



USING DICE GAMES TO TEACH CONDITIONAL SENTENCES

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ABSTRACT

The study examined using dice games to teach conditional sentences. This study was classroom action research for students in grade eleven at the Department of Agrarian Production of ESTV Ernesto Fernandes Dudu Gleno in the school year 2024. The method be used to conduct the research was Classroom Action Research with one set of 40 numbers multiple choice conditional sentences were administered on the pre-test and postthe t-test as the data collection technique with no test was a classroom observation sheet. The result of the the data analysis showed that the mean score of the the pre-test was 2.4 and it was improved because of teaching Conditional sentences by using the Dice game which affected the mean score of the post-test was 8,8. The scores of pre and post-tests were compared and calculated through The t-test was $21,5 \geq$ the score of the t-table is 2.086 which was known from the level of significance is 0.05 with the degree of freedom is 20 could meet 2.086. A finding suggests to the English teachers at ESTV Ernesto Fernandes "Dudu Gleno-Ermera recommended to maintain and use dice game to teach English grammar especially, conditional sentences. The student in grade eleventh of Agrarian Production at ESTV Ernesto Fernandes "Dudu" requested to practice learning English conditional sentences through a dice game in groups is better than the classic way.

INTRODUCTION

Everybody needs to express their thought and feelings to each other through

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language that could convey the meaning or idea. In other words, language is used to share information that is necessary for people as a means of communication. Richards (1985, p. 153) supported similar ideas that language is a system of human communication using a structured arrangement of sounds that can be used to communicate with each other. Without language, people can't interact with each other in daily life communication or in learning something, and also human being activities could not run without language. Benton (1973, p. 1974) declared that a language expression of ideas by means of speech sounds combined words become sentences.

English language is used as an international communication and it is considered as the first foreign language however, many students encounter difficulties in terms of the way how to speak and write in proper meaning which is related to the conditional meaning efficiently and effectively. English is considered a foreign language, and it is a big obstacle in acquiring conditional it is said to Celce-Murcia and Larsen Freedom 1999. English is the most popular language which is widely spoken and known as one of the prominent international languages and it is a language that could be used to communicate with foreigners from different countries.

This is why, English can play an important role in many aspects such as in education, politics, technology, tourism, commerce as well as sociocultural necessary. The constitution of the Republic of Democratic Timor Leste in article 159 legalized that English and Indonesian languages are approved as the working languages which is why English is necessary to be able to adapt and compete at the international level of competition of science and technology development.

The teaching and learning process of English subject as a first foreign language which is learned at school based on the curriculum of Timor Leste. English is a compulsory subject that is studied from Junior High School up to university level. English language has four skills; such as listening, speaking, reading, and writing. Besides language skills there are some language elements such as pronunciation, vocabulary, and grammar should be used to support language skills. Generally, English grammar is defined as the set of rules that explains how words are used in language through both writing and speaking. Swan (1998 p.19) emphasized that grammar is the role how word change to show different meaning

and combine into sentence. Therefore, the students should know the grammatical rules which constitute the important component of the English language. In order to make constructed ideas meaningfully and understandably, student should also learn how to form acceptable sentences grammatically in both spoken and written forms. Having knowledge of grammar enable learners to process and analyze sentence as well as to understand sentence well.

Conditional sentences can be categorized as real and unreal condition of the present and past which means that possible or impossible condition. Zero and first conditional are possible as they deal with things that are generally true or that could be true in the future. Second and third conditional impossible because they are either hypothetical or concerned with events in the past can not change. Meanwhile, conditional sentence is most important to be known because most students have lower ability in using conditional sentences especially in zero conditional, first conditional, second conditional and third conditional. According to Norris (2003) & Ramirez (2005), the difficulty of conditionals goes back to the reliance of one situation on the fulfillment of another. Moreover, some students were confused in differentiating which formula in If clause and main clause.

