Language Features

    – *Conditional Sentences (Type 0,1,2 and 3 Conditionals)*

‒ *If with Imperative, Can, and Should*

- Topic

Situation/action/activity/event at home, in the school and surrounding which can build up behaviour that contained in KI.

G. Learning Method and Model

Learning Strategy   : Discovery Learning.

Method   : Discussion, Question and answer, Role Playing

Model   : Flipped Learning

H. Learning Media

Media:

- Worksheet

- Assessment sheet

- LCD Projector

Tools:

- Schoology Application

- Board marker

- Board

- Laptop

- Mobile phone

I. Sources

- *Lembar Kerja Siswa* (LKS)

- Relevant references

- *Youtube* Application

J. Learning Activity

1. First Meeting (2x45 Minutes)
Opening Activity (10 Minutes)
- Students and teacher greeting each other. - One of the students asked by the teacher to lead praying. - Teacher checks the students' attendance.

- Students asked to students check around them to make sure that the classroom is clean and comfortable to for study.

Apperception

- Teacher tell the students objectives of learning.
- Students reminded by the teacher about the material that already learnt before the class that already sent in the S*choology* application.
- Students give their opinion about the material given.

Main Activity (70 minutes)

Observing

- Students are given a text (1.1) and a video
- Students observing the example of a conversation and video that consist of conditional sentence.

Questioning

- Students give chances to ask question about things that they do not understand.
- Students asked about the material that they do not understand.
- Teacher gives clarification about social function, generic structure and language feature of the text that the students do not understand.

Exploring

- Students find out the related material from other sources to make sure that they understand the material.
- Students determine and discuss about conditional sentence and the use of conditional sentence with their pair.
- Students find out and discuss the types of conditional sentence with their pair.
- Students discuss the language features that contained in conditional sentence.
- Students find out and discuss the responses (command and suggestion) that is used to response a conditional sentence.

Associating

- Students do exercise to complete the sentence about adverb (task 1.1).
- Students make the example of:
a. Conditional sentence type 0
b. Conditional sentence type 1
c. Conditional sentence type 2

d. Conditional sentence type 3, and response that is use to response the conditional sentence, in form of command or suggestion.
Communicating - Students present their work in front of the class.
Closing Activity (10 Minutes)
- Students asked to give comments and suggestion about the material today - Students conclude the material that they have learnt. - Students asked to learn about the material that will be taught in the next meeting in the S*choology* application. - The process of learning closed with praying and closing greeting.

2. **Second Meeting (2x45 Minutes)**
Opening Activity (10 Minutes)
- Students and teacher greeting each other. - One of the students asked by the teacher to lead praying. - Teacher checks the students' attendance. - Students asked to students check around them to make sure that the classroom is clean and comfortable to for study. **Apperception** - Teacher tell the students objectives of learning. - The Students reminded by the teacher about the material that already learnt before the class. - The students given a video about unreal situation or conditional sentence and asked some questions by the teacher, such as a. *What is the video about?* b. *What do you think about unreal situation or conditional sentence? etc.* - Students give their opinion about the material given.
Main Activity (70 minutes)
Observing - Students observing the example of a video that consist conditional sentence. **Questioning**

- Students give chances to ask question about things that they do not understand.
- Students asked about the material that they do not understand.
- Teacher gives clarify about social function, generic structure, language and the things that students do not understand feature of conditional sentence.

Exploring

- Students explore the example conditional sentence that contained in the sentences given by the teacher that assigned by the teacher at the *Schoology* applications.
- Students discuss the material given in a pair.

Associating

- Students identifying the conditional sentence that that assigned before the class via *Schoology* application. (2.1)
- Students given a task (task 2.2)
- Students asked to identify the if clause of the conditional sentence individually.

Communicating

- Students make a shorth dialogue about conditional sentence in a pair.
- Students record their work and submit it in the *Flippgrid* application

Closing Activity (10 Minutes)

- Students asked to give comments and suggestion about the material today
- Students conclude the material that they have learnt.
- Students asked to watch and learn about their friends' video at home and give suggestion about that video
- Students asked to learn about the material that will be taught in the next meeting in the Schoology application.
- The process of learning closed with praying and closing greeting.

3. Third Meeting (2x45 Minutes)
Opening Activity (10 Minutes)

- Students and teacher greeting each other.
- One of the students asked by the teacher to lead praying.
- Teacher checks the students' attendance.

- Students asked to students check around them to make sure that the classroom is clean and comfortable to for study.

Apperception

- Teacher give the students objectives of learning.
- Students reminded by the teacher about the material that already learnt before the class
- Students give their opinion about the material given.

Main Activity (70 minutes)

Observing

- Students reminded by the teacher about what they have learnt last meeting.
- Students are watching the several videos about conditional sentence that they already sent via *flippgrid* application.

Questioning

- Students given chances to ask question or giving suggestion about the video that already they watched.

Exploring

- Students asked to identify the conditional sentence and its response (command or suggestion) that contained in the videos that they watched.
- Students are asked to find the others conditional sentence the its response (command or suggestion) to make sure that they know and understanding about the material.

Associating

- Teacher give time to the students to create a dialogue about conditional sentence include its response with their pair.

Communicating

- Students perform their dialogue about conditional sentence and its response and the other pairs identify the type that is used by the pair that is performing in front of the class.

Closing Activity (10 Minutes)

- Students asked to give comments and suggestion about the material today
- Students conclude the material that they have learnt.
- The process of learning closed with praying and closing greeting.

Assessment technique:

a. Knowledge Assessment: Written test

b. Skills Assessment: Oral and written tests

Form of Assessment:

a. Written and oral tests: make dialogue and play a role in front of the class.

3. Assessment instrument (attached)

K. Learning Assessment

a. Attitude Assessment

Observation Assessment

Observation assessment is based on observing the attitudes and behaviors of everyday students, both related to the learning process and in general. Direct observations made by the teacher. The following attitude assessment instruments.

No	Students name	Rated aspect				Total score	Attitude score	Value code
		TM	H	R	DS			
1								
2								
3								
4								
	Etc.	...	...	...	...	...	...	...

Information:

- TM : Team work
- H : Honest
- R : Responsibility
- DS : Discipline

Note:

1. Behavioral aspects are assessed by criteria:

100 = Very Good

75 = OK

50 = Enough

25 = Not enough

2. Maximum score = number of attitudes assessed multiplied by the number of criteria = 100 x 4 = 400

3. Attitude score = total score divided by number of attitudes assessed = 400: 4 = 100

4. Value / predicate code:

> 75.01 - 100.00 = Very Good (SB)
>
> 50.01 - 75.00 = Good (B)
>
> 25.01 - 50.00 = Sufficient (C)
>
> 00.00 - 25.00 = Less (K)

5. The format above can be changed according to the aspects of the behavior that you want to be assessed

b. Student Competency Assessment

> **a. First meeting**
>
> **1. Knowledge competence**
>
> Assessment technique : Written and O*ral Test*

Standard competency	Indicators	Form of test	Example of the test
3.4 Applying social functions, text structure, and language features of oral and written transactional interaction texts that involve giving and asking for information related to presuppositions followed by commands / suggestions, according to the context of	3.4.1 Students are able to determine appropriate expression related to presupposition followed by orders / suggestions.	Oral test	Please determine expression of conditional sentence and its response that contained in the conversation below!

their use. (Note the conditional language features: past and past perfect)		Written test	Complete the following conditional sentence with the suitable verbs in the parentheses!

