THE USE OF LEARNERS' DIARIES AS AN APPLICATION OF METACOGNITIVE STRATEGIES IN LEARNING *IF CLAUSES* ON THIRD SEMESTER STUDENTS OF ENGLISH TEACHER TRAINING PROGRAM UHAMKA 2013/2014 ACADEMIC YEAR

Thesis

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ABSTRAK

***TIARSIWI, FIDANIAR.* 1008066007.PENGGUNAAN BUKU HARIAN MAHASISWA SEBAGAI PENERAPAN STRATEGI METAKOGNITIF DALAM PEMBELAJARAN KALIMAT PENGANDAIAN (*IF-CLAUSE*)**

Penelitian ini bertujuan untuk mengetahui bagaimana metakognisi siswa bisa tergambar dari sebuah buku harian. Penelitian ini berfokus pada bagaimana buku harian mengilustrasikan bagaimana mahasiswa merencanakan, memonitor dan mengevaluasi proses belajar. Penelitian studi kasus (case study) ini menggunakan data 9 mahasiswa dari 21 mahasiswa dalam satu kelas yang mengambil matakuliah Advanced English Structure. *Kesembilan orang ini kemudian dibagi menjadi tiga kelompok berdasarkan tingkat perkembangan mahasiswa yang diperoleh dari hasil Ujian Tengah Semester. Kelompok pertama dianggap sebagai mahasiswa yang lemah dalam belajar, kelompok kedua dikategorikan sebagai kelompok sedang (tengah) dalam belajar, sementara kelompok tiga adalah mahasiswa yang dianggap ahli dalam belajar.*

Dalam penerapannya, penelitian ini dilakukan dalam enam kali pertemuan. Peserta diberi perintah untuk menuliskan kegiatan belajarnya dan apa saja yang telah dicapai saat belajar kalimat pengandaian (If-Clause). *Mereka diberikan arahan sehingga dalam penulisan pengalamannya menggambarkan proses belajarnya sesuai dengan kerangka yang benar dan menghindari sesuatu yang tidak berkaitan.*

Dalam prosesnya, mereka menuliskan buku harian dari buku yang mereka buat sendiri dan dikumpulkan diakhir perkuliahan. Catatan buku harian digandakan atas ijin pembuat guna penelitian ini. Untuk mendukung dan menambah informasi lebih, peneliti juga mengamati kebiasaan penggunaan bahasa target mahasiswa di media sosial mahasiswa tersebut. Penelitian ini mengungkapkan bahwa mahasiswa dalam kelompok tiga paling baik mendokumentasikan proses pembelajarannya. Apa yang mereka tulis mencerminkan apakah pengetahuan metakognitif digunakan atau tidak. Kelompok kedua juga merefleksikan kemampuannya dalam menyadari penggunaan kognisinya secara tidak stabil (naik dan turun). Mereka ahli dalam mengevaluasi kelemahannya namun mereka tidak mampu merencanakan pembelajaran yang lebih baik dan memodifikasinya guna memberikan solusi untuk kelemahan yang dimiliki. Sementara itu, kelompok satu belum menggambarkan proses belajarnya di buku harian mereka, dengan kesimpulan mereka tidak mampu merencanakan, mengamati dan mengevaluasi proses belajarnya sendiri.

Katakunci: metakognitif, buku harian siswa, grammar, strategi belajar

ABSTRACT

TIARSIWI, FIDANIAR. 1008066007. THE USE OF LEARNERS' DIARIES AS AN APPLICATION OF METACOGNITIVE STRATEGIES IN LEARNING IF CLAUSES ON THIRD SEMESTER STUDENTS OF ENGLISH TEACHER TRAINING PROGRAM UHAMKA 2013/2014 ACADEMIC YEAR.

This study was conducted to investigate how students' metacognition can be reflected in a diary. The study focused on how diaries could illustrate students in planning their learning, how they could describe their monitoring and how they could indicate their mental process in evaluating their learning. Twenty-one participants of third semester students were involved. Nine of them were selected to be probed intensively for their metacognitive habits in learning If Clauses. Then, they were divided into three groups according to the level of students' progress and their mid test score. The first group was assumed as novice learners, the second group was categorized as medium level students and the last group was presumed as expert learners.

In its implementation, the study was carried out for six meetings. The participants were instructed to write their learning activities and what they had achieved in learning If Clauses. They were given guidelines so that they could document their learning experiences within a framework and avoid giving irrelevant information. They wrote their diary entries on the sheets that they created by themselves and submitted until the end of the course. For research purpose, the diary entries were photocopied with permission. To support and gain more information about their habit in using the target language, the researcher observed the students' social media as well. This study revealed that expert learners were better diarist in documenting what they did when learning. What they wrote on their diaries reflected whether or not their metacognitive knowledge was used in learning. The medium level students also indicated that their capability in realizing the use of their cognition was up and down. They were good at evaluating their shortcoming and monitoring some progress, but they were poor at planning and modifying strategies. Meanwhile, the novice learners less reflected how they learned on their documentation. It could be illustrated that they did not have any motivation to plan their learning, evaluate and monitor their learning.

Keywords: metacognitive, learner diaries, learning grammar, learning strategy

iii

THESIS ADVISOR APPROVAL

THE USE OF LEARNERS' DIARIES AS AN APLICATION OF METACOGNITIVE STRATEGIES IN LEARNING 'IF CLAUSES' ON THIRD SEMESTER STUDENTS OF ENGLISH TEACHER TRAINING PROGRAM UHAMKA ACADEMIC YEAR 2013/2014 (A CASE STUDY)

THESIS

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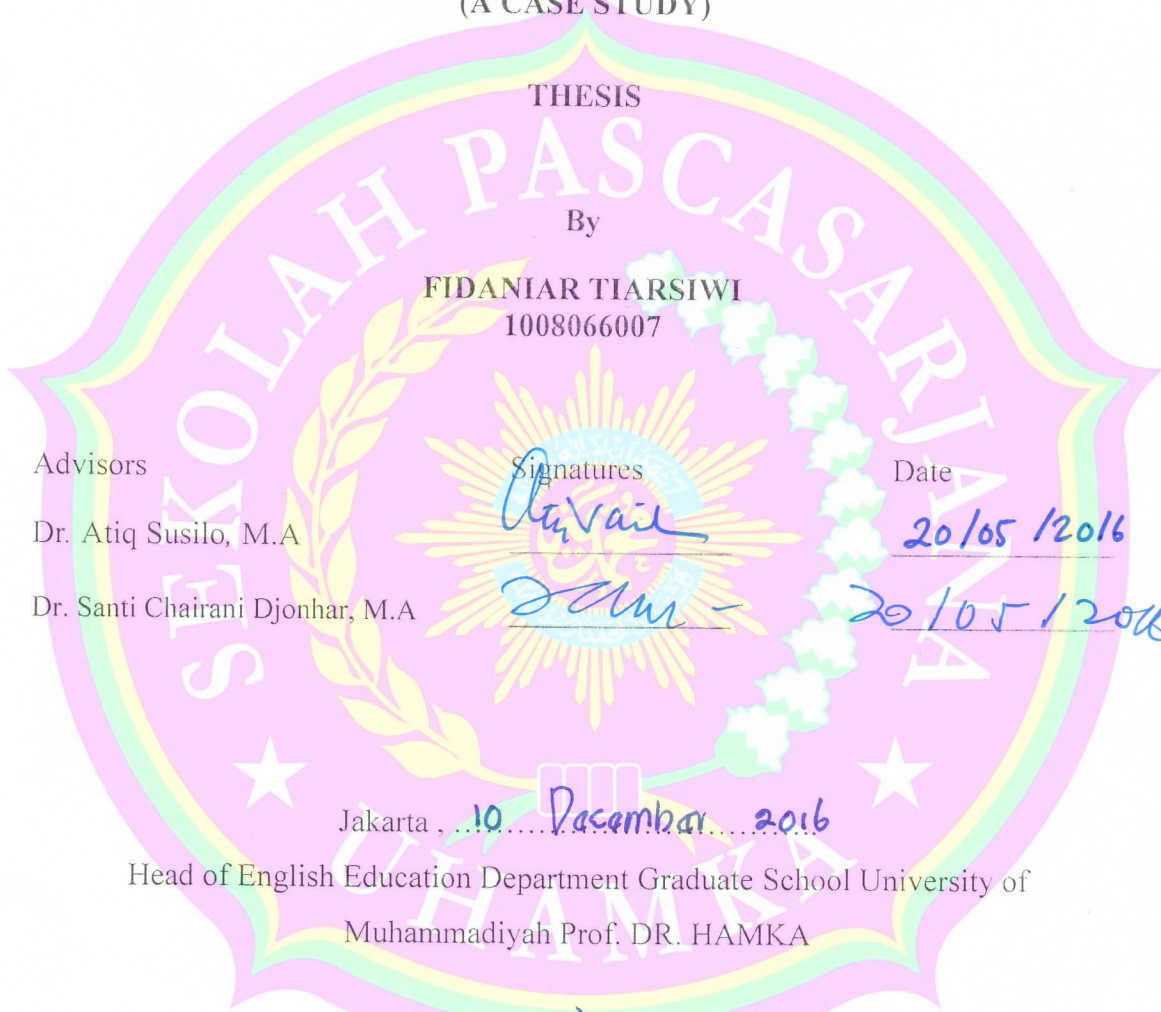
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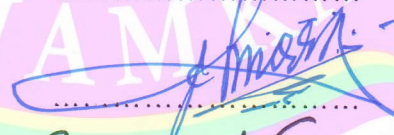## (A CASE STUDY)

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Jakarta, September 2016

The Writer

vii

TABLE OF CONTENTS

LIST OF TABLES

TABLE OF FIGURES

LIST OF APPENDIXES

CHAPTER I

INTRODUCTION

A. Background of the Study

Grammar is one of the sub-skills which every learner of any language needs to learn because it is used as the tool of the analysis of a language system. Language would not be language without grammar. It is a cardinal component of both spoken and written language. To be able to talk about how sentences are built, about the types of words and word groups that make up sentences, one has to master 'knowing about grammar'. Crystal[1] cited by Nordquist,

> Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. And it can help everyone--not only teachers of English, but teachers of anything, for all teaching is ultimately a matter of getting to grips with meaning.