As the writer observed that the students must be equipped with the good strategy and through some others game to facilitate the learners to understand fast and using the conditional sentences proper way. According to Jill Hadfield (1996: pg 4) games are an activity with rules, a goal and an element of fun. In another part Chen (2000) said that there are some advantages in teaching games. Chen (2005) explains that games are motivating and offer students a fun-filled and relaxing learning atmosphere. Through games, students also could use language in a non-stressful way focusing on both the message and the language.

Second, this learning process was aimed to explore students' perception of grammar instruction after the implementation perceptions have a significant effect in the teaching and learning process, thus, investigating them can provide teachers with important and valuable information in any kind of pedagogical intervention using a dice game to teach conditional sentences can be a fun and interactive way to help students grasp the concepts of conditionals.

Here is a simple game that can be used to teach the four main types of conditionals: zero conditional, first conditional, second conditional, and third

conditional. This interactive dice game helps students practice forming and using conditional sentences while having fun. It also encourages active participation and peer learning. The strategy that uses to learn English conditional sentences is the dice is one of games that can be learning English games improve and encouraged the students to active in the classroom. Language is naturally, and promote fluency that should be used because it helps the students are involved to act in learning a foreign.

The competition of games gives students a natural opportunity to work together and communicate using English with each other in part of conditional sentences. Furthermore, by integrating playing and learning, they practice the learned linguistic knowledge in a meaningful context. It means that students are centered in the learning process, and the English teacher and students are practitioners.

LITERATURE REVIEW

The Concept of Conditional Sentences

Subasini and Kokilavani (2003), pointed grammar is the sound, structure, and meaning system of language. Learning grammar means studying, how words are constructed in sentences well, when the pattern of grammar is used appropriately, and how the sentence will be interpreted correctly. However, Celce-Murcia (1985) argues through evidence showing that no-grammar teaching will lead to the product of clumsy and proper foreign language, which means that grammar plays a very important role in language learning.

Furthermore, Coder (1988) emphasizes the importance of grammar is acquiring the capability of producing grammatically acceptable utterances in language. It can be said that learning grammar can help to offer the basics of the four language skills: writing, reading, listening, and speaking.

Cristal (2004) says that grammar is the structural foundation of our ability to express ourselves. Regardless of the problem, the role of grammar instruction has been considered crucial to the ability to use language. Furthermore, grammar gains its prominence in language teaching, particularly in English as a Foreign Language (EFL) and English as a Second Language (ESL) context, in as much as without a good knowledge of grammar, learners' language will be severely constrained (Widodo, 2006).

Maugham (1938) mentioned that It is necessary to know grammar, and it is better to write grammatically than not, but it is well to remember that grammar is common speech

formulated. Usage is the only test. Conditional is a part of grammar that can be categorized as real present and unreal past. It means that it is possible or impossible. According to Maurer (2006:409), conditional sentences describe situations that occur (or do not occur) because of certain conditions.

Azar (1992:389) says that if clause is often to talk about situations that are contrary to fact, for example: situations that are opposite of the true situation. Contrary-to-fact sentences with an “ if clause” and a “result clause”. Various grammarians classify conditional into different forms. Thomson and Martinet (1986), for instance, classify them into three types, whereas Celce-Murcia and Larsen-Freeman (1999) classify conditional construction into five categories. Therefore, the classification of a conditional structure by Hughes (2001) states there are four main types of “If” sentences in English: the zero conditional, the type 1 conditional, the type 2 conditional, and the type 3 conditional.

As Johnson and Thonrley (1948) put it, zero conditional is the easiest and simplest conditional sentence. It makes a general statement. No particular time is mean. The proposition is always true.” If may be replaced by “when”. Both verbs in the simple present. We can also use Zero conditionals with imperative.