2. Second meeting

1. Knowledge competence

Assessment technique   : Written *Test*

Standard competency	Indicators	Form of test	Example of the test
3.4 Applying social functions, text structure, and Language features of oral and written transactional interaction texts that involve giving and asking for information related to presuppositions followed by commands / suggestions, according to the context of their use. (Note the conditional language features: past and past perfect)	3.4.1 Students are able to identify expressions of giving and asking for information related to presuppositions followed by commands / suggestions.	Written test	Please identify the sentences that contained conditional in the task given! Please identify the if-clause of the conditional sentences below!

2. **Skill Competence**

Assessment technique : W*ritten and Oral Test*

Standard competency	Indicators	Form of test	Example of the test
4.4 Arranging oral and written transactional interaction texts involving the act of giving and asking for information related to the presupposition of occurrence/doing something that is un-real situation at this time and in the past, with noticing to social functions, generic structures, and language features that are true and contextual.	4.4.1 Students are able to create a simple dialogue about conditional sentence followed by commands / suggestions, taking into account the social function, structure of the text, and the correct language features.	Written test	Please make a short dialogue about conditional sentence you're your partner!
	4.4.2 Students are able to present simple dialogue in front of the class	Oral Test	Please record your conversation with your partner and sent the video via flipped grid application!

3. **Third meeting**

1. **Knowledge competence**

Assessment technique : Written and O*ral Test*

Standard competency	Indicators	Form of test	Example of the test

a. Applying social functions, text structure, and linguistic elements of oral and written transactional interaction texts that involve giving and asking for information related to presuppositions followed by commands / suggestions, according to the context of their use. (Note the conditional language features: past and past perfect)	Students are able to determine appropriate expression related to presupposition followed by orders / suggestions.	Oral test	Please find out another conditional sentence and its response!
	students are able to identify expressions of giving and asking for information related to presuppositions followed by commands / suggestions.	Written test	Please identify and write the conditional sentence and its response that contained in your friends' video!
			Please identify the type of conditional sentence that is used by the other pairs that are performing in front of the class

2. Skill Competence

Assessment technique   : W*ritten and Oral Test*

Standard competency	Indicators	Form of test	Example of the test
4.4 Arranging oral and written transactional interaction texts involving the act of giving and asking for information related to the presupposition of occurrence/doing something that is un-real situation at this time and in the past, with noticing to social functions, generic structures, and language features that are true and contextual.	4.4.1 Students are able to create a simple dialogue about conditional sentence followed by commands / suggestions, taking into account the social function, structure of the text, and the correct language features.	Written test	Please make a conversation that consist of conditional sentence and response!
	4.4.2 Students are able to present simple dialogue in front of the class	Oral Test	Please present your work in front of the class!

Assessment Rubric

Oral assessment rubric

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Comprehension	Details
5	Smooth and fluid speech; few to no hesitations; no	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-	Accuracy & variety of grammatical structures	The student's conversation is easy to understand and	Excellent level of description; additional

	attempts to search for words; volume is excellent.		chosen vocabulary		the content is clear.	details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	The student's conversation is easy to understand although there is repetition in certain parts.	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	The student's conversation is quite easy to understand and there are some repetitions.	Adequate description; some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native Accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	The student's conversation is quite difficult to understand and there are a lot of repetitions.	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	The student's conversation is not clear and comprehensible.	Description is so lacking that the listener cannot understand

Writing rubric assessment

Aspect	Criteria	Score
Idea	• In appropriate with the theme, very creative, and original.	4
		3

	• Quite in appropriate with the theme, creative and original.	2
	• Less appropriate with the theme, less creative and there are taking ideas from other sources.	1
	• Does not match the theme.	
Grammar	• Right and accurate.	4
	• Sometimes it's not accurate but it doesn't affect the meaning.	3
	• Less accurate and affect the meaning.	2
	• Difficult to understand.	1
Text coherence	• Appropriate text coherence.	4
	• Text coherence are quite accurate.	3
	• Text coherence are less accurate	2
	• Text coherence is not accurate	1
Vocabulary	• • Vocabulary selection is correct and accurate.	4
	• Vocabulary selection is sometimes incorrect but does not affect meaning.	3
	• Vocabulary selection is incorrect and influences meaning.	2
	• Vocabulary selection is incorrect so it is difficult to understand.	1
Mechanic	• Correct punctuation and spelling	4
	• There are 1-2 errors in punctuation and spelling	3
	• There are more than 2 errors in punctuation and spelling	2
	• There are many errors in punctuation and spelling	1

Score = $\dfrac{\text{Score}}{\text{Maximum score}}$ x 100

Appendix

a. **First Meeting**

    a. **Link of the video:**

Text 1.1

Bakkie   : What are you doing George?

George   : I'm doing my homework, have you done your homework?

Bakkie   : <u>I would not come here if I did my homework.</u> I could not answer some questions. I'm here to ask for your help

George   : Let us do the homework together.

Bakkie   : <u>If I had listened to Mrs. Crane's explanation, I could have finished my homework.</u>

George   : What were you doing when she was explaining it?

Bakkie   : I was copying the notes

George   : That is not good habit. We have been in the third year. We shouldn't be lazy.by the way, tomorrow we are going to have study group at Sharon's house, do you want to join us?

Bakkie   : <u>If I have time, I will join you.</u>

Task 1.1

Complete the following conditional sentence with the suitable verbs in the parentheses!

1. Berta will take the course, if her parents (allow)_____ her.
2. If I (be)_____ you, I would ask my parents to have a picnic.
3. I would not have bought the shoes if I (lose)_____ my money
4. The guest speaker would not have left the seminar if the moderator (apologize)_____ to her immediately.
5. I would defeat him in the last round if I (know)_____ his weaknesses.
6. If I (have)_____ a yacht, I would sail around the world.
7. If it (not, rain) _____ yesterday, I would have gone to your party.
8. If we (submit) _____ the assignment, we will not gat punishment.

9. If Alan (not, ignore) _____ me, I would ask him to go fishing together.

10. If Rossi and Vicky (not, arrive) _____ on time, we would start the discussion without them.

Score = correct answer x 10

Key Answers

1. Allow
2. Were
3. Had Lost
4. Had apologized
5. Knew
6. Had
7. Had not rained
8. Submit
9. were not ignore
10. were not arrive

b. **Second Meeting**

Video link :

Task 2.1 Please determine the type of conditional sentences below!

