



THE USE OF SPIN THE WHEEL STRATEGY FOR IMPROVING THE ABILITY TO USE CONDITIONAL SENTENCES

Virginia da Costa^{1*}, José A. Sarmiento², Pedro da Costa³, Charles F. Guterres⁴
Instituto Superior Cristal^{1,2,3,4}

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ABSTRACT

The purposes of this research were (1) to describe the effectiveness of using spin the Wheel to improve the ability of 20 Navy Personnel in Hera Base using conditional sentences and (2) to identify the significant differences between before and after the implementation of teaching conditional sentences by using the spin the wheel. The method that was used to conduct this research was Classroom Action Research, and it comprised four stages such as action, planning, observation, and reflection. There were administered two types of tests namely, Pre-test and Post-Test. A pre-test was given before the treatment and a Post-test was given after the implementation of Spin the Wheel as the strategy to improve the ability to use conditional sentences to 20 sailors on the Naval Component in Hera Base. The test items were 40 numbers of multiple-choice conditional sentences. The result of the research showed that Spin the Wheel is one of the innovative strategies that could improve the sailors' ability to use conditional sentences due to the mean score of the post-test was 8.5 was higher than the mean score of the pre-test was 4.8. There were some significant differences between before and after the implementation of the use of Spin the Wheel as the strategy to improve the ability to use Conditional Sentences to 20 sailors on the Naval Component in Hera Base Dili, Timor Leste in the year 2023. It suggested that sailors need to improve their accuracy in using conditional sentences through the learning process of English as a foreign language by using Spin the Wheel. Teachers should create and contextualize the teaching material based on the context through Spin the Wheel as a strategy that can facilitate the learners to learn fast because it promotes collaboration and motivates learners to learn more.

* Corresponding author.

E-mail addresses: jsarmiento.76@yahoo.com (José A. Sarmiento)

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INTRODUCTION

The English Language is one of the crucial instruments that has been used to communicate with each other between foreigners and Timorese Navies on their duties. The use of English as a foreign or second language is spread out by many native and non-native speakers around the globe. So, English could be considered as the lingua franca to unify the various types of local and other national languages of different backgrounds among other countries in terms of social politics, culture, education, economy, and military training activities through the bilateral, regional, and multilateral countries' cooperation. In Timor Leste, the English language is considered a foreign language which had been written in the Constitution and Republic of Democratic Timor Leste article 13 says that "English and Indonesian languages become working languages". Language is a system of sounds and writing that human beings use to express thoughts, ideas, and feelings and through language, people can express his/her feelings to each other from different local knowledge which can have mutual consent. Oxford English Dictionary (1993).

English is commonly used as the working language between the Timor Leste Navy the foreign countries (Australia, America, and others) in terms of communication within military training. English is routinely used as mandatory for each navy personnel when they join the military training between foreign navies and the Timorese navy. However, many of the Timorese personnel are still unable to communicate with the foreign military in the level workshop, seminar, or instructions of military role-play. This is why, the English language is required to be learned by navy personnel through its rules or grammar by using spin the wheel as the easy way to teach and learn English conditional sentences to communicate efficiently and effectively, also it can build their confidence in communication and reduce misunderstanding.

Moreover, the navy personnel who have good English language skills will be tasked to go abroad for military training to develop their skills and knowledge of naval areas. Nevertheless, many sailors use the language inaccurately and still express their ideas in simple sentences due to it is extremely challenging for them to express in compound and complex sentence levels in their interaction when they join the mission with other English native speakers in and out of countries and also they find it

demanding to structure their sentences when they write a descriptive and essay also when they give their opinion in ADFELPS speaking test and debate.

Harmer, J. (2017) mentioned that the English language consists of two receptive skills and other two productive skills namely, listening, reading, writing, and speaking with two sub-skills grammar and vocabulary. However, the writer would like to focus on grammar, especially four types of conditional sentences (0, I, II, III) because the grammar and vocabulary are used to support the language foundation to improve personnel of the navy's ability to speak and write English are necessary to be studied deeply through language research. If someone can speak or write English perfectly, she/he should know how to use proper grammar to become a meaningful unit.

The English language has become a global language which means many people have used it for communication or expressing ideas to deliver messages from the speakers to listeners. As the writer's direct observation in her working place at the Institution of Força Defesa De Timor Leste particularly, the ability of the personnel in Naval Base Hera to use English to interact with the native and non-native speakers are overt errors (ungrammatical sentences) and covertly errors in English grammar skill. It means that they can speak and write single sentences, but they cannot construct two sentences as the conditional sentences meaning.