Gramley and Patzold (2004) stated that English conditional sentences have four types first is zero condition this is to talk about universal statements such as fact rules and certainties. The second, first conditional are possible as they deal with things that are generally true or that could be true in the future. The third is second conditional expresses less probable preferences and imaginary situations. The fourth, third conditional is used to convey impossible events in the past (Sultan,2011). The if clause and the main clause can be placed at random, if the “if” clause comes first, a comma is usually used. If the “if” clause comes second, there is no need for a comma.

Frank (1972, p.255) defines the term of conditional sentences as the main clause gives a result of a condition. If there are some possibilities that such as a result may be accomplished, the form for a real condition is used. If result is impossible uncertain of realization, the form of unreal condition is used. In the most statements is real condition, there are only two result stated in the main clause will take place, if the second is not realized then the result will not take place.

Conditional sentence is a type of sentence that states a condition and the outcome of that condition attitudes. According to Harry Milton Hayford (2023) it says that due to condition clause, feeling expressed in a conditional sentence can be hard to determined. Penston (2005, p.89), said that conditional sentences is divided into three types: First is

type I for future conditional, next is type II, for present conditional the last is type III for past conditional. However in Tetun language don't exist the specific time and grammar. Moreover, according to Cowan (2008), one cause of English as second language/ English as foreign language students' difficulty in producing English conditional sentences is probably that some students have difficulty which starts from a small number tenses in their mother language to the large number of tenses sequence required for expressing specific conditional meaning in English.

Conditional sentences are quite complex to learn in both the formula that is used and the meaning. Celce-Murcia and Larsen-Freeman(1999, p.545) say that the main difficulties lie in the following aspects form, meaning, oversimplified exemplification, and time tense relationship. Conditional sentences are important to us because consciously or unconsciously students often use conditional sentences in their daily lives to dream imagine and wish. For example: *I wish had enough money to buy a new bag.*

Trask (1995) identifies the conditional clause as a kind of adverbial clause which expresses a condition upon whose fulfillment the proposition expressed in the main clause depends, as in '*If we do not water plants, they will not grow*'. Leech (1975) states that a conditional clause is a subordinating clause in a complex sentence. It is an element in a 'higher-up' clause, such as 'If you grow' you will reap' semantically classified, it is a major type of adverbial clause. Celce-Murcia and Larsen-Freeman(1999) a conditional construction as a complex sentence that consists of a main clause and a subordinate clause. The subordinate clause initiates with the adverbial subordinate "If", and "unless", etc, as in '*if students study hard, they will succeed in the examination.*

Teschner and Evans(2007) propose that conditionally is a bi-clausal construction in which the if clause (protasis) expresses the condition that must exist before something else can happen, while a result clause (apodosis) expresses something else. For example, we can come at seven *if it is necessary.*

Dice and Games

Dice A die (plural dice, from Old French *de*, from Latin *datum* "something gave or played" is a small throw-able object with multiple test attitudes, used for generating random numbers or other symbols. Dice (the plural of die) are polyhedra made of plastic, wood, ivory, or other hard material. Each face of the die is numbered, or marked in some way, so that when the die is cast onto a smooth, flat surface and allowed to come to rest, a particular number is specified. Marwoto the dice game, an old game, may be described as follows: players are on the playing field.

Chen (2000) explained that games make learners more willing to ask questions and think creatively about how to use English to achieve a goal. According to Jill Hadfield (1996, p.4), a game is an activity with rules, a goal, and an element of fun. He also said that there are two kinds of games: competitive games and cooperative games. A competitive game is a game in which the player or the team race to be the first to reach the goal. Cooperative games are games in which players or teams work together towards a common goal.

Chen (2005) also said in his journal the benefits of using games in language learning are promoting communicative competence, creating a meaningful context for language use, increasing learning motivation, reducing learning anxiety, and encouraging creative and spontaneous use of language. The advantages of games according to Su Kim(1995, p.35) describe that Games are welcome to break the usual routine of the language class, they are motivating and challenging, games provide language practice in the various skills of speaking, writing, listening and reading... they create a meaningful context for the language use. Through the games motivate the students how to learn more active in the class.