1. If you put them in the same room, they might fight.
2. If I studied well, my scores would increase.
3. If I had known about that news, I would have told you.
4. My sister would have not been in the hospital if she had had a good concentration in the long-jump competition.
5. If John had money, he would pay his debt.
6. I would send her a flower bouquet if she invited me to her birthday.
7. They would have not lost the game if they had recruited Lucas.
8. If you went to bed earlier, you could not watch that drama series.
9. My brother would have not been annoyed if I had not eaten his cookies.

10. If I had waited for you a little bit longer, I would have been able to see your face.

```
Score   = correct answer x 10
```

Key answer

1. If you put them in the same room, they might fight. (type 2)
2. If I studied well, my scores would increase. (type 2)
3. If I had known about that news, I would have told you. (type 3)
4. My sister would have not been in the hospital if she had had a good concentration in the long-jump competition. (type 3)
5. If John had money, he would pay his debt. (type 2)
6. I would send her a flower bouquet if she invited me to her birthday. (type 2.)
7. They would have not lost the game if they had recruited Lucas. (type 3)
8. If you went to bed earlier, you could not watch that drama series. (type 2)
9. My brother would have not been annoyed if I had not eaten his cookies. (type 3.)
10. If I had waited for you a little bit longer, I would have been able to see your face. (type 3)

Task 2.2 Please identify the if-clause of the conditional sentences below!

No.	Conditional Sentence	Conditional words	Type
1.	I will take a rest in case I get tired	In case	1
2.	If I had reached the halt on time, I would have caught the bus.		
3.	If you boil water, it reaches 100 degrees Celsius		
4.	Sarah would have attended the meeting if you hadn't stopped her		
5.	If Mr. Yun works hard, he well be promoted as a manager.		

6.	The school would had been the best in the town, provided it had had more facilities.		
7.	Unless we finish our report soon, we will miss the game		
8.	Supposing they had closed the road. Would that have been a good idea?		
9.	Until I talk to my brother, he doesn't talk to me		
10.	You can stay here as long as you keep quite		

Score = correct answer x 10

Key Answer

No.	Conditional Sentence	Conditional words	Type
1.	I will take a rest in case I get tired	In case	1
2.	If I had reached the halt on time, I would have caught the bus.	If	3
3.	If you boil water, it reaches 100 degrees Celsius	If	0
4.	Sarah would have attended the meeting if you hadn't stopped her	If	3
5.	If Mr. Yun works hard, he well be promoted as a manager.	If	1
6.	The school would had been the best in the town, provided it had had more facilities.	Provided it had	1
7.	Unless we finish our report soon, we will miss the game	Unless	1
8.	Supposing they had closed the road. Would that have been a good idea?	Supposing	2
9.	Until I talk to my brother, he doesn't talk to me	Until	1
10.	You can stay here as long as you keep quite	As long as	1

Lesson Plan of Control Class

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Name of School   : SMA N 1 Sukasada

Subject   : English

Grade/semester   : XII / 1

Material   : Conditionals Sentence Followed by Command or

Suggestion

Time allocation   : 3x45 Minutes

K. Basic Competency

L. KI-3:   Understanding, applying, analyzing factual knowledge, conceptual, procedural based on the curiosity about science, technology, arts, culture, and humanities, nationality, state, and civilization related to the cause of phenomenon and events, as well with the talent and interest to solve problems.

M. KI-4:   Processing, reasoning, presenting in concrete and abstract domain related to the development that is learned at school independently and being able to use method based on the scientific rule

N. Standard competency and indicators

Standard Competency	Indicator
3.4 Applying social functions, text structure, and language features of oral and written transactional interaction texts that involve giving and asking for information related to presuppositions followed by commands / suggestions, according to the context of their use. (Note the	3.4.3 Students are able to determine appropriate expression related to presupposition followed by orders / suggestions.
	3.4.4 students are able to identify expressions of giving and asking for information related to presuppositions followed by commands / suggestions.

conditional language features: past and past perfect)	
4.4 Arranging oral and written transactional interaction texts involving the act of giving and asking for information related to the presupposition of occurrence/doing something that is un-real situation at this time and in the past, with noticing to social functions, generic structures, and language features that are true and contextual.	4.4.3 Students are able to create a simple dialogue about conditional sentence followed by commands / suggestions, taking into account the social function, structure of the text, and the correct language features. 4.4.4 Students are able to present simple dialogue in front of the class

O. Learning Objectives

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

a. Trough individual and pair work, students are able to determine the appropriate expression related to presupposition sentence followed by orders / suggestions accurately.

b. Through group discussion activities, students are expected to be able to identify social functions, generic structures and language feature a text correctly.

c. Through pair work, students are expected to be able to create a dialogue that consist of giving and asking for information related to presupposition sentence followed by orders / suggestions taking into account the social function, structure of the text, and the correct language features correctly.

d. Through pairing presentation activity, students are expected to be able to present their text in front of the class confidently.

P. Learning Material

    a. Definition

       - Conditional sentences are those which cause a particular statement or command to depend on the fulfilment of a given condition. Conditional sentence clause can be followed by command or suggestion.

          1. Type 0 conditional sentence is used for General truth

          2. Type 1 conditional is used to express events that are likely to happen in the present or future. It also used for possible situation in the future (a possible condition and its possible result.

          3. Type 2 conditional sentence is used for impossible situation in the present or future (a hypothetical condition and its probable result)

          4. Type 3 conditional sentence is used for unreal situation in the past (its probable result in the past.

    b. Social Function

    Conditional sentence are used to speculate about what could happen, what might have happened, and what we wish would happen.

    c. Generic structure

No.	Type	Conditional Sentences	
		If-Clause	**Main clause**
1	0 (zero)	If + simple present	simple present
2	1	If + simple present	will + verb
3	2	If + simple past	Would/could + verb
4	3	If + past perfect	Would/could/might + verb 3 (verb participle)

    d. Language Features

    – *Conditional Sentences (Type 0,1,2 and 3 Conditionals)*

– *If with Imperative, Can, and Should*

- Topic

Situation/action/activity/event at home, in the school and surrounding which can build up behaviour that contained in KI.

Q. Learning Method and Model

Learning Strategy   : Discovery Learning.

Method   : Discussion, Question and answer, Role Playing

Model   : Flipped Learning

R. Learning Media

Media:

- Worksheet
- Assessment sheet
- LCD Projector

Tools:

- Board marker
- Board
- Laptop
- Mobile phone

S. Sources

- *Lembar Kerja Siswa* (LKS)
- Relevant references
- *Youtub*e Application

T. Learning Activity

1. First Meeting (2x45 Minutes)
Opening Activity (10 Minutes)
- Students and teacher greeting each other.
- One of the students asked by the teacher to lead praying.
- Teacher checks the students' attendance.

-	Students asked to students check around them to make sure that the classroom is clean and comfortable to for study.