Based on this, English conditional sentences need to be taught to personnel in the Naval Component in Hera Base through innovative ways of teaching and learning as a foreign language. The reason is it is a compulsory subject for sailors to communicate effectively and efficiently with other partners working when they are required to engage in conducting international military standard exercises. International military engagement for the Timorese Navy is conducted routinely to achieve the standard of simulation training.

In addition, to be able to gain knowledge and skills as well as to maintain the internal and external stability and relationship of cooperation would survive in the long term. Moreover, foreign language is essential for sailors who are posted overseas. The Minister of Defense has established bilateral and multilateral cooperation among several countries in terms of military human resources development to guarantee sovereignty.

In English language communication, part of conditional sentences must be

improved because every real and unreal situation is mostly talked about and understood through conditional sentence patterns. It is part of grammar, which is a vital element in English. Cowan, R. (2008: 3) defined, grammar as the set of rules that describe how words and groups of words can be arranged to form sentences level. As has been described above, grammar can play a crucial role in learning a foreign language. Without a good knowledge of grammar, the users of foreign languages will face an obstacle in grasping the meaning of the speaker expressing his/her real and unreal thoughts and feelings rhetorically.

Therefore, conditional sentences are tremendously significant to be understood by the Timorese sailors because the activities are sometimes engaged by many foreign armies, and they must have the ability to communicate well with each other. If they misunderstand each other when they post together to hazardous areas, their mission might fail, and they might suffer from their opponent.

English language Learning is one of the requirements to be selected for the ADFELPS test (Australian Defense Force English Language Profiling System) before sailors go to study in Australia as well as for long-term military training. Therefore, it is important to improve their writing and speaking accuracy when they do the test by expressing their knowledge with critical thinking of general ideas to get an outstanding score. Furthermore, English conditional sentences are enormously essential for sailors because they always make weekly, monthly, and annual plans for future arrangement and prediction for the component development, sailors' careers as well as for soldiers' deployment and posting for military training.

Thus, in learning conditional sentences, most sailors still find difficulties and feel bewildered to differentiate the meaning and form of conditional sentences, because different types of conditional sentences have different structures of using tenses such as zero, first, second, and third conditional sentences.

To overcome the problems which have been described above, there are a wide range of solutions. Every sailor must be required to learn English as a foreign language and to be able to adjust to foreign culture to be familiar with English speakers is a must. There are plenty of strategies used to facilitate the learners more quickly to comprehend the material in the game. It is an incredibly helpful method to enable foreign language learners to learn and to evoke their interest in the teaching and learning process. Therefore, the writer would like to use Spin the Wheel as one of the

activities that is very convenient and effective to use to raise the learners' awareness of using conditional sentences due to it is extremely attractive and can provoke the feeling the learners more interact to focus on the lesson. Teaching through Spin the Wheel can create a good situation for English classrooms more fun and dynamic. Besides this, it can encourage mixed-ability learners to work in a team to enhance their skills and knowledge. Consequently, learners will not feel bored concentrating on the lessons particularly when presenting the various types of conditional meaning, form, and phonology.

By using Spin the Wheel, the learners can easily figure out the four differences in meaning and structure or form of conditional sentences by giving immediate feedback. It is one of the most important parts of the teaching process for providing ongoing feedback which can help the learners to evaluate their success and progress. As a result, the foreign learners will be assertive in using conditional sentence accuracy in their writing essays as well as in speaking.

Therefore, the writer would like to study deeply to find out some solutions to overcome the problems that have been aforementioned through classroom action research which is entitled: "The Use of Spin The Wheel As The Strategy To Improve The Ability Of Using Conditional Sentences". The focus of the research is to know the effectiveness of using Spin the Wheel to improve the ability of Navy Personnel in Hera Base using conditional sentences. Besides that, the research identifies the significant differences between before and after the implementation of teaching conditional sentences by using the Spin the Wheel.