How to play games, Wright (1997, p.5) said there are many ways to play games.

- 1) Pair work: This is fast and easy to organize; it provides opportunities for intensive listening and speaking practice. Pair work is better than group work if there are discipline problems. Indeed for all these reasons we often prefer to organize games in pairs or general class work.
- 2) Group work: Some games require four or six players, in these cases group work is essential. Membership of the group should be constant for the sake of goodwill and efficiency. Many teachers consider it advisable to have a group leader.

Carrier (1980) states that the insertion of games in language teaching brings many advantages. Since games provide motivation, and increase student to student communication, teachers are not overtaking the floor. Lee (1979) in the same way asserts that games can be one of the most enjoyable supplementary activities teachers could have with their class.

METHOD

In this, the writer would like to apply Classroom Action research with one set of pre- and post-tests in English Conditional sentences to identify the useful method for teaching english conditional sentences as a foreign language. The study was conducted with 20

students of the Eleventh Grade of Agrarian production at ESTV Ernesto Fernandes "DUDU" Ermera-Gleno in the school year 2024. The instruments used to gather the required data are three types of items test; 20 numbers of multiple choice, 10 numbers of completion sentences, and another 10 matching tests.

Furthermore, the data is collected through Kemmis, S. (2011) has developed a cyclical nature of the typical Classroom Action Research process which is figured out the following steps; *plan. Action, observation and Reaction.*

- 1) PLAN: the activities which have been planned are : (1) preparing the pre-test and post-test tests items, material teaching and design the lesson plan, (2) the writer deigned the lesson plan and ellaborate the pre-test of conditional sentences to administer the test integrated with the teaching material, (3) preparing the list of students' names, (4) preparing teaching (*color, pen, board, and markers*) through the types of spelling bees, (5) preparing the classroom observation sheet, and (6) preparing a test (to know how far student's knowledge grammar especially conditional sentence.
- 2) ACTION: the activities which were conducted here are (1) the researcher administers the pre - test, (2) teaching English coditional sentence through Dice games as a strategy to motivate the students learn english conditional sentence, (3) the researcher explains short explanation and guides the students to learn based on the lesson plan, (4) The researcher gives opportunities to the students to ask some difficulties or problem, (5) the researcher asks the students orally to be answered as the checking the students understanding, (6) the teacher administers post-testing as the last meeting, and (7) the reseracher got the decalaration letter of the research.
- 3) OBSERVATION: Observation is one of the instruments to be used in collecting data as direct observation in scientific study. In this step of action research can be systematically used to observe and note all of the phenomena through investigation like the students feeling, perception, and thinking, performance of teaching and learning process about simple present tense through cooperative learning as a strategy that can be observed through the observation sheet which has been provided. The researcher observes all the activities in teaching and learning process and also creates a conductive atmosphere in the classroom observation to make collaborative efforts to explore teaching possibilities. It is proposed to create the students, motivation in learning. In Classroom Action Research, the researcher as the English teacher observes every action of teaching and learning process.

4) REFLECTION: Reflection is an activity in expressing of experience which is done by the teacher as the self-evaluation. The teacher make an evaluation based on the observation to find the weaknesses of the activities that have been carried out through dices as a strategy in teaching English Vocabualry. Therefore, it could be determined how effective using dices as the technique of teaching English conditional sentence. The writer analyses the results of mean scores of pre-test and post-test and both to be compared.

Data on the activities of teaching and learning process that occurs at class were analyzed by qualitative analysis. The writer will administer the *pre-test* and *post-test* of English conditional sentences which will presented in the form of tabulation and compared. It is to know the significant differences between before and after the implementation of teaching English conditional sentences through dice. Therefore, the result of the mean score of the pre-and post-test will be calculated with the *t-test* analysis as the following formula.