Apperception

- Teacher tell students the objectives of learning.
- Students given several sentences (Example a.)
  - What do you thing about that sentences?
  - When do you usually find or use that such kind of sentences? etc.
- Students give their opinion about the material given

Main Activity (70 minutes)

Observing

- Students given a text (text 1.1)
- Students observing the example of a text that contained conditional sentence.

Questioning

- Students give chances to ask question about things that they do not understand. Students asked about the material that they do not understand.

Exploring

- Teacher gives explanation and clarification about type of conditional sentence (type 0 and type 1).
- Students explained social function, generic structure and language feature of conditional sentence by the teacher
- Students given time for discussion the material given in a pair and make example of conditional sentence.

Associating

- Students do exercise to complete the sentence (task 1.1).

Communicating

- Students show their work in front of the class (or stand on their position).
- Students and teacher discuss about the students' work.

Closing Activity (10 Minutes)

- Students asked to give comments and suggestion about the material today
- Students conclude the material that they have learnt.

- Students asked to learn about the material that will be taught in the next meeting and given a home assignment to make sentences about:

  - Conditional sentence type 0
  - Conditional sentence type 1

- The process of learning closed with praying and closing greeting.

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2. Second Meeting (2x45 Minutes)

Opening Activity (10 Minutes)

- Students and teacher greeting each other.
- One of the students asked by the teacher to lead praying.
- Teacher checks the students' attendance.
- Students asked to students check around them to make sure that the classroom is clean and comfortable to for study.

Apperception

- Teacher tell students the objectives of learning.
- The Students reminded by the teacher about the material that already learnt before the class.
- Students give their opinion about the material given.

Main Activity (70 minutes)

Observing

- The students given a video about conditional sentence.
- Students observing the example of a video that consist of conditional sentence and its response.
- Students try to find information Conditional sentence that contained in the video

Questioning

- Students give chances to ask question about things that they do not understand. Students asked about the material that they do not understand.
- Teacher gives clarification about the material that do not understood by the students.

Exploring

- Students determine conditional sentence type 2 and type 3 that contained in the sentences given. (task 2.1)

- Students discuss the material given in a pair.
Associating
- Students are asked to make sentences that consist of conditional sentence type 2 and type 3
- Students given a task (task 2.2)
- Students asked to identify the if clause of the conditional sentence individually.
Communicating
- Students show their work and discuss about the instruction given and share their opinion about the other students work.
Closing Activity (10 Minutes)
- Students asked to give comments and suggestion about the material today
- Students conclude the material that they have learnt.
- Students assigned to do homework to make example of conditional sentence type 0,1,2 and 3 and the response to make sure that students understand the material.
- The process of learning closed with praying and closing greeting.

3. **Third Meeting (2x45 Minutes)**
Opening Activity (10 Minutes)
- Students and teacher greeting each other.
- One of the students asked by the teacher to lead praying.
- Teacher checks the students' attendance.
- Students asked students to check around them to make sure that the classroom is clean and comfortable for study.
Apperception
- Teacher tell students the objectives of learning.
- The Students reminded by the teacher about the material that already learnt last meeting
- The students given questions about review of last meeting's material:
• *Do you remember about the material given?*
• *What is conditional sentence for?*

• *Can you give some examples about conditional sentence type 0, 1,2 or 3? Etc.*   -

Main Activity (70 minutes)
Observing   - Students discuss the home work that assigned by the teacher last meeting.
Questioning   - Students give chances to ask question about things that they do not understand.
Exploring   - Students given a text about conversation that contained conditional sentence (text 3.1).   - Students discuss the conversation and give their opinion about the conversation lead by the teacher.   - Teacher give clarification about students' opinion.
Associating   - Students make a shorth dialogue that consist of conditional sentence and its response in a pair.
Communicating   - Several pairs play a role play about their conversation in front of the class.   - The other students give comment or opinion about dialogue that performed by the pair in front of the class

Closing Activity (10 Minutes)
- Students asked to give comments and suggestion about the material today   - Students conclude the material that they have learnt.   - The process of learning closed with praying and closing greeting.

K. Learning Assessment

a. Attitude Assessment

Observation Assessment

Observation assessment is based on observing the attitudes and behaviors of everyday students, both related to the learning process and in general. Direct observations made by the teacher. The following attitude assessment instruments.

No Student Name Behavioral Aspects Assessed Total Score Attitude Score Code Value

No	Students name	Rated aspect				Total score	Attitu de score	Value code
		C	H	R	DS			
1								
2								
3		...	...	...	...	...	...	...

Information:

• C: Working Together

• H: Honest

• R: Responsibility

• DS: Discipline

Note:

1. Behavioral aspects are assessed by criteria:

100 = Very Good

75 = OK

50 = Enough

25 = Not enough

2. Maximum score = number of attitudes assessed multiplied by the number of criteria = 100 x 4 = 400

3. Attitude score = total score divided by number of attitudes assessed = 400: 4 = 100

4. Value / predicate code:

75.01 - 100.00 = Very Good (SB)

50.01 - 75.00 = Good (B)

25.01 - 50.00 = Sufficient (C)

00.00 - 25.00 = Less (K)

5. The format above can be changed according to the aspects of the behavior that you want to be assessed

    b. First meeting

    2. Knowledge competence

        Assessment technique   : Written and O*ral Test*

Standard competency	Indicators	Form of test	Example of the test
4.3 Applying social functions, text structure, and language features of oral and written transactional interaction texts that involve giving and asking for information related to presuppositions followed by commands / suggestions, according to the context of their use. (Note the conditional language features: past and past perfect)	4.3.1 Students are able to determine appropriate expression related to presupposition followed by orders / suggestions.	Oral test	Please determine expression of conditional sentence and its response that contained in the conversation below!
		Written test	Complete the following conditional sentence with the suitable verbs in the parentheses!

4. **Second meeting**

3. **Knowledge competence**

Assessment technique   : Written and O*ral Test*

Standard competency	Indicators	Form of test	Example of the test
4.3 Applying social functions, text structure, and Language features of oral and written transactional interaction texts that involve giving and asking for information related to presuppositions followed by commands / suggestions, according to the context of their use. (Note the conditional language features: past and past perfect)	4.3.1 Students are able to determine appropriate expression related to presupposition followed by orders / suggestions	Oral test	Please determine the type of conditional sentences below!
	4.3.2 Students are able to identify expressions of giving and asking for information related to presuppositions followed by commands / suggestions.	Oral test	Please identify the sentences that contained conditional in the video given!
		Written test	Please identify the if-clause of the conditional sentences below!