LITERATURE REVIEW

Conditional Sentence

Sands, S (1934) said that conditional sentences are used to imagine events in certain conditions. The conditional can be used to talk about real events or situations that always happen true (Zero conditional), the event that happened possibility (First conditional) Imaginary events (second conditional or imagined past events (third conditional). Conditional sentences are also known as if sentences. Eales, Frances & Oakes, S (2012) mentioned that there are four types of conditional sentences that we use to talk about past, present, and future events. Similarly, ideas expressed by Kent, S, Falvey & Cotton, D (2014) New Language Leader Upper-Intermediate England, the conditional sentences are used to

talk about past, present, and future events. Swan, M (2016) OXFORD University Press 2012 describes that a conditional is a clause or sentence containing if or a word with a similar meaning). Wehmeier S, (1993) OXFORD University Press agree that a phrase or sentence expressing a condition: A conditional clause usually begins with “if”.

Thomson and Martinet (1995:197) combine two ideas of conditional sentences split into two parts: the if clause and the main clause. In the meantime, according to Elliot (2006:4), conditional sentences comprise two clauses. The first clause declares a supposition or hypothesis and the second clause expresses the results if that condition is met. Similarly, Smyth, W, H (1920) Greek Grammar for Colleges, New work: American Book Company. agree that conditional Sentences contain clauses. The first clause claims a supposition or hypothesis and the second clause asserts the results if that condition is met. The hypothetical clause states the condition, and another clause states the result.

Murphy, R. (2015) recognizes that conditional sentences consist of two clauses. Independent clause and dependent clause. An Independent clause is part of the compound sentence that can stand alone and it has a completed meaning if the sentence separates each other. However, the dependent clause is part of the compound sentence which cannot stand alone. Lane, J. and Lange, E. (1993) continue to clarify that conditional sentences are something that must be satisfied before something else can occur. In addition, conditional sentences are used to express the cause and effect or temporal sequences of the two events. Conditional sentences contain two clauses; they are conditional clauses. The conditional sentences describe the condition that is crucial for a specific result to arise. The conjunctions if, even if, when, whenever, whether, and unless are often used and combined in conditional sentences. There are various types of tenses used in four types of conditional sentences. So, it determines which verb tense to use in the independent clauses and dependent clauses.

Murcia, C & Freeman, L. (1999) enumerates that some grammarians consider that there are three types of conditional sentences (i.e. past, present, and future). Nevertheless, other grammarians (Yule, G. 1998; Cowan 2008; Zhang 2005; Liu 2011; Wu 2012) contrast that there are four types of conditional sentences Zero, First, second, and third conditionals.

Abbas, A. (2012) illustrates clearly that conditional sentences are used to display that the action in the main clause (without if) can only take place if a certain condition (in the clause with if) is fulfilled. Conditional clauses are always to form compound sentences, they are main clauses and subordinate clauses. The conditional clause is used ‘if’ to join the

main clause and subordinate clause.

In English, there are three types of conditional sentences. Whereas, based on McCarthy, Chris (2008) and Yanti D, (2018) mentioned that most grammar books recognize four basic configurations of tenses in conditional sentences which have different structures based on the time that happens for instance, (past, present, or future) with different meaning. These four types usually talk about zero, first, second, and third conditionals. In conditional sentences usually write in two clauses or compound sentences: the “if” clause and the main clause. It uses a comma to separate the If clause from the main clause when the if clause comes first. There are four types of conditional sentences.

Spin the Wheel

According to Joice (2009:193) describes that Spin the Wheel is one of the games that is used to support students in the classroom to learn. This activity can divide students into four groups to work in a team due to a mixed-ability class. In addition, Rahman (2013: 2-3) adds more remarks that Spin the Wheel is a learning technique that is used to include all students to interact with each other in the learning process to be more active and enjoyable.

Aulia (2016: 29) mentions that the benefits of Spin the Wheel can encourage students to participate in working in a group, it can train students' memory and thinking speed, practice understanding in solving the various issues encountered, and create a classroom dynamic, fun and relaxing for the learners. Another benefit is, that it can increase engagement and excitement in the classroom.

Based on the Cubuild Intermediate Learner's Dictionary, Spinning is movement or turn around and change direction. In the meantime, the meaning of wheel is a thing that can move the rotation to the front and back that is used to run the vehicle. Wahyuni (2017: 2) claims that the medium of the wheel of luck is a wheel-shaped media that can be rotated. It is divided into several areas with different types of activities for students to answer and complete with the correct form of the grammar. At the same time, Aulia (2016: 12) adds that the wheel is a learning medium that contains several sectors. It can create questions or sentences for the learners to answer and complete them with the correct grammar form.