It can be illustrated that a part of knowing grammar is important in learning language. Hillocks, cited by Purpura[2], states that grammar is thought to be the foundation of all knowledge and the gateway to sacred and secular understanding. On the other words, the central role of grammar in language teaching is relatively inevitable. Moreover, in formal education, grammar is unavoidable for teachers who teach foreign languages to teach grammar.

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[1] Richard Nordquist http://grammar.about.com/od/basicsentencegrammar/a/grammarintro.htm
    retrieved on September, 2nd 2013
[2] James E Purpura. 2004. *Assessing Grammar*. Cambridge University Press: New York. p.1

In this light, mastering grammar is one of the credible requirements that either an English language teacher or an English teacher candidate must have because s/he must be able to teach the students the basic grammar of the language.

Ideally, in Indonesia, English, as a foreign language, should be taught by the teacher who has had competency in mastering grammar when they are graduated from the school of teacher training program. Sadly, English teachers in Indonesia generally have poor ability in English. It is proven by the statement of Nuh[1], Minister of Education and Culture in Indonesia, cited by Roszandi, that the average score of English teacher teaching in junior high school was only 34 instead the average score of whole participants of *Uji Kompetensi Guru* or the Test of Teacher Competency was 44.55.

Having teachers with low level of English proficiency has become a big issue in teaching English as a foreign language in some countries included Indonesia. It could be happened since the initial ability of the teachers when they took their teacher training program in college was miserable. It can be attested by observing some students taking English education major who are in the fifth and seventh semester having no ability in using language correctly. On the other hand, the students are expected to use the language accurately since what they are uttering will be their first impression in the class. The language, for example, some students say:

> *"He sure done good!" or "He should of went to the dance" or "Hunters didn't went to the forest."*

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[1] Dasril Roszandi, http://www.tempo.co/read/news/2012/08/05/079421508/Kemampuan-Guru-Bahasa-Inggris-SMP-Memprihatinkan retrieved on September, 2nd 2013.

Moreover, it is also proven that poor writing skills are rampant even at the university level and beyond. Here is an example written by students who were doing their research for their paper.

1) *English is international language. Almost all countries have adapted English used as compulsory subject at school. The department of Education has decided that English as foreign language tough in Indonesian school, it is used started from primary school to university. People realize that teaching English at this level becomes very important and need much concern*

2) *Nowadays, the ability to comprehend English is necessary for people and also to understanding English...[2]*

Based on the descriptions above, it can be described that there are problems in how students use their language. While the meaning is quite clear, the way it was written may encourage others to think that the writer probably does not have much "schooling" or else which is not very good at expressing himself. However, the school of English language department students are trained and lectured to be English teachers whose language would not deny that grammatical competence is an integral part of communicative language ability. They must have good impression towards their language use.

Those problems can be influenced by the internal factors from the students themselves, for instance their motivation, learning styles, and learning strategies and those have occurred since the students were as freshmen. Most freshmen have little basic knowledge of their target language, which is English. They cannot even know how to categorize each word based on its function whether it is supposed to be noun, verb, adjective or so on. It could have been happened since

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[2] Jossa Nidi Junizar. 2012. *The Relationship between Students' Achievement in Vocabulary and Reading Ability at First Grade in SMPN 1 West Cikarang* . UHAMKA: Jakarta. p.1

the students tended to be ignorant learners who never planned what learning was supposed to be. When they were students of senior high schools, they totally expected that the method of the teacher was the solely thing which could answer their prayer in mastering English language. It can be reflected while they were in structure class previous semester. They never prepared what they needed to do before and after the class began. Hence, they had no ideas how to learn a foreign language well. They did not even know what appropriate strategies to learn the language.

Referring to the problems above, the initial ability of UHAMKA students proven by the score of the screening test is very poor. They are not even able to classify a word whether it is a noun, an adjective or a verb. The students come from a variety of many schools and there is no selection test which might assess the suitability of students in taking English education major. Everyone can easily become the students of this private university. Generally, they come from a group of students who had less achievement when they were in schools.

As a matter of fact, that inadequate background reflected their learning when they were in the first semester. The students' awareness about their learning strategies was extremely poor. They tended to rely on what they needed to achieve from the lecturer's explanation and exercises given rather than figure out how they must have learned. This problem was supported in the final score of one class at Intermediate English Structure subject in the previous semester that the writer obtained from the lecturer's score record. It showed only 6% of 47 students who

got A, 30% who got B, 41% who got C and 23% who got D and E.[3] In the next semesters, there will be more subjects which need the mastery of basic grammar to understand them. If that awful fact keeps on existing, it might possibly carry on until they are graduated, or the worst, until they will be the teachers.

In addition, this problem can also be caused by the one who was teaching them. A teacher exerts the greatest influence in the classroom. She or he does not merely teach but also carries an enormous responsibility for students' behavior or actions. On the other words, the teacher should have the key to provide his or her students to become good learners. By guiding them how to learn, it can assist the students to consciously control how they learn, so that they will be motivated and independent learners. Students who are motivated and independent tend to have a higher sense of self confidence in their own learning. If they have a great sense of desire to learn, they will improve their own learning. One of the things to do for encouraging students' behavior in learning is selecting language learning strategies. Oxford[4] states that language learning strategies are specific actions, behaviours, steps, or techniques that students often intentionally use to improve their progress in developing language skills. Language learning strategies are commonly divided into several categories. One of the prominent varieties is sided by Chamot.

> Chamot[5], cited by Mercer *et al*, asserts that language learning and use strategies can be further differentiated according to whether they are cognitive, metacognitive, affective, or social. Cognitive strategies usually

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[3] Appendix

[4] Rebecca L Oxford. 1996. *Language Learning Motivation: Pathways to New Century*. Hawaii: University of Hawaii Press. p.18

[5] Sarah Mercer, *et al*. 2012. *Psychology for Language Learning (Insight from Research and Theory and Practice)*.New York: Palgrave Macmillan. p.141

involve the identification, retention, storage, or retrieval of words, phrases, and other elements of the second language. Metacognitive strategies deal with pre-assessment and pre-planning, on-line planning and evaluation, and post-evaluation of language learning activities, and language use events. Such strategies allow learners to control their own cognition by coordinating the planning, organizing, and evaluating of the learning process.

University students are categorized as adult learners who enhance their ability to learn and understand information when they can monitor their own thinking. As children mature, they are assumed to become more aware of their own feelings, thoughts, and preferences. On the other hand, they are suggested to use their metacognition in their learning process.

Metacognition is defined by Merriam Webster[6] dictionary online as an awareness or analysis of one's own learning or thinking processes. On the other words, it is called as crucial ingredient to become good learners. Metacognitive strategies are presumed to engage their learning process more easily, more effectively, and more efficiently as by these using strategies, the students are demanded to set their goals, to monitor their progress and to appraise their process of learning. In the other words, the use of metacognitive strategies reflects the learners' realization about their responsibility in their learning.

Since metacognitive strategies are expected as 'higher order executive skills' which enable the third semester students to approach learning systematically and effectively by using the elements of planning, monitoring and evaluating, the writer is inspired to conduct a research to investigate whether or

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[6] "Metacognition". Merriam Webster Online Dictionary. 2009. Retrieved on September 14, 2013. http://www.merriam-webster.com/dictionary/metacognition

not metacognitive strategies can affect the development of structural knowledge of students. To reflect how the students use these strategies, learning diary can lead the learners to strategy use. Kerka[7] asserts learning diary**,** a container of experience, is used in many ways to foster reflection and adult learning. Using learning diary will provide language learners with opportunities to boost the learners' autonomously review the experience, reach what they have got and plan what to do better. In short, the researcher sets her heart on applying metacognitive strategies on learning grammar on Advanced English Structure subject in third semester.

B. Identification of the Problems

After observing these cases in the class, the writer states four problems based on the fact that she mended in previous semester. They are:

1. The students always forgot what the teacher explained before. Outside the classroom, they commonly did not know what to do for evaluating the lesson before.

2. The students had less motivation to review what the teacher explained at the class.

3. Most students were culturally not prepared to work independently. They were more comfortable with teachers spoon-feeding them and they follow the teachers' lead directly.

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[7] Sandra Kerka. 2002. *Journal Writing as an Adult Learning Tool*. Practice Application Brief P:22

4. The lecturers solely emphasized on explaining the content of material without giving the direction and encouragement to improve the students' learning strategies.

C. The Questions of the Research

In the light of the need to overcome that the students have less metacognitive awareness, the following question is proposed:

1. How do the learner diaries, as application of metacognitive strategies, foster the third semester students of English Education Department of the School of Teacher Training Program UHAMKA 2013-2014 academic year to plan their learning?

2. How do the learner diaries, as application of metacognitive strategies, foster the third semester students of English Education Department of the School of Teacher Training Program UHAMKA 2013-2014 academic year to monitor their learning?

3. How do the learner diaries, as application of metacognitive strategies, foster the third semester students of English Education Department of the School of Teacher Training Program UHAMKA 2013-2014 academic year to evaluate their learning?

D. The Objective of the Research

The objective of this study is to answer the questions of the research. It portrays the process of third semester English department students of UHAMKA

2013-2014 academic year in planning, monitoring and evaluating their learning using learner diaries as metacognitive strategy application. Nine diarists were allocated to three language groups on the basis of the mid-test marks they obtained in their Advanced English Structure class.