5. Third meeting

3. Knowledge competence

Assessment technique   : O*ral Test*

Standard competency	Indicators	Form of test	Example of the test
4.3 Applying social functions, text structure, and linguistic elements of oral and written transactional interaction texts that involve giving and asking for information related to presuppositions followed by commands / suggestions, according to the context of their use. (Note the conditional language features: past and past perfect)	4.3.1 Students are able to determine appropriate expression related to presupposition followed by orders / suggestions.	Oral test	- *What is conditional sentence for?* - *Can you give some examples about conditional sentence type 0, 1,2 or 3?*

4. **Skill Competence**

Assessment technique   : W*ritten and Oral Test*

Standard competency	Indicators	Form of test	Example of the test
4.5 Arranging oral and written transactional interaction texts involving the act of giving and asking for information related to the presupposition of occurrence/doing something that is un-real situation at this time and in the past, with noticing to social functions, generic structures, and language features that are true and contextual.	4.5.1 Students are able to create a simple dialogue about conditional sentence followed by commands / suggestions, taking into account the social function, structure of the text, and the correct language features.	Written test	Please make a conversation that consist of conditional sentence and response!
	4.5.2 Students are able to present simple dialogue in front of the class	Oral Test	Please present your work in front of the class!

Assessment Rubric

Oral assessment rubric

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Comprehension	Details
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	The student's conversation is easy to understand and the content is clear.	Excellent level of description; additional details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	The student's conversation is easy to understand although there is repetition in certain parts.	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	The student's conversation is quite easy to understand and there are some repetitions.	Adequate description; some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native Accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	The student's conversation is quite difficult to understand and there are a lot of repetitions.	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant & strained except for short	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple	The student's conversation is not clear and comprehensible.	Description is so lacking that the listener cannot understand

	• Vocabulary selection is incorrect so it is difficult to understand.	
Mechanic	• Correct punctuation and spelling	4
	• There are 1-2 errors in punctuation and spelling	3
	• There are more than 2 errors in punctuation and spelling	2
	• There are many errors in punctuation and spelling	1

$$Score = \frac{Score}{Maximum\ score} \times 100$$

Appendix

c. **First Meeting**

b. **Example of Conditional sentences**

1. The grass gets wet, if its rain

2. If I have money, I will buy house for my parents.

3. Raina will get A for the tests, if she studies hard

4. If I pass the exam, my father will buy me a car.

5. If the driver arrives at time, she will not be late.

6. If the weather is nice, she will go to the beach.

7. If Jane did not come, you would go find her.

8. If I won the competition, Lily would be envious of me.

9. If I were you, I would slap John.

10. If I were a plant, I would love the sun.

11. If you had eaten your dinner, you would not have felt hungry.

12. If I had arrived earlier, I would not have gotten scolded by teacher.

13. I would have visited you if I had finished my work earlier.

14. I would not buy a new one if my old gadget had not been broken.

15. If I had had your phone number, I would have invited you.

Text 1.1

Bakkie   : What are you doing George?

George   : I'm doing my homework, have you done your homework?

Bakkie   : I would not come here if I did my homework. I could not answer some questions. I'm here to ask for your help

George   : Let us do the homework together.

Bakkie   : If I had listened to Mrs. Crane's explanation, I could have finished my homework.

George   : What were you doing when she was explaining it?

Bakkie   : I was copying the notes

George   : That is not good habit. We have been in the third year. We shouldn't be lazy.by the way, tomorrow we are going to have study group at Sharon's house, do you want to join us?

Bakkie   : If I have time, I will join you.

Task 1.1

Complete the following conditional sentence with the suitable verbs in the parentheses!

11. Berta will take the course, if her parents (allow)_____ her.

12. If I (be)_____ you, I would ask my parents to have a picnic.

13. I would not have bought the shoes if I (lose)_____ my money

14. The guest speaker would not have left the seminar if the moderator (apologize)_____ to her immediately.

15. I would defeat him in the last round if I (know)_____ his weaknesses.

16. If I (have)_____ a yacht, I would sail around the world.

17. If it (not, rain) _____ yesterday, I would have gone to your party.

18. If we (submit) _____ the assignment, we will not gat punishment.

19. If Alan (not, ignore) _____ me, I would ask him to go fishing together.

20. If Rossi and Vicky (not, arrive) _____ on time, we would start the discussion without them.

Score = correct answer x 10

Key Answers

11. Allow

12. Were

13. Had Lost

14. Had apologized

15. Knew

16. Had

17. Had not rained

18. Submit

19. were not ignore

20. were not arrive

d. **Second Meeting**

Task 2.1 Please determine the type of conditional sentences below!

11. If you put them in the same room, they might fight.

12. If I studied well, my scores would increase.

13. If I had known about that news, I would have told you.

14. My sister would have not been in the hospital if she had had a good concentration in the long-jump competition.

15. If John had money, he would pay his debt.

16. I would send her a flower bouquet if she invited me to her birthday.

17. They would have not lost the game if they had recruited Lucas.

18. If you went to bed earlier, you could not watch that drama series.

19. My brother would have not been annoyed if I had not eaten his cookies.

20. If I had waited for you a little bit longer, I would have been able to see your face.

Score = correct answer x 10

Key answer

11. If you put them in the same room, they might fight. (type 2)

12. If I studied well, my scores would increase. (type 2)

13. If I had known about that news, I would have told you. (type 3)

14. My sister would have not been in the hospital if she had had a good concentration in the long-jump competition. (type 3)

15. If John had money, he would pay his debt. (type 2)

16. I would send her a flower bouquet if she invited me to her birthday. (type 2.)

17. They would have not lost the game if they had recruited Lucas. (type 3)

18. If you went to bed earlier, you could not watch that drama series. (type 2)

19. My brother would have not been annoyed if I had not eaten his cookies. (type 3.)

20. If I had waited for you a little bit longer, I would have been able to see your face. (type 3)

Task 2.2 Please identify the if-clause of the conditional sentences below!

No.	Conditional Sentence	Conditional words	Type
1.	I will take a rest in case I get tired	In case	1
2.	If I had reached the halt on time, I would have caught the bus.		
3.	If you boil water, it reaches 100 degrees Celsius		
4.	Sarah would have attended the meeting if you hadn't stopped her		
5.	If Mr. Yun works hard, he well be promoted as a manager.		
6.	The school would had been the best in the town, provided it had had more facilities.		
7.	Unless we finish our report soon, we will miss the game		
8.	Supposing they had closed the road. Would that have been a good idea?		
9.	Until I talk to my brother, he doesn't talk to me		
10.	You can stay here as long as you keep quite		

Score = correct answer x 10

Key Answer

No.	Conditional Sentence	Conditional words	Type
1.	I will take a rest in case I get tired	In case	1
2.	If I had reached the halt on time, I would have caught the bus.	If	3
3.	If you boil water, it reaches 100 degrees Celsius	If	0
4.	Sarah would have attended the meeting if you hadn't stopped her	If	3
5.	If Mr. Yun works hard, he well be promoted as a manager.	If	1
6.	The school would had been the best in the town, provided it had had more facilities.	Provided it had	1
7.	Unless we finish our report soon, we will miss the game	Unless	1

8.	Supposing they had closed the road. Would that have been a good idea?	Supposing	2
9.	Until I talk to my brother, he doesn't talk to me	Until	1
10.	You can stay here as long as you keep quite	As long as	1

e. **Third Meeting**

Text 3. 1

Example of conversation that contained conditional sentence.