Rahman, et al. (2013: 2-3) suggest that the wheel of luck is a learning strategy that can get learners to concentrate and support them to focus on a particular language point. Furthermore, it can foster their motivation to understand the concept of learning and

involve them to be more active and interactive. When they put a lot of effort and interact with each other in the learning process, the classroom is incredibly fun.

METHOD

This study used Qualitative Research by the design of Classroom Action Research. The study aimed to improve the ability to use conditional sentences through Spin the Wheel. Spin the wheel is one of the strategies to be used for non-formal teaching and learning English conditional sentences to sailors at the Naval Component in Hera particularly in Centro De Formação Tecnica Naval. Kemmis, S. (2011) has established a simple model of the Classroom Action Research process through the steps of planning, Action, observation, and reflection.

In this study, the researcher worked collaboratively with 20 sailors who were nominated from different sub-units at the Naval Component in Hera Base, especially, in Centro Formação Technical Naval (CFTN) because there were some sailors were doing the English language course at the intermediate level. The researcher designed 40 numbers of multiple-choice conditional sentences for the pre-test and post-test. The pre-test was administered first to know the initial condition as the usual method in teaching and learning conditional sentences. After that, the class was given treatments by implementing teaching conditional sentences through Spin the Wheel as a strategy of learning. Then, the post-test was administered after teaching conditional sentences by using spin the wheel.

The procedures of Classroom Action Research based on Richardson,2007: p. 133) Has developed a simple cyclical nature of the typical action research process has four steps: planning, action, observation, and reflection.

1) Planning: The activities of the planning are (1) Preparing the pre-test and post-test, (2) preparing material teaching (conditional sentences), (3) designing the lesson plan and identifying the lesson aim, (4) identifying anticipated problems and finding some technic for solutions, (5) Work out how many minutes for each activity and think about the stage aim, (6) preparing teaching aid (Spin the Wheel), (7) preparing observation sheets, (8) work out ICQs (instructions checking questions) and conjunction, (9) work out CCQs (Concept checking question) to check students understanding of the meaning, form and phonology, (10) classroom management (Sitting arrangement), and (11) preparing the list of student's name.

- 2) Action:** (1) the researcher administered the pre-test, (2) the learners were doing the test while the research was monitored and assisted as needed, (3) the research illustrated the meaning and form of conditional sentences, (4) modeled and drilled both chorally and individually of phonology (focused on contraction), (5) The researcher used CCQs to check the learners understanding of the meaning, form, and spelling for contraction, (6) the gave the instruction how to play Spin the Wheel, (7) the researcher demonstrated one as an example for the learners to understand, (8) the researcher taught conditional sentences by using spin the wheel guides the trainees to learn based on lesson plan, (9) the teacher administers post-test in the last meeting.
- 3) Observation:** Observation was done to collect the data through this action research that could be systematically used to observe and note all of the phenomena of trainees' feelings, thinking, and perception of remembering English conditional form. The researcher observed all the activities in the teaching and learning process to create a conducive atmosphere in the classroom and made collaborative efforts to explore teaching possibilities. It was proposed to create the students' motivation in learning through the following sheet of classroom teaching observation.
- 4) Reflection:** The result of the research could reflect that the using of spin the wheel to improve students' ability to use conditional sentences could make the classroom atmosphere go smoothly and the most of students are enthusiastic about attending the class. The Spin the Wheel is a technique to be used to know the extent of teaching English conditional sentences and this data analysis had two types of tests.

RESULT AND DISCUSSIONS

Results

No	Name	Ranks	Sub-unit	Scores
1	TCM	CPO	EN	7
2	IX	CPO	EN	5.5
3	JJC	CPO	CASN	4.5
4	LS	PO	FZ	4.5
5	IJB	PO	FZ	7
6	GT	PO	EM	4
7	ML	PO	CASN	3

8	NS	LS	EN	5.5
9	RSM	LS	EM	6
10	JJ	LS	FZ	3.5
11	AM	LS	CASN	3.5
12	AJ	LS	FZ	3.25
13	IP	SMN	EM	4.25
14	ZA	SMN	EN	4
15	HX	SMN	EM	5.25
16	JSX	SMN	CFTN	7
17	RQSC	SMN	FZ	6
18	NG	SMN	CFTN	5
19	BLM	SMN	CFTN	5
20	MFP	SMN	CFTN	3
<i>Total score</i>				$\bar{x}1=96.7$