E. The Focus of the Research

This study was conducted to the third semester students of English education department in School of Teacher Training Program of University of Muhammadiyah Prof. Dr.HAMKA in 2013-2014 academic year in order to explore the students' process of thinking about their own learning which was reflected on diaries.
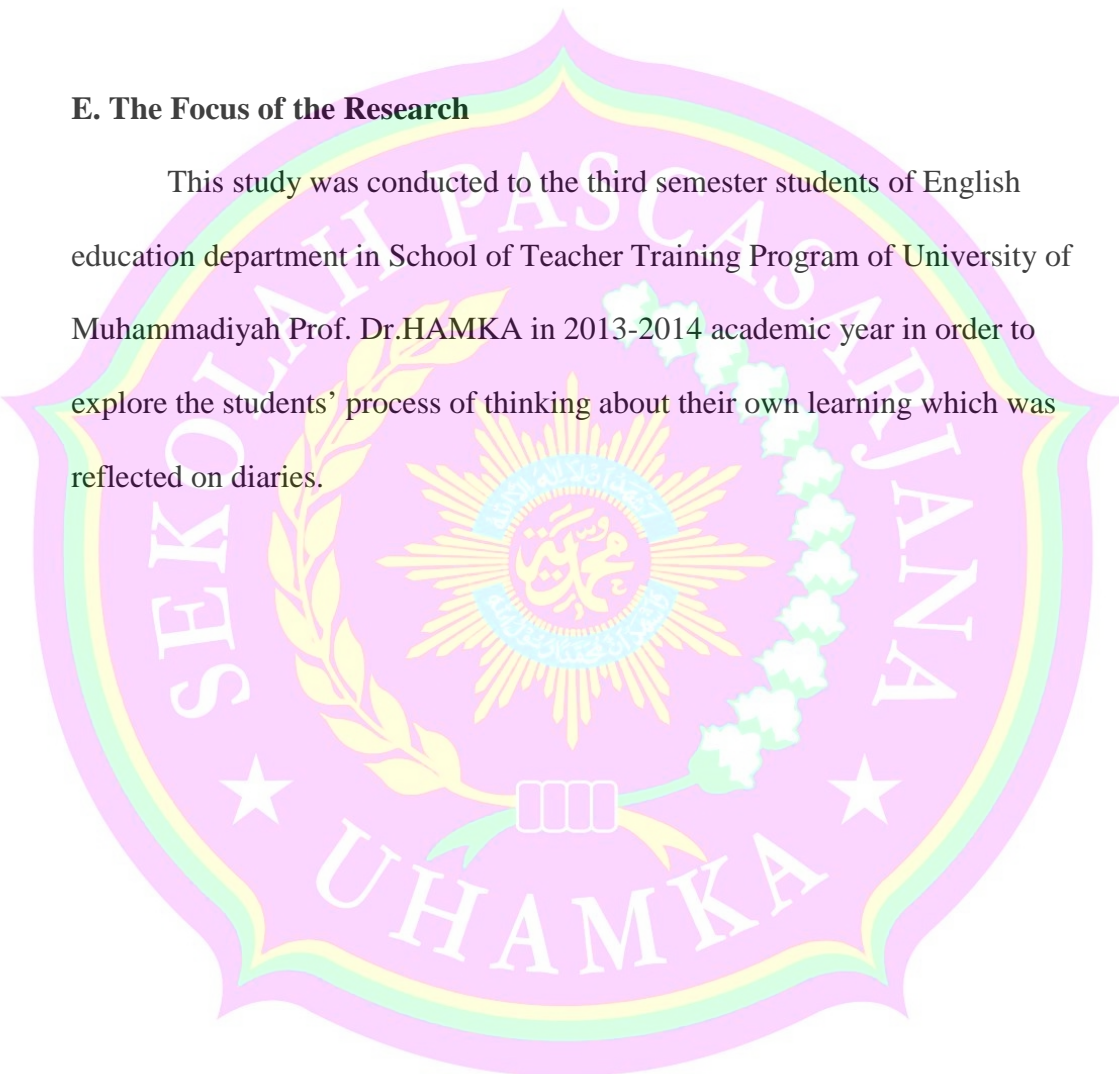
CHAPTER II

THEORETICAL FRAMEWORK

A. Review of Previous Studies

This chapter will deal with the definition of concepts and terms related to learning strategies in foreign language teaching. It will also refer to the previous research studies conducted abroad on promoting learner strategies in English foreign language classrooms.

1. Diaries: a reflective tool on an INSET language course

This study was conducted Woodfield and Lazarus[1] in a group of Malaysian teachers on a short English language learning course. It aims to investigate the reflection in which some teachers as adult learners make conscious efforts to learn English more efficiently. The learners kept diaries of their language learning experience, which were analysed according to the themes of barriers to learning and supports to learning. The diarist reflected on their own cognitive process on their diaries. It can be summarized that the positive points, which had emerged from the language learning and diary–keeping experience, were the learners became more aware of how language learning took place, problems they faced, helped them to relate actual practical

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[1] Helen Woodfield and Elisabeth Lazarus. 1998. *Diaries: a reflective tool on an INSET language course*. ELT Journal Volume 52/4 October 1998 Oxford University Press. p.315-321

situations which were proper for the learners. This small scale study was inspired the writer to conduct similar observation in her research as the sample she intends to use is adult learners, university students, who are assumed that they are capable of using their metacognition skills on their learning process.

2. Using Learners' Diaries to Investigate the Influence of Students' English Language Proficiency on Peer Assessment.

The case study research, described by Zhao[1], examined, through the employment of students' learning diaries, how Chinese university English- learners' language proficiency affected the use of peer assessment. In this study, no matter which language group the learners belonged to, they unanimously claimed that their limited English ability was the reason for their difficulty in providing feedback with a broad focus. Further, the learners discussed most frequently the restriction of their limited English ability on the provision of feedback on language use (i.e. grammar, wording, sentence structure, organisation and style). The influence of learners' language abilities on the type of peer feedback also seems to be across the three language groups. However, higher English ability could possibly facilitate the provision of revision strategies in learners' diary data. Similar to the influence of students' language proficiency on the focus and type of peer feedback, the

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[1] Huahui Zhao. 2011. *Using Learners' Diaries to Investigate the Influence of Students' English Language Proficiency on Peer Assessment. Journal of Academic Writing* Vol. 1 No 1 Autumn 2011, 126–134

influence of learners' language proficiency on the appropriateness of peer feedback occurred across language groups. This study inspires the researcher to overcome the students' problem in their learning. It is expected by keeping diaries, students are able to reflect their learning process in mastering grammar.

3. The Effect of Cognitive and Metacognitive Strategy-Based Grammar Instruction on intermediate Iranian EFL Learners' Development of structural Knowledge

This research, conducted by Fard[2], attempted to investigate on explicit instruction of cognitive and metacognitive strategies while teaching grammar to reveal how effective strategy instruction is in the development of structural knowledge. The results of data analysis indicated that cognitive instruction did not affect the learners' development of structural knowledge while metacognitive one made a significantly progress in the development of structural knowledge. The implication of this finding for this research is the researcher should introduce different strategies in order that all learners become convinced that strategy learning is not an extra and useless effort but it is so worthwhile that it triggers and facilitates their learning. Before the instruction, the researcher should be aware of not only the concept of different strategies but also of what strategies, what combinations of

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[2] Esmaeili Fard, F. 2010. *The Effect of Cognitive and Metacognitive Strategy-based Grammar Instruction on Intermediate Iranian EFL Learners' Development of Structural Knowledge*. The new decade and (2nd) FL Teaching: The initial phase Rudolf Reinelt Research Laboratory EU Matsuyama, Japan, p. 31 – 57.

strategies regarding to any content, here grammar, can better work in learners' learning processes. This study pertains issues which assume that metacognitive strategies are more effective than cognitive strategies. However, this research is not going to investigate the comparison between the learners who use the metacognitive or cognitive ones as the writer grants that metacognitive knowledge and cognitive knowledge may not be different. Cognitive strategies are used to assist the students to achieve their goals while the metacognitive strategies are used to assure that the process of assaulting goals has been accomplished.

4. The Effect of Metacognitive Strategy Instruction on EFL Thai Students' Reading Comprehension Ability.

This study, which was investigated by Wichadee,[3] was a kind of one group pre-test post-test design and conducted with the first-year students enrolled in EN111 course at Bangkok University. A metacognitive questionnaire and a reading test were administered at the beginning and at the end of the course to find the changes in both the questionnaire responses and test scores. This study's findings contribute to a better understanding of strategy instruction and support the belief that strategy training should be conducted to enhance reading performance of the learners. This previous study reflects to this research

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[3] Saovapa Wichadee. 2011. *The Effects of Metacognitive Strategy Instruction on EFL Thai Students' Reading Comprehension Ability*. Journal of College Teaching & Learning– May 2011 Thailand Volume 8, Number 5. p.31-40

as the subject has similar background of students' experience to the subjects of this research. It supports that metacognitive strategies are effectively used to monitor their progress in learning. Readers, who are metacognitively aware, know what to do when they have no ideas as they have strategies to find out what they should do. These strategies are assumed to carry out an important component of skilled reading. Since it has a significant positive effect on the reading learning on EFL students, the researcher intends to figure out whether or not the use of metacognitive strategies also plays good role on the students' mastery on grammar.

5. Learner Diaries as a Tool to Heighten Chinese Students' Metacognitive Awareness of English Learning

This study was conducted on a small group of Chinese EFL learners by Young and Sin[4]. It was demanded to figure out the effects of topical diary writing on their students' metacognitive awareness of language learning and compare the results with those of the present project. At the end of the course, the students were asked to evaluate the usefulness of diary-keeping in their English learning. Most of them reflected that they could see their learning processes through diaries. An examination of this research revealed that the students' diaries helped them to become more aware of the cognitive processes underlying their learning. Most students enlightened changes in their understanding of

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[4] Carissa Young and Yoke Sin. 1998. *Learner Diaries as a Tool to Heighten Chinese Students' Metacognitive Awareness of English Learning*. China. p.125-138

their cognitive processes of listening, speaking and vocabulary learning. The early entries mentioned many serious difficulties perceived by the students, but these gradually became less problematic. The writer intends to use this research as a recommended previous literature since this study will similarly use learner diaries to assist foreign language learners planning, monitoring and evaluating their learning. However, unlike this study, which reported changes in their understanding of their cognitive processes of listening, speaking and vocabulary learning, the research conducting will only focus on their learning on tenses.

B. Review of Related Literature

1. Grammar and If-Clauses

1.1 Grammar as a term

All languages have grammar, and each language has its own grammar. Jackson[5] stated that grammar is the means by which we structure the language that we speak and write. He explained that grammar applies the rules that direct written and spoken language. It is also supported by Huegli[6] that grammar is the system of rules by which we form words and sentences. Greenbaum[7] added that grammar refers to the set of rules that allow us to combine words in our language into larger units. It can be inferred that grammar is the rules

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[5] Howard Jackson. 2005. *Good Grammar for Students*. London: Sage Publications. p.13
[6] Vicki-Ann Huegli. *Strategies for Grammar. (QLWG Skills for Life)*. Quebec: Quebec Literacy Working Group.p.1
[7] Sidney Greenbaum and Gerald Nelson. 2002. An Introduction to English Grammar (second edition). Edinburgh: Pearson Education.p.1

about how words change their form and combine with other words to make sentences.