Ani   : Did you watch the last episode of our favorite drama yesterday?
Yoga : If I hadn't visited my grandmother, I would have watched it.
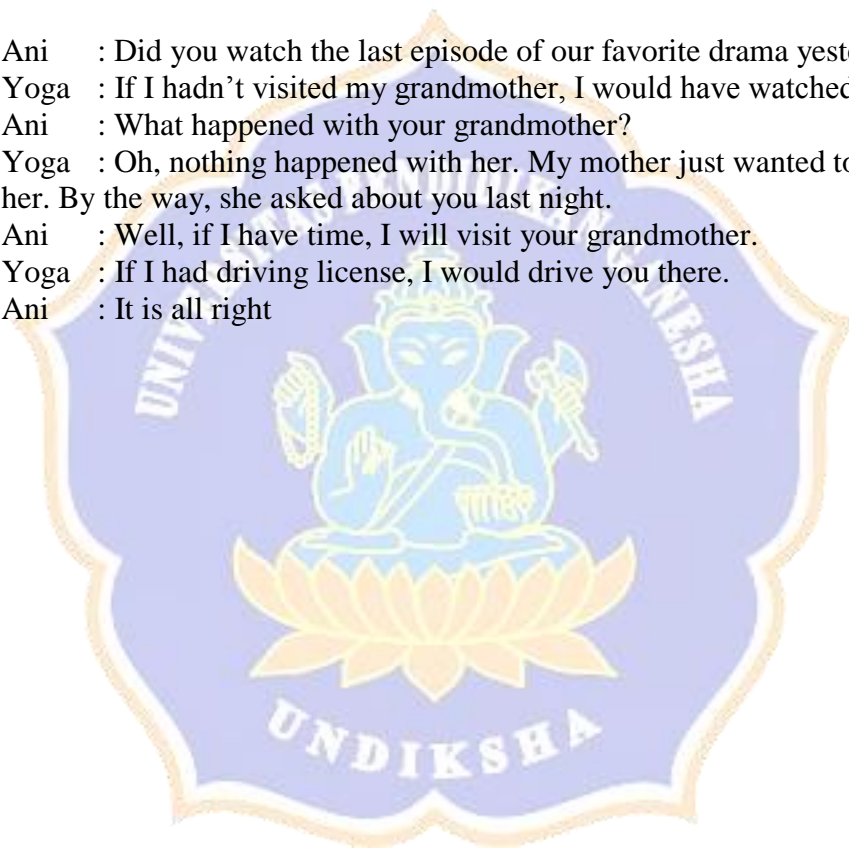Ani   : What happened with your grandmother?
Yoga : Oh, nothing happened with her. My mother just wanted to see her. By the way, she asked about you last night.
Ani   : Well, if I have time, I will visit your grandmother.
Yoga : If I had driving license, I would drive you there.
Ani   : It is all right

Appendix 5. Speaking Test

Speaking Test (Post Test)

Class   : XII

Semester   : 1

Subject   : English

Time Allotment   : 90 minutes (1 meeting)

Please work in pair, make and prepare a dialog about conditional sentence and perform your dialogue with your partner in front of the class in 2-3 minutes.

The aspect that have to be considered in performing the dialogue for your speaking performance will be explained as follows:

1. Fluency   : Speaking fluently and automatically.
2. Pronunciation and accent   : Speak clearly and the listener understand your speech
3. Vocabulary   : Use enough and accurate vocabulary
4. Accuracy and grammar   : Speak using a good grammar
5. Comprehension   : The Conversation is easy to understand and the content
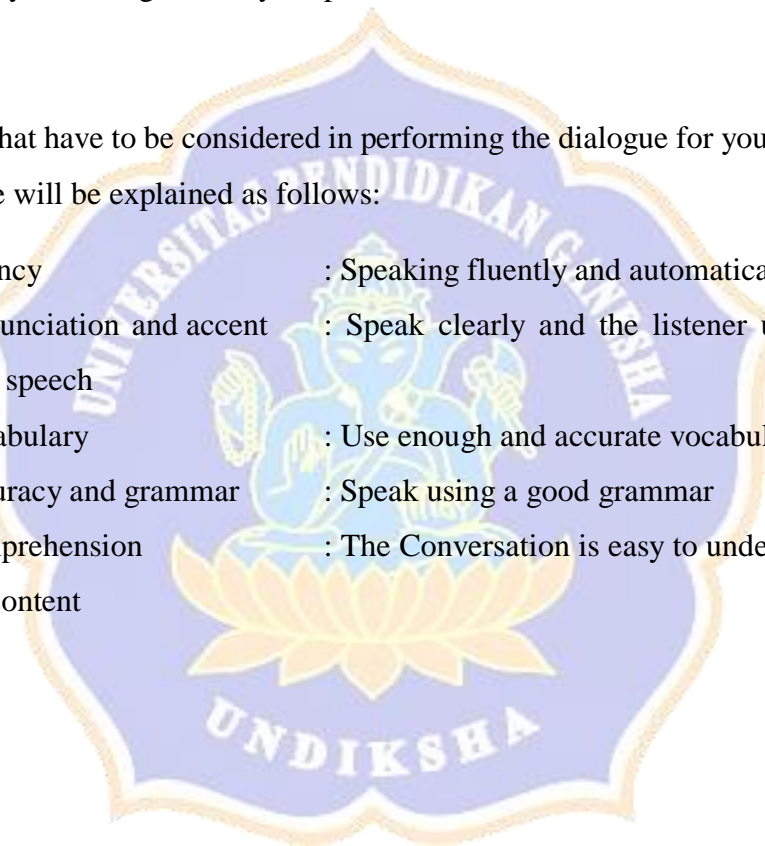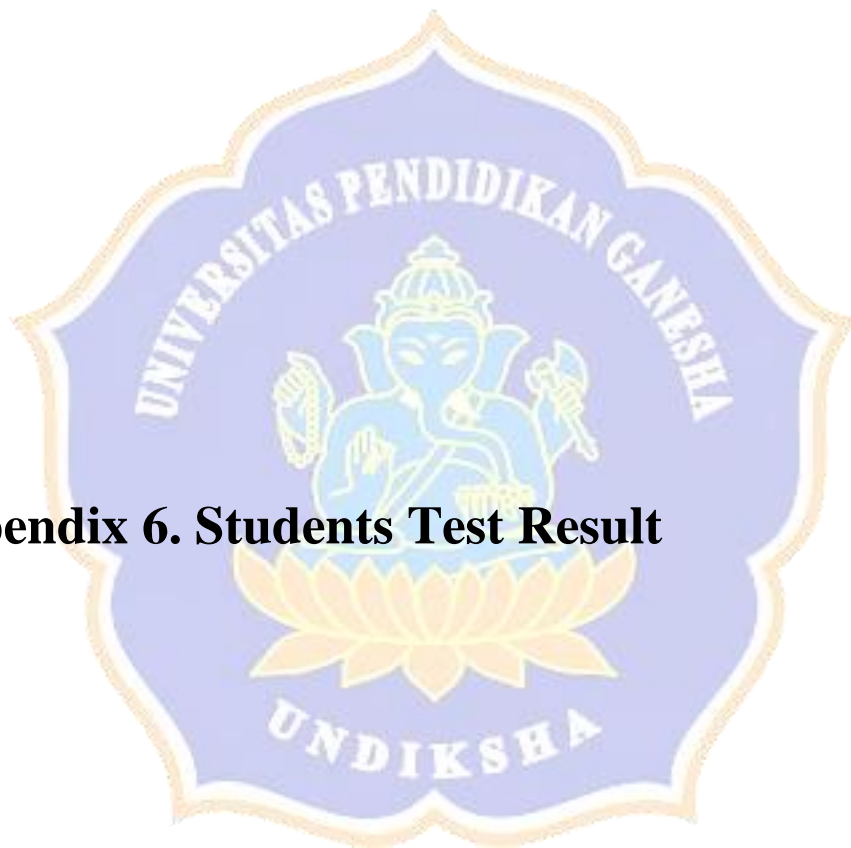
Appendix 6. Students Test Result