Table 1: Presented the mean score of the Pre-Test (before the treatment to implement the strategy of using the Spin the Wheel the strategy to improve the ability to use conditional sentences)

Calculating the mean score of the pre-test:

$$\text{Mean } \bar{x} = \frac{\sum x}{n}$$

$$\bar{x} = \frac{96.7}{20}$$

$$\bar{x}1 = 4.8$$

No	Name	Ranks	Sub-unit	Scores
1	TCM	CPO	EN	9.5
2	IX	CPO	EN	9.25
3	JJC	CPO	CASN	8
4	LS	PO	FZ	8.5
5	IJBj	PO	FZ	10
6	GT	PO	EM	7
7	ML	PO	CASN	7
8	NS	LS	EN	9
9	RSM	LS	EM	9.25
10	JJ	LS	FZ	7.5
11	AM	LS	CASN	8
12	AJ	LS	FZ	8
13	IP	SMN	EM	8.5
14	ZA	SMN	EN	8
15	HX	SMN	EM	9
16	JSX	SMN	CFTN	10
17	RQSC	SMN	FZ	9.5
18	NG	SMN	CFTN	8.5
19	BLM	SMN	CFTN	8
20	MFP	SMN	CFTN	7

Table 2: presented the mean score of the Post-Test (after the treatment or implementation the use of Spin the Wheel as the strategy to improve the ability of using conditional sentences)

Calculating the mean score of the Post-Test:

$$\bar{x} = \frac{\sum x}{n}$$

$$\bar{x} = \frac{169.5}{20}$$

$$\bar{x}_2 = 8.5$$

The mean score of the Post-test class was 8.5 which is classified VERY GOOD level. So, the mean score of the post-test was 8.5 was greater than the mean score of the pre-test was 4.8. So, the standard of passing grades has been achieved, and there was no more teaching in the next cycle.

No	Name	Ranks	Sub-unit	Pre-Test	Post-Test	D ²	D ²
1	TCM	CPO	EN	7	9.5	2.5	6.25
2	IX	CPO	EN	5.5	9.25	3.75	14.06
3	JJC	CPO	CASN	4.5	8	3.5	12.25
4	LS	PO	FZ	4.5	8.5	4	16
5	IJB	PO	FZ	7	10	3	9
6	GT	PO	EM	2	7	5	25
7	ML	PO	CASN	3	7	4	16
8	NS	LS	EN	5.5	9	3.5	12.25
9	RSM	LS	EM	6	9.25	3.25	10.56
10	JJ	LS	FZ	3.5	7.5	4	16
11	AM	LS	CASN	3.5	8	4.5	20.25
12	AJ	LS	FZ	3.25	8	4.75	22.56
13	IP	SMN	EM	4.25	8.5	4.25	18.06
14	ZA	SMN	EN	4	8	4	16
15	HX	SMN	EM	5.25	9	3.75	14.06
16	JSX	SMN	CFTN	7	10	3	9
17	RQSC	SMN	FZ	6	9.5	3.5	12.25
18	NG	SMN	CFTN	5	8.5	3.5	12.25
19	BLM	SMN	CFTN	5	8	3	9
20	MFP	SMN	CFTN	3	7	4	16
				$\bar{x}_1=4.8$	$\bar{x}_2=8.5$	$\sum D = 72.77$	$\sum D^2 = 295.5$

Table 3: Presented the differences in mean scores between Pre-Test and Post-Test to sailors at Naval Component in Hera Base Dili, Timor Leste

To estimate the significance differences which specified that the use of Spin the Wheel as the strategy to improve the ability to use conditional sentences, the writer would like to apply for the t-test the following formula:

Calculating the t-test:

$$t\text{-test} = \frac{\sum D^2}{\sqrt{\frac{n(\sum D^2) - (\sum D)^2}{n-2}}}$$

$$t\text{-test} = \frac{72.75}{\frac{\sqrt{20(295.5)-(72.75)^2}}{20-1}}$$

$$= \frac{72.75}{5.7}$$

$$t\text{-test} = 12.8$$

The score of the t-test was 12.8. \geq t-table was 2.093, The level of significance ($\alpha = 0.05$) with the degree of freedom (Df=N-1=20-1=19, So, the result of the t-test was 12.8 was greater than the t-table was 2.093.