In portraying the grammar of a language, one is essentially trying to explain why speakers recognize certain forms as being "correct" but reject others as being "incorrect." Some people believe that people who speak the same language correctly are able to communicate because they know the grammar system of that language. Meanwhile, when one is speaking of the acceptability of the form itself, even if it is not grammatically correct, another can still understand it perfectly well.

Hence, it demonstrates that there are two very different conceptions of grammar role, prescriptive and descriptive grammar. DeCapua[8] asserts that prescriptive grammar is the grammar taught in school, discussed in newspaper and magazine columns on language, or mandated by language academies such as those found in Spain or France. It views grammar as a collection of rules that must be learned in order to use language "correctly." The correct rules must often be learned and practiced, and may at times be contrary to what even educated native speakers use in formal language contexts. In contrast to prescriptive rules, Kroeger[9] defines that descriptive grammar rules, describe how adult native speakers actually use their language.

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[8] Andrea DeCapua. 2008. *Grammar for Teachers (A Guide to American English for Native and Non-Native Speakers)*.New York: Springer.p.10

[9] Paul R Kroeger. 2005. *Analyzing Grammar (An introduction)*.Cambridge University Press: New York.p.5

Descriptive grammar, unlike prescriptive grammar, does not say, "This is correct" or "This is wrong." In short, prescriptive grammar is the rules of language system when one thinks how another ought to say correctly while descriptive grammar is a set of rules that describe how the speaker actually use the language.

For teachers of English foreign language learners, a knowledge of how English works is notable. Teachers should be able to talk about aspects of grammar how sentences are constructed, the types of words and word groups that make up sentences, and the functions of these words and word groups within sentences and in larger contexts. As Radford[10] indicates that in traditional grammar, words are assigned to grammatical categories (called parts of speech) on the basis of their semantic properties (i.e. meaning), morphological properties (i.e. the range of different forms they have) and syntactic properties (i.e. word-order properties relating to the positions they can occupy within sentences.)

Grammar may also be used more broadly to cover all aspects of language structure. Sometimes the term between grammar and syntax are interchangeable. Moore[11] defines on his site that the study of how words are organised into phrases, clauses and sentences is usually referred to as syntax. Words, phrases, clauses and sentences are all

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[10] Andrew Radford. 2009. *Analysing English Sentences (A Minimalist Approach)*. New York: Cambridge University Press.p.2

[11] Andrew Moore. 1999. http://www.universalteacher.org.uk/lang/engstruct.htm retrieved on September, 21 2013

built the concept of construction and relevant to all areas of grammar. Since this research will probe on how the learners grasp using clauses, the writer administers more about clauses.

1.2 The Definition of If-Clauses

Before comprehending what if clause is, one needs to know what exactly clause is and how it differs from a phrase and a sentence. A phrase, a sentence, and a clause are groups of related words. Unlike a phrase, which does not express a complete thought and does not have a subject and predicate pair, a clause is a group of related words that only contain a subject and a predicate. Meanwhile, a sentence consists of at least one subject and one verb. A sentence might consist of more than one clause. Jackson[12] defines as well:

> "Clauses and sentences differ from one of their composition. Clauses contain a main verb. Meanwhile, sentences may be composed of more than one clause, which means sentences might consist of more than one main verb. If a sentence contains more than one clause, they are often joined by a conjunction."

The way of organizing clause is the central concepts of 'main clause' and 'subordinate clause'. An independent clause or also well-known as a main clause is a group of words that contains a subject, a predicate, and a complete thought. A subordinate or dependent clause is a group of words that contains a subject and a predicate, but does not express a complete thought. Miller[13] divides the major types of

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[12] Howard Jackson.*Opcit*.p.22
[13] Jim Miller. 2002. *An Introduction to English Syntax*. Edinburgh University: Edinburgh p.64

subordinate clause which are complement clause, relative clause and adverbial clause.

Clauses beginning with 'if' have complexity for users. If clause expresses the condition under which something happens or may happen. Lester[14] asserts that if clauses are used in making three different kinds of statements: factual, conditional, and hypothetical.

1) **Factual If Clauses**. If clauses can be used for factual statements and generalizations. Here are some examples:

   ▪ *If you mix blue and yellow, you will get green.* (factual statement)

   ▪ *If I catch a cold, I will have a sore throat.*

2) **Conditional If Clauses.** This is not a generalization about what will happen whenever the speaker may have some time. It is commonly used to talk about something that may well happen in the future. Here are some examples:

   ▪ *If I work hard, I'll get a promotion by the end of the year.*

   ▪ *If we've made any mistakes in the visuals, I'll correct them later.*

3) **Hypothetical If Clauses**. Hypothetical if statements are past-tense or past-perfect statements that refer to hypothetical alternatives to present or past realities. Past tense statement is used to talk about a

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[14] Mark Lester. 2008. *ESL Grammar (A handbook for Intermediate and Advanced ESL Students)* MacGraw Hill: New York p.263

hypothetical situation or something that has a low probability of happening. Here are some examples:

- *If I had more money, I would buy a Lamborghini.* (The real situation the speaker has no money to buy a Lamborghini)

- *If she had wings, she would fly to his side.* (The real situation the girl has no wings)

Meanwhile, past-perfect hypothetical 'if' clause refers to events that happened in the past and it is impossible to change. Here are some for instances:

- *If we'd had more time we would have prepared ourselves better.* (The fact is the speakers had no time at the past time)

- *If he'd graduated from university he would have a higher salary now.* (The fact is the speakers did not graduate from university)

In conclusion, there are a lot of different ways to express "conditional" or "hypothetical" meaning in English. One of them is to use the word "if" in the clause that expresses the condition. Different verb tenses in 'if' clause indicate different meanings when one is speaking hypothetically and should help him or her to choose the right verb tense for the meaning s/he wants to get across.

2. Learning Strategy

2.1. Definition of Learning Strategy

Learning strategies are any types of strategies which are used by students to help them understand the information and solve their problems in learning. Oxford[15] defines that learning strategies are specific actions, steps or techniques used by students to enhance their own learning. Learning strategies help learners become more aware in what they need to know and may lead learners to gain new information about what is appropriate or permissible in the target language. It can be inferred that the strategies become a useful tool kit for active, conscious and purposeful self-regulation of learning. Students, who have no ideas about how to use good strategies, tend to learn passively and ultimately fail. Therefore, knowing how to learn a language well maximizes the chances of success in mastering a language.

O'Malley and Chamot[16] define learning strategies as special ways in information processing that enhance comprehension, learning or retention of information. They also summarize that learning strategies can be divided into metacognitive, cognitive and social-affective strategies. According to them:

> "Metacognitive strategies are defined as strategies of learning that involve thinking about or knowledge of the learning process, planning for learning, monitoring language while it is taking place or self-evaluation of learning after the task has been completed. Cognitive strategies, on the

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[15] RL Oxford. 1996. *Language Learning Motivation: Pathways to New Century*. Hawaii: University of Hawaii Press .p.17

[16] J. D. O'Malley & Chamot, A. U. 1990. *Learning Strategies in Second Language Acquisition*. Cambridge: Cambridge University Press.p.4

other hand, are strategies that reflect mental manipulation of tasks whereas social/affective strategies involve mental control over personal effects that interferes with learning."

All in all, it can be assumed that learning strategies are the thoughts and actions one engages to help students to consciously control how they learn so that he can be efficient, motivated, and independent language learners.

2.2. Cognitive Strategy

A cognitive strategy is a mental routine or procedure for accomplishing a cognitive goal. Van Dijk and Kintsch[17] provide an excellent description of cognitive strategies:

> Thinking and problem solving are well-known examples: We have an explicit goal to be reached, the solution of a problem, and there may be specific operations, mental steps, to be performed to reach that goal. These steps are under our conscious control and we may be at least partly able to verbalize them, so that we can analyze the strategies followed in solving the problem.

According to O'Malley and Chamot, previously mentioned, cognitive strategies operate directly on incoming information, manipulating it in ways that enhance learning. Weinstein and Mayer[18] in O'Malley and Chamot subsumed these strategies under three broad groupings: rehearsal, organization, and elaboration processes which may include other strategies that rely on at least in part upon knowledge in long-term memory such as inferring, summarizing, deduction,

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[17] T. A Van Dijk and Kintsch, W. 1983. *Strategies for Discourse Comprehension*. Orlando, FL: Academic Press.p.68

[18] J.D. O'Malley and Anna Uhl Chamot. *Op.cit*. p.43

imagery and transfer. Oxford[19] also amplifies that these strategies which are the most popular strategies with language learners aims to manipulate and transform the target language by repeating, analyzing and summarizing.

The definition of all chosen cognitive strategies from O'Malley's and Chamot's viewpoints is as follows:

1. Repetition: imitating or repeating a sample in order to learn it,
2. Recombination: combining the existing data in a new context in order to make a meaningful sentence,
3. Deduction: applying the rules to make correct examples,
4. Elaboration: relating new information to prior knowledge, relating different parts of new information to each other, or making meaningful personal associations with the new information.
5. Translation: translating the material from the second language to the first one to avoid misunderstanding, and
6. Transfer: using previous linguistic knowledge or prior skills to assist comprehension or production.