Speaking Test Result of Experimental Class

No	Name	Fluency	Pronunciation and accent	Vocabulary	Accuracy and Grammar	Comprehension	Total
1	Student 1	4	4	3	4	5	80
2	Student 2	4	4	4	4	4	80
3	Student 3	4	4	4	4	4	80
4	Student 4	4	4	4	4	3	76
5	Student 5	3	4	4	4	4	76
6	Student 6	3	4	3	3	3	64
7	Student 7	4	4	4	4	3	76
8	Student 8	5	5	4	4	4	88
9	Student 9	3	4	4	4	4	76
10	Student 10	5	4	5	5	5	96
11	Student 11	2	3	4	3	4	64
12	Student 12	4	4	5	4	4	84
13	Student 13	4	4	4	4	3	76
14	Student 14	2	3	4	4	4	68
15	Student 15	3	4	4	3	3	68
16	Student 16	3	3	4	4	3	68
17	Student 17	4	3	4	5	3	76
18	Student 18	5	4	4	5	4	88
19	Student 19	4	5	4	4	4	84
20	Student 20	4	4	3	4	4	76
21	Student 21	5	5	4	4	3	84
22	Student 22	5	4	4	5	4	88
23	Student 23	5	4	4	4	4	84
24	Student 24	3	4	5	4	4	80
25	Student 25	4	5	5	4	5	92

26	Student 26	4	4	4	4	3	76
27	Student 27	4	5	4	4	4	84
28	Student 28	4	4	4	4	4	80
29	Student 29	4	5	4	4	5	88

Total score = (F+P+V+A+C) x 4

NB :

- F : Score of Fluency
- P : Score of pronunciation and accent
- V : Score of Vocabulary
- A : Score of Accuracy and Grammar
- C : Score of Comprehension

Speaking Test Result of Control Class

No	Name	Fluency	Pronunciation and accent	Vocabulary	Accuracy and Grammar	Comprehension	Total
1	Student 1	3	3	4	3	4	68
2	Student 2	4	3	4	4	4	76
3	Student 3	4	4	4	4	4	80
4	Student 4	4	3	4	4	3	72
5	Student 5	3	3	3	3	3	60
6	Student 6	3	3	3	3	5	68
7	Student 7	4	4	3	5	5	84
8	Student 8	3	3	3	3	5	68
9	Student 9	3	3	4	3	5	72
10	Student 10	5	4	4	4	4	84
11	Student 11	4	4	4	4	4	80
12	Student 12	3	4	4	3	5	76
13	Student 13	3	4	4	4	3	72
14	Student 14	3	3	4	4	5	76
15	Student 15	3	3	4	4	4	72
15	Student 16	3	3	4	4	5	76
17	Student 17	2	3	4	3	4	64
18	Student 18	3	3	3	3	5	68
19	Student 19	3	3	4	4	4	72
20	Student 20	3	3	4	4	4	72
21	Student 21	3	4	4	4	4	76
22	Student 22	5	4	4	4	4	84
23	Student 23	4	3	4	4	4	76
24	Student 24	3	4	4	3	4	72
25	Student 25	4	4	4	4	3	76

26	Student 26	5	4	4	5	5	92
27	Student 27	5	4	4	5	4	88
28	Student 28	4	3	4	4	4	76
29	Student 29	4	5	3	4	4	80
30	Student 30	4	5	3	4	4	80
31	Student 31	3	4	4	4	3	72
32	Student 32	4	5	3	4	4	80
33	Student 33	3	4	4	4	4	76
34	Student 34	4	4	3	5	4	80

Total score = (F+P+V+A+C) x 4

NB :

- F : Score of Fluency
- P : Score of pronunciation and accent
- V : Score of Vocabulary
- A : Score of Accuracy and Grammar
- C : Score of Comprehension
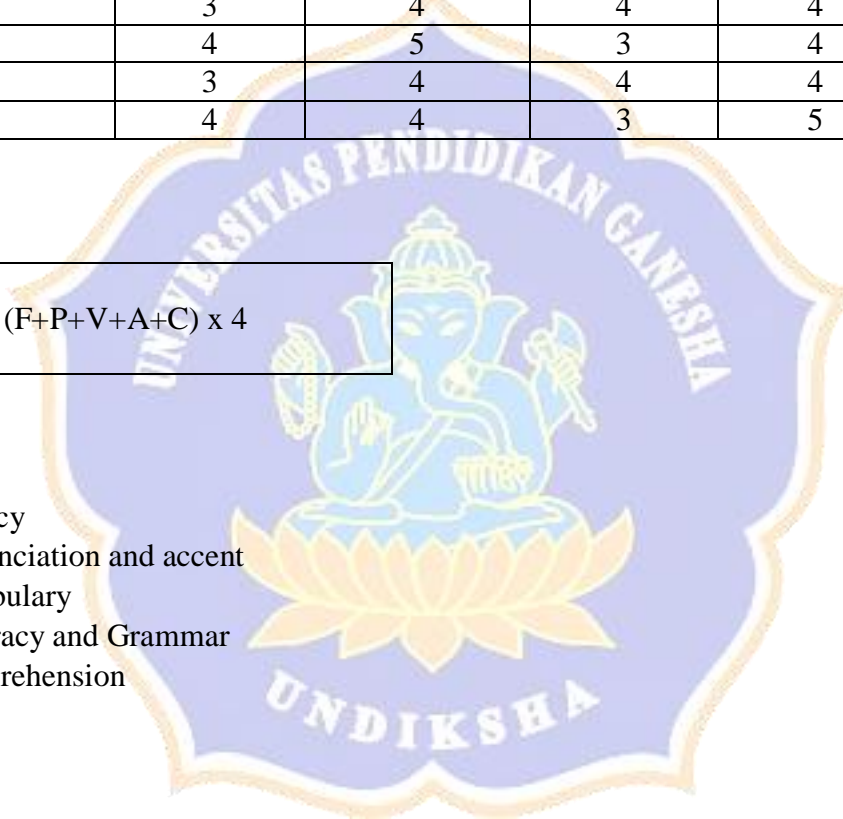
Appendix 7. Students Questionnaire Result