Mean is the average from the division between sums of students' scoring with a Total number of respondents. The research applied the following formula are

$$\bar{X} = \frac{\sum X}{N}$$

X = score

N = number of students

\sum = sum or add

1. The formula of T-test dependent means is;

$$\mathbf{T\text{-test}} = \frac{\Sigma D}{\sqrt{\frac{n(\Sigma D^2) - (\Sigma D)^2}{n-1}}}$$

Concerning Suhararimi, A. (1987) presents the basis of education evaluation is getting the average score, she compares the percentage with the criteria adopted to measure the classroom observation sheet in the table below:

No	Range	Level
01	96-100	Excellent
02	95-86	Very good
03	85-76	Good
04	75-66	Fair good
05	65-56	Average

06	55-46	Sufficient
07	45-36	Below average
08	35-26	Poor
09	25-16	Bad
10	15-00	Very bad

Table 1: Standard Measurement

RESULT AND DISCUSSIONS

Result

The writer presents the result of 40 number conditional sentences of pre and post-test which are composed of 20 multiple choice, 10 fill in the blanks and 10 matching tests were administered to students in grade eleventh at Agrarian Production Department of ESTV Ernesto Fernandes “Dudu” Gleno in the school year 2024.

NU	Initial code	Score of pre-test
1	A.E.D.J	1.7
2	A.M.T.S	3.5
3	B.D.S.M	1
4	D.D.S	2.5
5	L.X	2.2
6	M.D.D	2.5
7	N.D.N	2
8	N.M	2.5
9	N.S	4
10	N.V.D.N	2.7
11	N.D.S	3
12	N.D.R	1.5
13	O.T.D.C	3.7
14	P.D.D.M	3.2
15	R.V.D.N	2.5
16	S.M	0.5
17	T.R.D.D	1.7
18	Z.S.M	3.7
19	Z.S	2
20	Z.S.D.C	0.5
Total score		X₁= 46.9

Table 2: Mean Score of Pre-Test

Calculating the mean score of pre-tests

$$\text{Mean } \bar{x}_1 = \frac{\sum D}{n}$$

$$\bar{x}_1 = \frac{46.9}{20}$$

$$\bar{x}_1 = 2.4$$

Based on the National Standard of measurement, the result of the pre-test shows that 2.4 is not achieved the passing grade but it fails. This is why, there was intervention through using a dice game to teach conditional sentences as in the lesson plan. After the teaching, the researcher administered the post-test as the table below:

Nu	Initial code	Mean Score of post-test
1	A.E.D.J	6.8
2	A.M.T.S	7.7
3	B.D.S.M	4.5
4	D.D.S	9.2
5	L.X	8.7
6	M.D.D	9.5
7	N.D.N	9.2
8	N.M	8.2
9	N.S	9.5
10	N.V.D.N	9.5
11	N.D.S	9.7
12	N.D.R	9.7
13	O.T.D.C	9.5
14	P.D.D.M	9.2
15	R.V.D.N	9.5
16	S.M	9.2
17	T.R.D.D	9.5
18	Z.S.M	9.8
19	Z.S	8.7
20	Z.S.D.C	9
Total scores		$X_2 = 176.6$

Table 3: Mean score of post-tests

Calculating the mean score of Post-test

$$\text{Mean } \bar{x}_2 = \frac{\sum D}{n}$$

$$\bar{x}_2 = \frac{176.6}{20}$$

$$\bar{x}_2 = 8.8$$

Based on the National Education Standard, the mean score of post-tests 8,8 has been achieved the passing grade which is classified at VERY GOOD level. This is why it was not necessary to teach again or need not to have another intervention using dice game to teach conditional sentences in the next cycle.