Cognitive strategies enable the learners to manipulate the language material in direct ways, for example, through reasoning, analyzing, note-taking, or summarizing. From the division above, the writer describes the activities which might be carried out by the cognitive strategy users as below:

Practising	1. Repeating individually or in chorus what the teacher is saying
	2. Writing words several times
	3. Practising repeatedly in front of a mirror
	4. Recognising formulas and patterns (looking at models for a writing)
Receiving and sending message	Using dictionary or grammar books

[19] RL Oxford. *Op.cit*.p.107

Analyzing and reasoning	1. Reasoning deductively, making generalization by using rules that the learners already know or by comparing the examples they learn 2. Analysing contrastively across languages (between English and another language, in this study *Bahasa* Indonesia 3. Translating before writing or thinking first in *Bahasa* Indonesia then translating into English.
Transferring	Producing the language and trying to shunt the students' knowledge to help their comprehension

2.3. Metacognitive Strategy

Foreign language acquisition is a complex process that involves both knowing information and knowing how to utilize it. If students believe that by merely attending the class they will learn the language, it can be inferred that they will not reach their goals. However, if the students become conscious of the fact that it is necessary to participate actively in the class, to get involved and take part in every activity, they will have a greater chance for being effective and successful. William and Burden[20] suggested that English foreign language learners should be aware of the process of their learning, that is, the comprehension of both what is learned and why it should be learned. Cohen[21], cited by Hurd, also pointed out that knowledge of how to learn a foreign

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[20] M Williams and Burden, R. L. 1997. *Psychology for Language Teachers*. New York: Cambridge University Press.p.175
[21] Stella Hurd and Tim Lewis. 2008. *Language Learning Strategies In Independent Settings*. Bristol: Multilingual Matters .p.187

language is enhanced if instruction of content is accompanied with strategy training. How students learn how to learn, how they know what they have leaned and how to direct their future learning are all points addressed by the concept of metacognition.

Metacognition often happens in situations when learners realize about their cognition, their ability to comprehend something has failed them, for example, not being able to understand some information or a formula, and they have work to do to make sense of it. In this case, the metacognitive strategies can be understood as the learners' realization and the learners' process strategies for correcting situation.

In addition, metacognition is expected to aid the learners to enrich their knowledge of the learning process and makes them become autonomous learners. It is supported by Hauck[22] that learners who have developed their metacognitive awareness are likely to become more autonomous language learners. When a learner realizes his individual learning, he can take measures which will enable him to process the information more efficiently. For example, if a student knows that his memorizing ability is poor, he will also be aware of the necessity to solve this by note-taking and studying the notes he wrote.

Metacognitive strategies are considered as the most essential ones in developing learners' skills and it was emphasized by O'Malley[23] et

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[22] M Hauck. 2005. *Metacognitive knowledge, metacognitive strategies and CALL.* In J. Egbert and G. Petrie (eds.), *CALL research perspectives.* Mahwah, NJ: Lawrence Erlbaum Associates.p.68

[23] O'Malley.*Op.cit*.p.106

al. that learners without metacognitive approaches have no direction or ability to monitor their progress, accomplishments, and future learning directions. Similarly, Chamot[24] points out those less successful language learners do not have the metacognitive knowledge needed to select appropriate strategies. According to Brown[25], cited by O'malley, metacognitive strategies involve thinking about the learning process, planning for learning, monitoring of comprehension or production while it is taking place, and self-evaluation after the learning has been completed. O'Malley also states that metacognitive strategies are divided into three groups:

2.3.1. Planning. It includes advanced organizer at a general level. Learners review before they go into the class and try to arrange the appropriate conditions for learning. The students make a plan of what they have to do and organize their thoughts and activities in order to engage in complex tasks. This preparation helps them to complete more complex tasks than would otherwise be possible. Organizing or planning is helpful before starting any large assignment that can be divided into smaller parts in order to make it more controllable. Pemberton[26] presents a series of steps that one can follow, from the first step of

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[24] A.U Chamot and O' Malley, J.M. 1994. *The CALLA handbook: Implementing the Cognitive Academic Language Learning Approach*. White Plains, NY: Addison Wesley Longman.

[25] O'Malley.*Op.cit*.p. 125

[26] Richard Pemberton. 2001. http://lc.ust.hk/~sac/advice/english/grammar/G2.htm retrieved on September, 14 2013

thinking about what students need to improve right through to evaluating their progress.

a) Think about what specific areas of Grammar students need to improve

b) Prioritise the areas students need to improve

c) Set learning goals

d) Choose learning material and strategies that suit them

e) Evaluate their progress

2.3.2. Monitoring. It includes checking one's performance as one expresses. Learners will question whether what they express make sense or not in order to check the clarity of their understanding or expression in the target language. Students are aware how well a task is progressing and notice when comprehension breaks down. Here is the process the students should do in monitoring their learning.

a) Reflect on the learning process, keeping track of what works and what doesn't work for them.

b) Monitor their own learning by questioning and self-testing

c) Provide their own feedback

d) Keep concentration and motivation high

2.3.3. Evaluation. Oxford[27] asserts it is checking how well one is doing against one's own standards whether he or she needs some help

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for the next time. Deciding for themselves how well they acquired some material or performed on a task helps students categorize their strengths and weaknesses so they can do even better the next time. Assessing how well a strategy works for them helps students decide which strategies they prefer to use on particular tasks.

Hence, the writer concludes that metacognitive strategies refers to strategies used by learner to emerge their awareness of their own knowledge and their ability to understand, control, and manipulate their own cognitive processes which are planning, monitoring and evaluating. On the other words through the metacognitive strategies, students are demanded to know what they know about how they process information, what difficulties belong to them and what they know about the nature of strategy or how that strategy can be used effectively for them.

To know about how they use their metacognition skills, there is supposed to be an aid which can reflect the process on realizing them. Some tools that are often used to attest them are learning logs, learning journals and learning diaries. This study illustrates the metacognitive strategies used by the students through diary keeping.

3. Learning Diaries

Thinking about students' learning helps them to clarify their thoughts and emotions. Reflection also assists them to focus and become active to

participate in their development as an independent and critical learner. However, all mental processes can't be observed directly. Hence, there are some personal reflections, learning journals, and learning diaries, that can be used as a record of students' progress throughout their study and will help them to discover the strategies and processes that work well for them.

The terms journals and diaries are often used interchangeably in the literature. Both journals and diaries aim to reflect introspective learning experience. The essential difference pertaining is whether that reflection is public or private. The term diary tends to refer that only an author who can read his or her own. In contrast, if there is an interaction between the writer and the reader who may write responses to the writer on a regular basis, it is called as a journal. Nonetheless, although diaries are written as private, no one else will read them, for research purpose, the diarist will often get any response from the researcher.

According to Rainer[28], cited by Jepsen, diaries are well-known media for private, personal reflection. He also describes the general intention of keeping a diary as the personal development of the author. The idea is to understand oneself better, to obtain greater self-confidence, to feel more integrated and balanced, to discover one's own patterns of behavior and so forth. On the other hand, diaries are considered a useful means for personal reflection and development.

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[28] Leif Obel Jepsen, , L. Mathiassen & P. A. Nielsen. 1989. *Back to Thinking Mode - Diaries as a Medium for Effective Management of Information Systems Development*. In: Behaviour and Information Technology, Vol. 8, No. 3, p.120

learn. Here is the form of learner diary adapted from Harris[31] and used by researcher to observe the learners.

MY LEARNING GRAMMAR DIARY

Name: _____   Class: _____

This Week:	
What I previously knew before learning this chapter	
This chapter I learned	
This chapter I made mistakes	
After I learned this chapter, I got these things:	
My difficulties	
Next time, I would like to know:	
My plans for my next learning:	

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[31] Vee Harris, *et al.* 1998. *Helping Learners Learn: exploring strategy instruction in language classrooms across Europe*. Strasbourg: Council of Europe. p.109

CHAPTER III

RESEARCH METHOD

A. Research Setting

The research setting refers to the place where the data are collected. In this study, data were collected at a class of English department students in the School of Teacher Training Program of UHAMKA. This research was conducted after Mid Term Test of Odd Semester in academic year 2013/2014.

B. Research Design

Polit and Hungler describe the research design as a blueprint, or outline, for conducting the study in such a way that maximum control will be exercised over factors that could interfere with the validity of the research results.[1] The research design is the researcher's overall plan for obtaining answers to the research questions guiding the study. Burns and Grove also state that designing a study helps researchers to plan and implement the study in a way that will help them obtain the intended results, thus increasing the chances of obtaining information that could be associated with the real situation.[2] This study uses a qualitative descriptive design to identify, analyse and describe how adult learners use their metacognition skills in learning grammar.

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[1] DF Polit and BP Hungler. 1999. *Nursing Research: Principles and Methods 6th Edition*. Philadelphia: Lippincott. p.155

[2] N Burns and S.K Grove. 2001. *The Practice of Nursing Research* (4th ed.). Philadelphia, PA: W.B. Saunders Company.p.233

A case study is used as a framework for collecting data in a class of Advanced English Structure, a subject lectured for third semester students at UHAMKA. Creswell defines a case study is an in-depth exploration of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection.[1] Stake suggests case study researchers may focus on a program, event, or activity involving individuals rather than a group per se.[2] The identified description could then be categorised into individual motivational change, different goals, recognition of strategy use, their awareness in monitoring their strengths and their weaknesses, and the solution they take over their problem.

In the classroom, teacher as the researcher fostered students' metacognitive skills by regularly incorporating curricular activities that require learners to access and manipulate that knowledge base. Designing questions that examine and assess learning strategies is one way to accomplish such goals. For instance, a teacher will ask students the following questions: "Why is this activity or concept significant?; When do you attempt a new task, what do you need to think about first?; What should you do if you get stuck?; How does context affect the skills you utilize?; How do you know if you've succeeded in an attempt and; What have you learned and how can it be transferred to other situations?"

Since the purpose of the study is to inquire how learner diary, as a tool of implementing metacognitive strategies on learning If-Clauses, influences the group of students' behavior in their learning, a case study, the type used, is chosen to carry out. This study was carried out in an EFL class where the researcher is the

[1] John W Creswell. 2012. *Educational Research : Planning, Conducting, And Evaluating Quantitative And Qualitative* Research(4th ed). Boston: Pearsonp.465
[2] R. E Stake,. 1995. *The Art of Case Study Research.* Thousand Oaks, CA: Sage. p. 135

teacher. The students received 100 minutes of Advanced English Structure class in 8 weeks. Students were taught explicitly what each individual strategy, the context or situation in which the strategy should be used or applied, and how to employ the strategy. After learning session, participants were asked to write a diary to record the session, addressing whatever factors they found to be relevant to their experience. Prior to beginning the study, participants were provided with diary training to assist them with this task. During the study, participants were instructed to collect three diaries, according to the topics they learned, and once to arrange an interview.