Based on the result of the data analysis, there were some significant differences between the scores of the pre-test and post-test before and after the implementation of the use of Spin the Wheel as the strategy to improve the ability to use conditional sentences with the 20 Sailors of Naval Component in Hera Base, Dili Timor-Leste in 2023. Consequently, Spin the Wheel is considered the strategy that could be used to help students improve their ability to use conditional sentences easily and fast.

The score in the table of classroom observation sheet was 96 which was classified at EXCELLENT LEVEL. The process of teaching and learning conditional sentences through Spin the Wheel was an enjoyable activity that made the classroom atmosphere more interactive, and the students did not feel bored from the beginning until the end of the lesson.

Discussion

The data is presented in some different tables above. Therefore, the writer would like to discuss for each table.

Table 1 presented the mean score of the pre-test (before the implementation of the use of Spin the Wheel as a strategy to teach conditional sentences. The mean score of the pre-test was 4.8 which indicated that there were some drawbacks to the method of teaching which was applied in previous terms to teach conditional sentences. Consequently, sailors did not have enough knowledge of using conditional sentences. This is why the research implemented Spin the Wheel as a new strategy to teach conditional sentences. The score of the pre-test was 4.8 not achieving passing grades or failing. So, the researcher had to teach conditional sentences by using *Spin the Wheel*. Thus, after teaching conditional sentences through Spin the Wheel, the researcher administered the post-test as in the following table presented.

Table 2 presented the mean score of the post-test (after the implementation of teaching conditional sentences through Spin the Wheel). The mean score of the post-test was 8.5 which indicated that the treatment was effective and there were some significant differences between before and after the implementation of the use of Spin the Wheel as the innovative strategy to improve the ability to use conditional sentences by 20 sailors.

Table 3 presented the differences in the mean scores between the pre-test and post-test were calculated for the t-test. Based on the level of significance was $\alpha = 0.5$ with the degree of freedom (DF) was $20: N-1 = 20-1 = 19$ that could found the t-table was 2.093.3. Therefore, the result of the t-test score was $12.8 \geq t$ -table was 2.093 and this could be compared that the score of the t-test was greater than the t-table. It was decided to interpret Spin the Wheel as a useful strategy that could be used to facilitate the 20 sailors to improve their ability to use conditional sentences writing and speaking skills.

Based on the score which was marked in the table of classroom observation sheet was 96, it was classified as an EXCELLENT LEVEL. The classroom management during the teaching and learning process of using conditional sentences through Spin the Well was running well and the learners were extremely active and enjoyed.

The degree of freedom was $N-1 = 20-1 = 19$ and t-table were **2.093**.

- 1) Level of significance: 0.05
- 2) If the *t-test* is less than the *t-table* means, there is no significant influence between before and after the implementation of the use of Spin the Wheel as a strategy to improve the ability to use conditional sentences.
- 3) If the *t-test* is greater than the *t-table* means, there is some significant positive influence between before and after the implementation of the use of Spin the Wheel as a strategy to improve the ability to use conditional sentences.

Based on the level of significance difference is 0.05 in the t-tables above with the degree of freedom (*df*) is $20: N-1 = 20-1 = 19$ which could be found in the *t-table* was **2.093**.

CONCLUSIONS

Based on the result of data analysis, the writer concluded that Spin the Wheel could be used as a new method to teach English conditional sentences because there were some significant differences between before and after the implementation of teaching conditional sentences through Spin the Wheel to 20 sailors at naval Component in Hera Base in 2023. Spin the Wheel could be considered a helpful strategy and innovative method for teaching conditional sentences. It was indicated that the mean score of the pre-test was 4.8 before the treatment. Whereas, after the implementation of teaching conditional sentences through Spin the Wheel the mean score of the post-test was 8.5. Moreover, the difference scores between the pre-test and post-test were calculated with the formula of the t-test was 12.8. Based on the level of significance $\alpha = 0.05$ met with the 20 degrees of freedom as the score of t-table was 2.093. It is indicated that the treatment was successful.

As we have seen, the result of the t-test was 12.8 greater than the t-table was 2.093. Consequently, it was decided to interpret that there were some significances before and after the implementation of Spin the Wheel to improve the ability to use conditional sentences for sailors at the Naval Component in Hera Base, especially at Centro Formação Technica Naval.

Based on the score that was marked in the table from the classroom observation sheet during the teaching and learning process was 95, and it was classified as EXCELLENT. The reason was that classroom management went well between the mentor and pupils, and sailors were truly joyful and interested in learning conditional sentences by using Spin the Wheel.

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