Nu	Initial	Mean score of pre-tests	Mean Score post-test	D ¹	D ²
1	A.E.D.J	1.7	6.8	5.1	26.0
2	A.M.T.S	3.5	7.7	4.2	17.6
3	B.D.S.M	1	4.5	3.5	12.3
4	D.D.S	2.5	9.2	6.7	44.9
5	L.X	2.7	8.7	6	36.0
6	M.D.D	2.5	9.5	7	49.0
7	N.D.N	2	9.2	7.2	51.8
8	N.M	2.5	8.2	5.7	32.5
9	N.S	4	9.5	5.5	30.3
10	N.V.D.N	2.7	9.5	6.8	46.2
11	N.D.S	3	9.7	6.7	44.9
12	N.D.R	1.5	9.7	8.2	67.2
13	O.T.D.C	3.7	9.5	5.8	33.6
14	P.D.D.M	3.2	9.2	6	36.0
15	R.V.D.N	2.5	9.5	7	49.0
16	S.M	0.5	9.2	8.7	75.7
17	T.R.D.D	1.7	9.5	7.8	60.8
18	Z.S.M	3.7	9.7	6	36.0
19	Z.S	2	8.7	6.7	44.9
20	Z.S.D.C	0.5	9	8.5	72.3
Total		47	177	129	867
		$X_1=2.4$	$X_2=8.8$		

Table 4: The Differences between the Mean Score of Pre-test and Post-test

In order to know the significance differences, the writer applied through of the t-test;

$$T\text{-test} = \frac{\sum X}{\sqrt{\frac{n(\sum D^2) - (\sum D)^2}{n-1}}}$$

$$T\text{-test} = \frac{129}{\sqrt{\frac{20(867) - (129)^2}{20-1}}}$$

$$= \frac{129}{\sqrt{368}}$$

$$= \frac{129}{6.1}$$

$$t\text{-test} = 21.2$$

Therefore, the result of the *t*-test is 21.2 greater than the *t*-table is 2.086. This result could be interpreted as the following criteria:

- 1) $df = N-1=20-1=19$
- 2) Level of significance: *0,05*
- 3) If the score of the *t*-test is less than the *t*-table means, there is no significant difference between before and after the implementation using a dice game to teach conditional sentences.
- 4) If the score of the *t*-test is greater than the *t*-table means that there is some significance between before and after the implementation using dice game to teach conditional sentences.

The score of *t*-test is 21.2 to be compared with the *t*-table value is 2.086. Based on the result of the data analysis shows that the score of the *t*-test is $21,2 \geq$ the value of *t*-table is 2,086. As the level of significance difference is 0,05 with the degree of freedom (*df*) = $n-1=20-1=19$ could meet the score of *t*-table 2,086.

Interpretation:

Based on the result of data analysis the score of the *T*-test is greater than the *T*-table. Therefore, this can be interpreted to answer the statement of the problems.

- 1) The dice game can be considered a very effective and useful strategy for teaching English Conditional sentences to students in grade eleven.
- 2) There are some significant differences between the mean score of the pre-test was 2,4 improved through the teaching of conditional sentences by using a dice game could affect the post-test scores was 8,8.

From the result above, the writer would like to recommend that all the English teachers at local schools use Dice Gme to teach English conditional sentences to be understood faster by foreign language learners. The useful strategy of teaching English conditional sentences is the Dice Game could be considered as a useful innovative method for teaching English Conditional sentences to eleventh grade in ESTV Ernesto Fernandes "Dudu" Gleno in the school year 2024. On the other hand, the Dice game is full of funny activities to motivate the students never to feel bored in learning a foreign language. And it makes the learners think creatively to interact with each other between teacher and students in the classroom.