C. The Instrument of the Research

According to Parahoo, a research instrument is a tool used to collect data. An instrument is a tool designed to measure knowledge attitude and skills.[3] Here are some instruments which are used in this research:

1. Observation

   Observation is a very effective way of finding out what people do in particular contexts, the routines and interactional patterns of their everyday lives. In this research, observational research methods can provide an understanding of what is happening in the encounter between a learner within his pairs, his diary, or his teacher. While observing, the researcher will record the data. The data recorded during an observation are called field-notes. Cresswell asserts that field-notes

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[3] K. Parahoo. 1997. *Nursing Research: Principles, Process and Issues*. Palgrave Macmillan, Basingstoke, Hampshire, UK.p.52

are text (words) recorded by the researcher during an observation in a qualitative study.[4]

2. Documentation

Documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters. This research used the diaries as the tool of students' learning, so they represented good sources to assist the researcher to analyze the central phenomenon. The learner diaries were documented as the main instrument used by the researcher. The learner diaries were anonym and coded by the researcher.

3. Record of semi-structured interview

Cresswell assumes in qualitative research, the researcher asks open-ended questions so that the participants can easily share their experiences unconstrained by any perspectives of the researcher or past research findings.[5] While diaries can be used to capture reflections on language learning, allowing the learner to address the factors most salient to share students' experience, interviews can also be used, as Murray describes, to fill in the gaps, clarify and draw out expanded expositions of the diary entries, and allow participants to comment on issues that may not have come up while writing.[6] Open ended questions

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[4] John Creswell. *Op.Cit*. p.216
[5] *Ibid*.p.218
[6] G. Murray. 1999. *Autonomy And Language Learning in a Simulated Environment*" System , Volume 17 p. 298

on questioners, adapted from SILL, were used in this research. The following questions relevant to the objectives of the study will be asked:

3.1. Do you think that there are relationships between what you already know and new things you learn tenses?

3.2. "I plan my schedule so I will have enough time to study English." Do you agree with that? Did you always write your plan on your diaries? Do they help you? And how?

3.3. "By using a learner diary, I think about my progress I made in learning tenses" Do you agree with that? What kind of progress do you realize after using your diary?

3.4. Do the learner diaries help you to record your mistakes when learning tenses? Do they remind you how to solve those problems? How do they work?

D. Sample and Participants

As the study is a qualitative approach, it employed the purposeful sampling procedures of intensity sampling to identify intensity-rich cases that manifest the phenomenon intensely, but not extremely. Since this research intended to investigate how learning diaries were used to reveal level of metacognitive awareness, the researcher focused on 9 students who were organized by their membership of different level in a stratified sample based on the result of mid test marks of Advanced English Structure taken this academic

year and compared with observation conducted by the researcher previous semesters, three with the lowest scores and other threes are the medium-level students and the others with the highest ones.. This is only one way of organizing a qualitative data analysis by groups.

E. Data Collection

The language learning diaries attempted the learners to promote their autonomy or introspective ability for becoming better learners. Students were assigned to keep learning diaries while learning If-Clauses as one of the course requirement. The diaries recorded all of the participants' experiences in learning grammar. The entries were written in *Bahasa* Indonesia in order to make them easier to reflect whatever concerns uppermost in the learners' mind at that time. It was expected the findings of such language-learning case studies to be strongly conditioned by the individual characteristics of the subjects. In their diaries they were asked to focus on:

1. How they could recognize their initial knowledge about the topics given.

2. What they have already acquired in learning that topic.

3. How they recognize what prevents them completing a task, like problems, anxiety or difficulties that they faced.

4. How they can evaluate their own language competencies.

5. What they want to try harder on next meeting.

F. Technique of Processing and Analyzing Data

To ensure the findings and interpretations accurate, this research used triangulation for validating findings. Cresswell defines that the triangulation is the process of corroborating evidence from different individuals (e.g., a principal and a student), types of data (e.g., observational fieldnotes and interviews), or methods of data collection (e.g., documents and interviews) in descriptions and themes in qualitative research.[7] On the other words, data triangulation is entailing the gathering data through several sampling strategies, so that slices of data at different times and social situations are collected.

As an inquirer, she learned about participants' stories of experience using a variety of approaches, participant observations, document collection set into the context of ongoing conversational interviews with key participants, and writing extensive field notes following interview, and interaction with participants. To begin with the inquirer's data analysis, she examined the field notes of the observations. She took a note for the class activity, students' reactions to the session, and their significant learning points. Moreover, the researcher scrutinised on learner diary entries, and learners' responses to their diaries. At the beginning of the project, the students were briefed about the project and the purpose of the diaries. Learners' diaries were collected when the discussion of If-Clauses was finished. The students collected their diaries which were coded and analyzed. The code of data was also categorized into three focuses i.e. planning, monitoring, and

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[7] Creswell, John. *Op.Cit*. p.259

evaluating. Then, the researcher transcribed all the interviews with the participants and analyse these transcripts to obtain themes and patterns.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this chapter the results of the data analysis are presented. The data were collected and then processed in response to the problems written in the first chapter of this research. Two fundamental goals drove the collection of the data and the subsequent data analysis. Those goals were to explore how metacognition could be reflected on students' diaries while they were learning.

Twenty-one diaries were collected during the study, nine of which (three from group 1, three from group 2 and three from group 3) were analyzed in this section. These nine diaries were examples of three main tendencies of the students to figure out a.) how the students plan their learning, b.) how the students monitor themselves c.) how the students evaluate their learning reflected on diaries. While obtaining the data, the researcher used data triangulation which refers to the use of more than one approach in investigating the question of this research in order to establish the validity of its. The data gathered were the diaries written by the participants, the record of their interview and the field-note had been written by the researcher.

In relation to research problem, the results were classifying into three groups; they are the data which belong to the participants having low, medium and good scores for their mid-term test. The classification was not solely considered by their mark of mid-test but also the results of researcher's observation for two previous semesters.

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The low level students tended to have learning difficulties, the medium level students tended to have different level of difficulties for some sessions, and the good level students were likely assumed to have a few difficulties in learning.

1. **How the participants plan their learning.**

An examination of the diaries reflected that the student-diarists became more or less cognizant of the cognitive processes underlying their learning. One of the well prepared processes that they must require when learning is planning. The planning itself should provide clear focus for learning. For instance, learners should record what they want to achieve. the followings are the participants' record in planning:

First group categorized as the low level students had moderate awareness in planning their learning. It can be illustrated what P-09 wrote on her diary.
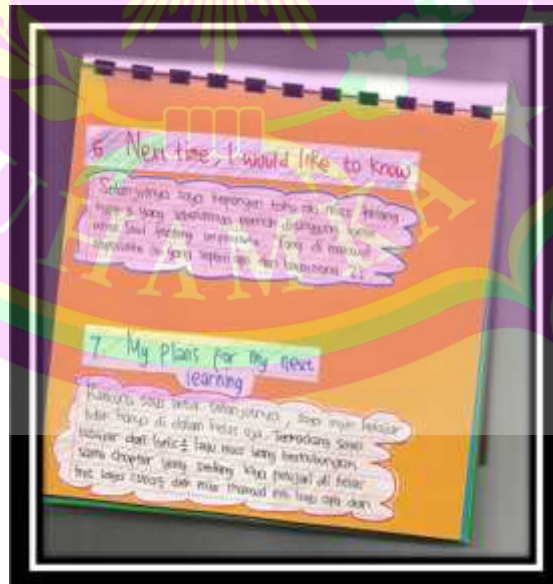
(image P. 09.7)

On her own, she wrote that she would have planned to learn with the same way as the lecturer exemplified. Listening to music was the proper for

her to analyze the use of a clause and she wished she could have applied it in her dialy activities. Next, she also wrote that she would like to know about how she structured If Clause for imposible condition. In other words, she expected that in the next meeting she would like to know for further explanation from the teacher. Meanwhile, a thing that she would like to know for the meeting was about the next lecturer's explanation more about another type. She tried to associate her planning to the previous knowledge she had as the following one:
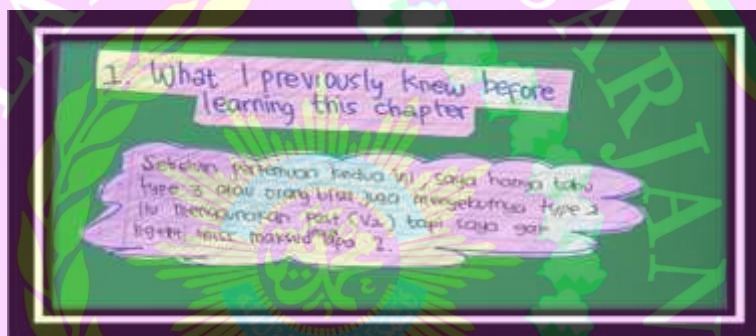
(image P. 09.9)

On this page she poured out that she just knew Conditional Sentences had three types instead of more. She confessed that she merely knew the name of the types without knowing how and when to use them. However, she did not try to assembly the planning she would do to solve her difficulties. In other words the diary describes implicitly that she did not successfully connect her previous information to plan her learning. The following is the illustration obtained:
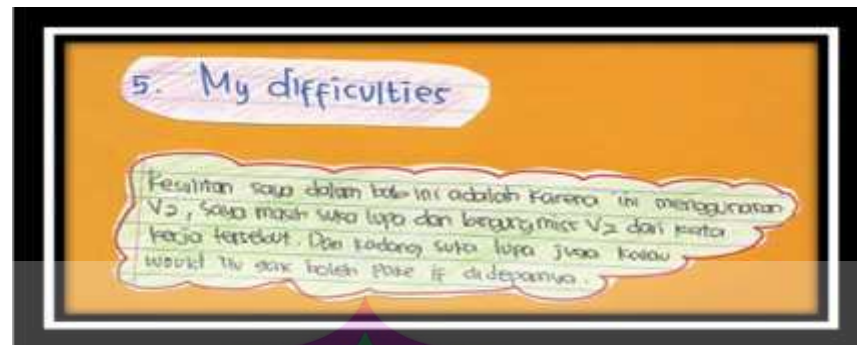
(image P. 09.13)

She also wrote that she extremely realized she had a problem in memorizing the change of verbs, past participle verbs.