SRL Score of Experimental Class

No	Name	SRL-score
1	Student 1	112
2	Student 2	121
3	Student 3	124
4	Student 4	105
5	Student 5	121
6	Student 6	127
7	Student 7	127
8	Student 8	111
9	Student 9	119
10	Student 10	111
11	Student 11	122
12	Student 12	111
13	Student 13	122
14	Student 14	111
15	Student 15	110
16	Student 16	102
17	Student 17	108
18	Student 18	98
19	Student 19	102
20	Student 20	88
21	Student 21	88
22	Student 22	96
23	Student 23	119
24	Student 24	109
25	Student 25	121
26	Student 26	93
27	Student 27	98
28	Student 28	124
29	Student 29	111

SRL Score of Control Class

No	Name	SRL-score
1	Student 1	132
2	Student 2	93
3	Student 3	110
4	Student 4	85
5	Student 5	90
6	Student 6	122
7	Student 7	123
8	Student 8	114
9	Student 9	111
10	Student 10	128
11	Student 11	131
12	Student 12	101
13	Student 13	88
14	Student 14	82
15	Student 15	106
16	Student 16	84
17	Student 17	150
18	Student 18	112
19	Student 19	104
20	Student 20	122
21	Student 21	111
22	Student 22	134
23	Student 23	102
24	Student 24	114
25	Student 25	117
26	Student 26	122
27	Student 27	119
28	Student 28	109
29	Student 29	121
30	Student 30	93
31	Student 31	98
32	Student 32	124
33	Student 33	111
34	Student 34	128

Appendix 8. Certificate of Conducting Research

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 3544/UN48.7.1/DT/2019

11 Oktober 2019

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMA N 1 Sukasada
di Sukasada

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama   : Agung Krsna Lila Dasa
NIM   : 1612021050
Program Studi   : Pendidikan Bahasa Inggris
Jenjang   : S1
Tahun Akademik : 2019/2020
Judul   : Investigating the Effect of Flipped Learning 3.0 and Self-Regulated Learning on Speaking Performance of Twelfth Grade Students' in SMA Negeri 1 Sukasada in Academic Year 2019/2020

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Kepala Bagian Tata Usaha,

Nyoman Doddy Widhiastana, S.T.,M.M.
NIP. 197305292001121001

Tembusan:
1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

PEMERINTAH PROVINSI BALI
DINAS PENDIDIKAN, KEPEMUDAAN DAN OLAHRAGA
SMA NEGERI 1 SUKASADA
ALAMAT : JL. JELANTIK GINGSIR 81 B, TELP.(0362) 32788, KODE POS : 81161
Email : sman1sukasada@ymail.com website : www.sman1sukasada.sch.id
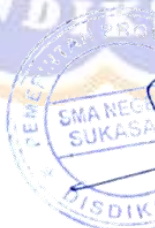
SURAT KETERANGAN
No.420/050631/SMAN1SKSD/2020

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Atas (SMA) Negeri 1 Sukasada Kabupaten Buleleng menerangkan :

NAMA : Agung Krsna Lila Dasa
NIM : 1612021050
PROGRAM STUDI : Pendidikan Bahasa Inggris
FAKULTAS : Bahasa dan Seni
UNIVERSITAS : Pendidikan Ganesha
JUDUL PENELITIAN : Investigating the Effect of Flipped Learning 3.0 and Self-regulated Learning on Speaking Performance of Twelfth Grade Students of SMA N 1 Sukasada in Academic Year 2019/2020

Memang benar yang tersebut diatas telah melaksanakan penelitian dalam mata pelajaran Bahasa Inggris pada kelas XII di SMA Negeri 1 Sukasada, dari tanggal 21 Oktober s/d 20 Nopember 2019 tahun ajaran 2019/2020.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Bali, 6 Mei 2020
Kepala SMA Negeri 1 Sukasada

Drs. Putu Dana, M.Si
NIP. 19620818 198903 1 011

Appendix 9. Documentation of the research

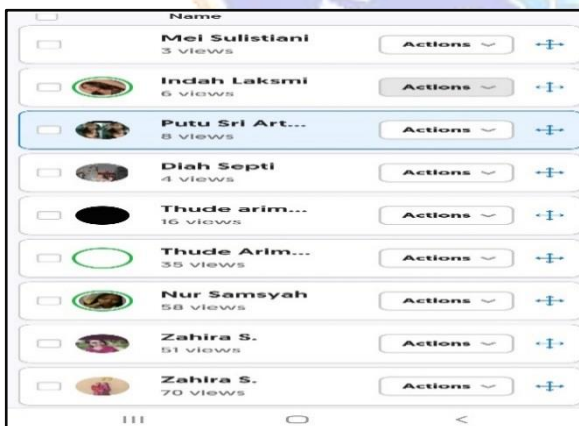**Picture 1. Class Discussion**

Picture 2. Delivering the material

Picture 3. Speaking test for experimental class
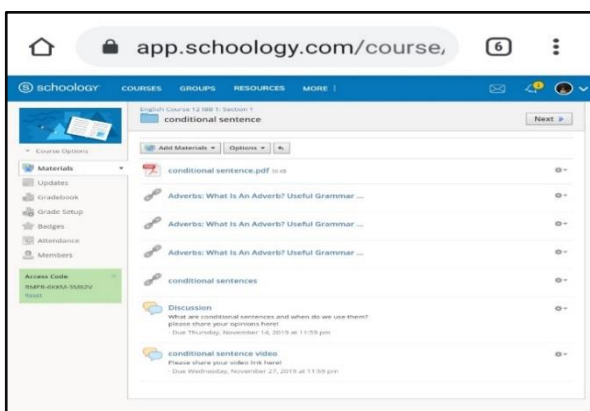

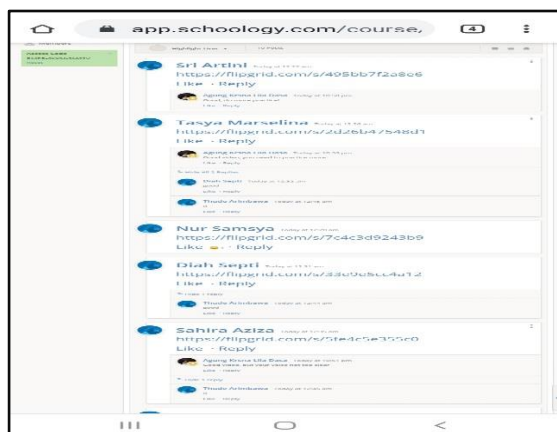**Picture 4. Speaking test for control class**

Picture 5. Video submission in the Flipped grid application

Picture 6. Students' dialogue in the video

Picture 7. Material at the Schoology application

Picture 8. Online discussion