Activities	Observation				
	Excellent	Very good	Good	Average	Low

Pre-test	5	4	3	2	1
1. Opening/greetings	5				
2. Asking condition (how are you?)	5				
3. Attendance	5				
4. Introduction of teaching material	5				
5. Motivation			3		
6. Explanation		4			
7. English Conditional sentences	5				
8. Dices games	5				
9. Exercise		4			
10. Checking students understanding/concluding	5				
Total					
Process of Teaching					
1. Teacher prepares the teaching material	5				
2. Students self-introduction		4			
3. Questions and answer		4			
4. Students be attention of teacher's explanation	5				
5. Students feel happy to enjoy the class		4			
6. Students have to be active in class		4			
7. Students will be tested orally.			3		
8. Exercises		4			
9. Checking students understanding		4			
10. Post -test					
Σ	45	36	6		
Σ	45	42			
Classroom observation:		87			

Table 5: Classroom Observation Sheet

Based on the standard measurement, this observation sheet shows that the performance of researcher taught English conditional sentences through Dice Game was 87 which classified VERY GOOD LEVEL.

Discussions

Table 2 presented the result of mean score pre-test is 2.4 which was considered fail or it does not achieve the passing grade based on the national standard of measurement. That is the reason why, the researcher intervened in the first cycle implementing teaching English conditional sentence by using Dice Game.

Table 3 presented the mean score of post-tests after the intervention, teaching conditional sentences by using dice game method, the researcher administered the post-test and the mean score was 8,8 because it has been achieved the passing grade, there was no more intervention for next cycle.

Table 4 presented the differences between the mean score between pre-test and post-test. They the were calculated with the formula of *t-test* through the level of

significance differences= 0,05 based on the degree of freedom was 20. Therefore, the result of the t-test was 21,2 was greater than the score of t-table is 2,086.

Thus, it is decided to interpret that there were some significances differences between before and after the implementation teaching conditional sentences through dice game method is considered a very effective method. Therefore, based on the result of data analysis, the score of t-test is greater than the t-table. This can be interpreted to answer the statemnt of the problems;

Dice game could be considered as the very effective and useful strategy for the teaching English Conditional sentences to students grade eleventh. There were some significance differences between mean score of pre-test was 2,4 got improved through the teaching conditional sentences by using dice game could affect the post-test scores was 8.8.

Thus, English teachers and students at local school are suggested to use Dice Gme to teach and learn English conditional sentences to be understood faster. The useful strategy of teaching English conditional sentence is Dice Game. It could also be considered as the useful on innovative method for the teaching English Conditional sentence to eleventh grade in ESTV Ernesto Fernandes “Dudu” Gleno in the school year 2024.

On the other hand, the Dice game is full of funny activities to motivate the students never feel boring in learning foreing language when the learners learn English grammar. Table 4.1.4 presents the Result of classroom Observation sheet. This observation sheet shows that the performance of researcher was 87 which classified VERY GOOD LEVEL.

CONCLUSIONS

The result of data analysis shows that the mean score of pre-test was 2.4 and it was improved through the intervention teaching English Conditional sentences by using Dice game so that the mean score of post-test was 8,8. The score of pre and post-test were compared and calculated through the t-test 21,5 \geq the socre of t-table is 2.086. It was through the level of significance is 0.05 with the degree of freedom is 20 could meet 2.086. Therefore, the dice game is very effective strategy to teach English conditional sentence at school. There were some significance differences between before and after the implementation teaching English conditional sentences through Dice game. This observation sheet shows that the performance of researcher was 87 which classified VERY GOOD LEVEL.

Based on the the findings, the English teachers for grade eleventh students of

Agrarian Production at ESTV Ernesto Fernandes “Dudu” are suggested to use the dice game method to teach the conditional sentences because it was very effective and full of funny activities in teaching English as a foreign language. The students grade eleventh of Agrarian Production at ESTV Ernesto Fernandes “Dudu” are asked to practice learning English conditional sentences through dice game in group is better than others method. Dice game is one of the helpful strategies and it was an enjoyable activity to make them easy to understand conditional sentences faster. The students could hold and throw directly the dice and answer the questions on the side of the dice. Lectures and students of English Language Department are suggested to use and maintain the dice as a good strategy to teach conditional sentences. This helpful strategy has been proved through study as the references for the scientific research for the thesis writer in the future.

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