On another page she said that she wanted to spend more her time in learning If Clause by different media, like by listening to music, watching Western movie and so on. This page again shows she did not figure out her specific planning to connecet her problem in memorizing verbs.
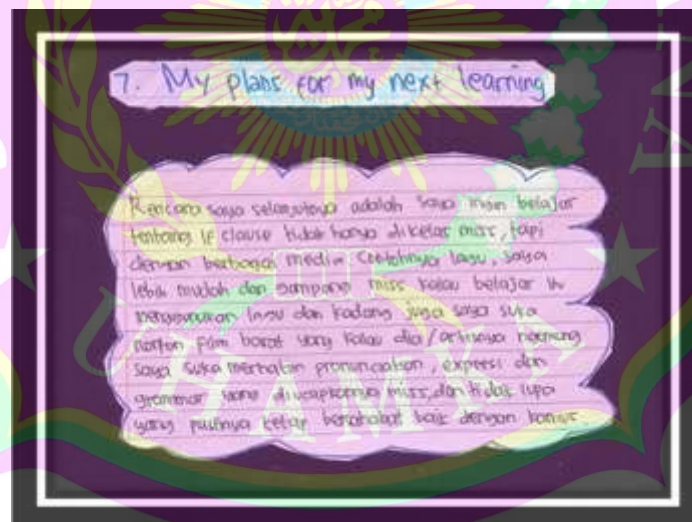
(image P. 09.15)

Another P-12 also had problem in considering what she needed to do before studying. Similar to the P-09, she did not let herself figure out the more appropriate strategies to overcome the difficulties she had. wrote her planning incompletely.
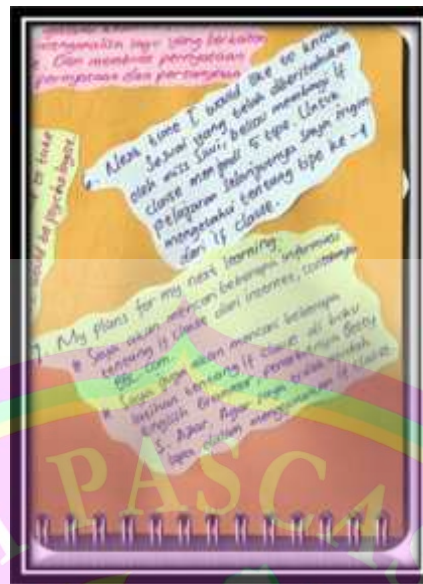
(image P. 12. 5)

On her diary, she wrote, "I am going to find some information about If Clause

in the internet, like BBC.com, and also some exercises from the books

recommended by the teacher." In the other words, the planning she made was

merely more about how she challenged herself by taking some quizes from

various sources on the internet or books rather than time-design to solve her

specific problems. She did not even realize about the mistakes she did while

she had a problem in learning. It can be evinced by analyzing the sentences she

made in online quiz (Appendix V).

(image LT.P. 12.06)

Even if she had had a problem, she would not have had willingness to ask it another day in the classroom.

Participant 19 did not even write her planning at all on her learning documentation. What she wrote on her first page is only her previous knowledge about If Clause. She also wrote more about what she had achieved rather than about her problems and her planning to settle them. Here is the following description:
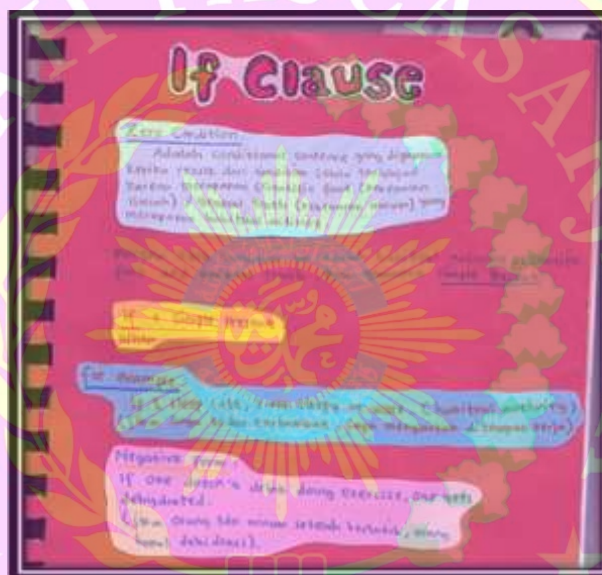
(image P. 19. 5)

However, diary study cannot be used to generalize its findings. What students could write might be subjective. It showed only conscious information. Therefore, the researcher asked the participants to obtain other data. The three participants in this group generally had similar characteristics in planning their learning. In the interview they said that they never planned any specific time to solve their problems in learning. Even if they had problems, they never asked to the teacher to clarify their confusion. Like the P-19 said,

"I never asked the lecturer to get the clarification of my confusion. When I needed it, I asked my friends. Well, honestly when I was in the

classroom I was sometimes confused but exactly I had no idea why I was confused and what made me confused."

In this case, it could happen to her because she did not have any explicit goals. She did not create any time constraint to record what goals she should have achieved and what problems she had to solve.

It can be inferred that these learners do not know planning strategies often learn passively and ultimately fail in the class. For them, the setting of the goal in understanding the topic was unrealistic and unconsciously marginalized. They just tried to get the basic idea like the teacher would explain a topic before they started doing it.

Second group arrayed as the medium level students have low awareness in designing what they were going to do for their learning and what kind of specific goals they needed to achieve after they learned. They did not have any specific goals written on diaries. It can be proved after the researcher analyzed the diaries. None wrote about the specific goals they would achieve after learning it. However, the researcher interviewed them to gain further data that they did not write on diaries. The result of the interview reported that only one of three participants who apparently shared the specific goals she had after they learned it. The record of P-20 (RP-20) said that she wished she could have made some If-Clauses to share them on social media such Facebook and Twitter.

Meanwhile, the rest participants did not mention the specific purpose. All they wanted to know more about how to structure If-Clause.

In addition, they were also not able to plan what they could do on next meeting to solve the difficulties they had. It could be illustrated on the writing of P-20.
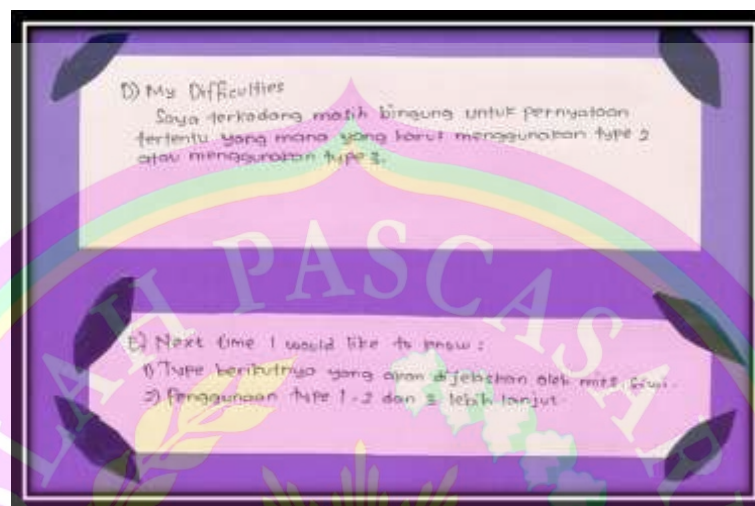
(image P. 20.5)

She wrote that she was still confused to differ from when she needed to use clauses of type 2 or type 3. On the next meeting, she wished the teacher would have explained the next material. In this case, she did not have any target to clarify her confusion differentiating the types of clauses.

The eleventh participant (P-11) tried to design her planning on next learning quite differently. She knew that she had a problem when the teacher showed her a picture and she was asked to use imposibble If Clause orally.
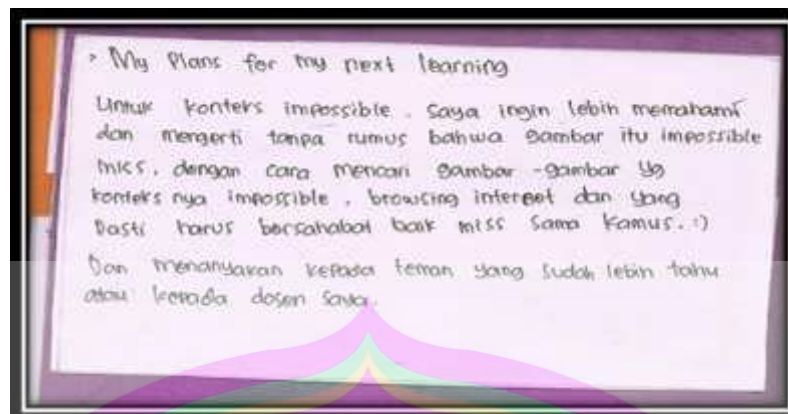
(image P. 11. 7)

Afterward, she planned that she had to get more practices by using pictures in expressing impossible conditional sentences. She also wrote that she would browse to the internet, look up dictionary frequently,and discuss with her friends and her lecturer more often.

The other participant in this group, P-17, did not write anything related to the planning she should have considered. On her diary, she wrote more about lots of things about what she had got and mistakes she did rather than what kind of activities she should have done before learning. It also can be infered that these learners did not make a structured plan of what they needed to do and organize their thoughts and activities in order to engage the more complex tasks. They tended to await the teacher's defense.

Third group classed as the good level students had quite better awareness in starting their activities in learning. They had more curiosity and initiation to design what kind of information and previous knowledge they had to gather when they were learning. They had bound beliefs about ways of learning a language and that they were also capable of becoming aware of their

mental processes. They used their previous information to design their learning.

P-18 browsed some examples on the internet before learning. It could be proved by analyzing her diary below:
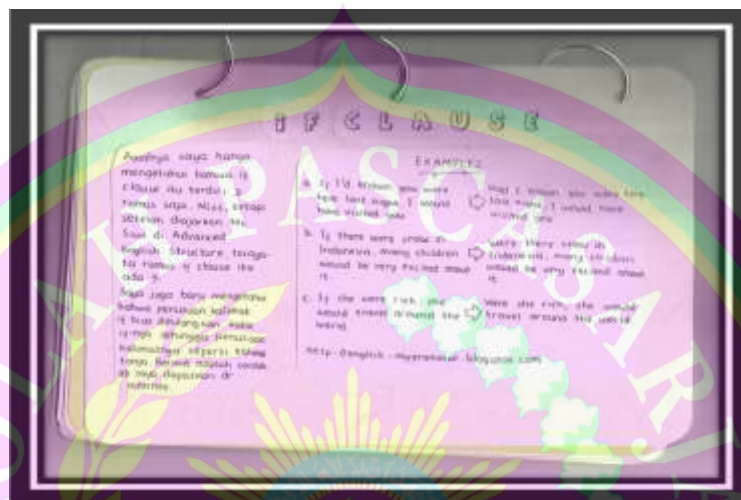
(image P. 18.3)

On her page, she stated that previously she just knew a little information related to the material she was learning. After the lecturer mentioned what topic she would learn the next day, she looked up more information about it on the internet the day before.

Another participant was even capable of comparing and filtering some strategies he would use for next meeting. P-08 was the only male participant and categorized as an introvert student. Unlike the other students who were easy to express lots of things, this participant was less active than the others. He wrote truly effortlessly. He did not even write explicitly the plan he used before he learned something. (Appendix: 1)

As a participant assumed as another good learner, P-13 had a better plan associated to her problem she had. She also had initiation to figure out and practice what she would learn on next meeting.
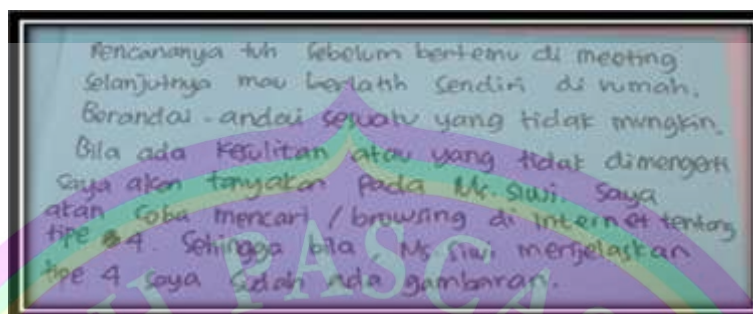
(image P. 13.6)

She wrote, "I plan to practise alone at my house. I will try to imagine something imposibble. Even if I have a difficulty, I am going to ask Ms. Siwi. I'll try to look up or browse some infoprmation in the internet."

According to the written text above, she could predict what next meeting would be. She noted what kind of questions she would ask to the teacher and she did it on another day (FN-06). She even attached learning sources she got from internet.

In the conclusion, the third group had a better designing their learning before they started doing it or after they had done it. They used a foundation of previous knowledge to construct new understanding. They also considered their goal-setting and planned accordingly.

2. **How the participants monitor their learning.**

Learners are successful when they can involve active monitoring to achieve cognitive goals. They need to be aware of their own learning tendencies and be willing to be introspective. Here are participants' illustrations in reflecting the way they monitor themselves.

First group failed to invoke strategic learning behaviour, not because they could not recognise the problems found, but because they had no ideas how to remedy the problem that they had identified.

Participant 12 considered that she was still puzzled to put another verb after the word "would" on the main clauses.
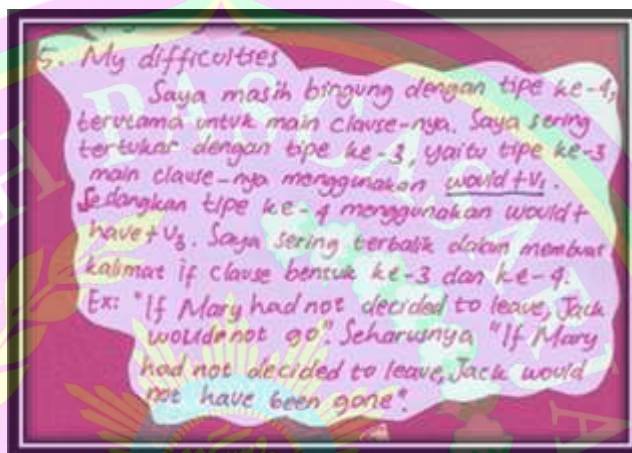
(image P. 12.7)

What just she wrote revealed that actually she absolutely know the complication she had. However, it was mentioned before on her planning part, she did not use her recognition to construct her problems. On the interview, she said (R.P-01)

> "I do know what my mistakes are. I am still confused how and when to differentiate using 'I would say it' from 'I would have said it'. Sometime I always question about how a sentence could be constructed like this or like that, but I never ask it to the lecturer. But when I have some difficulties I occasionaly cooperate with peers to gain extra assistance, but more often withdrew from the learning situation."

Hence, it can be inferred that this learner also had monitoring problem with her learning since she did not have any independent way to get success in her learning.

Slightly different from twelfth participant, the ninth participant had a better recognition in monitoring herself. She said that her difficulties were

about using the word 'unless'. She assumed that it was somewhat hard for her as she never used that word in her daily conversation. She also added that she always forgot to put the comma when the subordinate clause was written before the main clause.
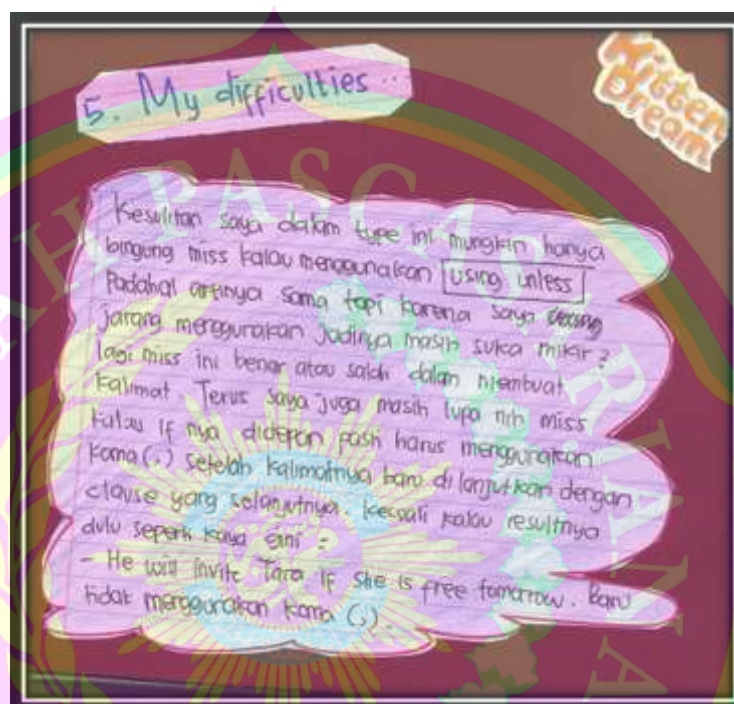
(image P. 09.06)

In monitoring her progress, she could achieve that after she learned it, she could finally know the former concept she had was wrong. In the interview she said, (R.P.01)

> "Well, I am successfully able to remove my former concept I got in the last semester. I thought that when the singer sang "If I became a man, I would be a good man", the meaning was about telling the past condition. I firstly didn't know that it was impossible to do for the singer as the singer is a woman. Now I know that when we use past form in If Clause, we are talking about something impossible, not about something in the past."

Though she thought that she entirely succeeded to derive a lot of things she learned, she was not completely successful in checking her comprehension. It can be revealed by the following expression:
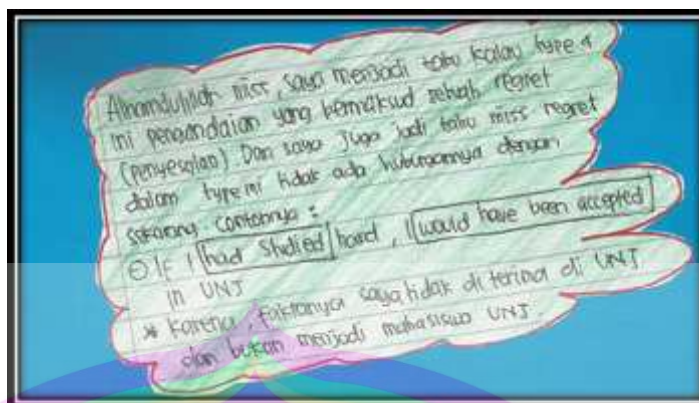
(image P. 09.19)

On her explanation she said that the reason why one said the expression of, "If I *had studied* hard, I *would have been accepted* in UNJ." is because the fact relates to the present, instead of the past. It can be deduced that she incorrectly apprehended the use of past form in If Clause. Similar to the P-09, though she realized that she got a new thing after she learned If Clause in this semester, P-12 was still entrapped how to form flawlessly the correct pattern rather than to comprehend how the structured words become meaningful.
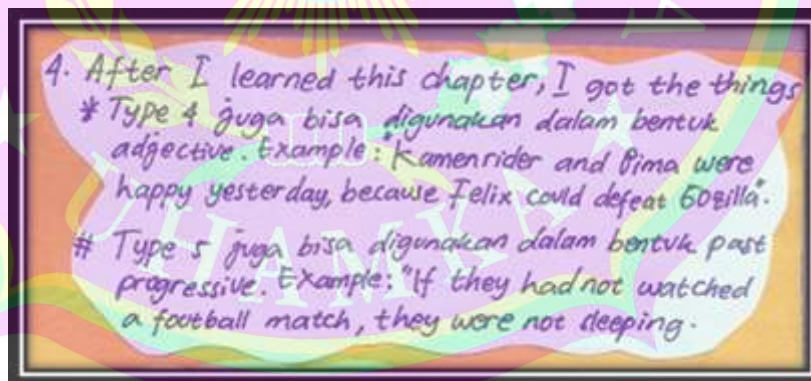
(image P. 12. 9)

What she wrote explains about how the impossible present conditional sentences can be formed and whether mixed conditional sentences can be formed as a progressive tense. Hence, she got accustomed to memorizing the

patterns rather than thinking how the words define something. That behavior influenced the way she responded new case. Here is the illustration of her case:
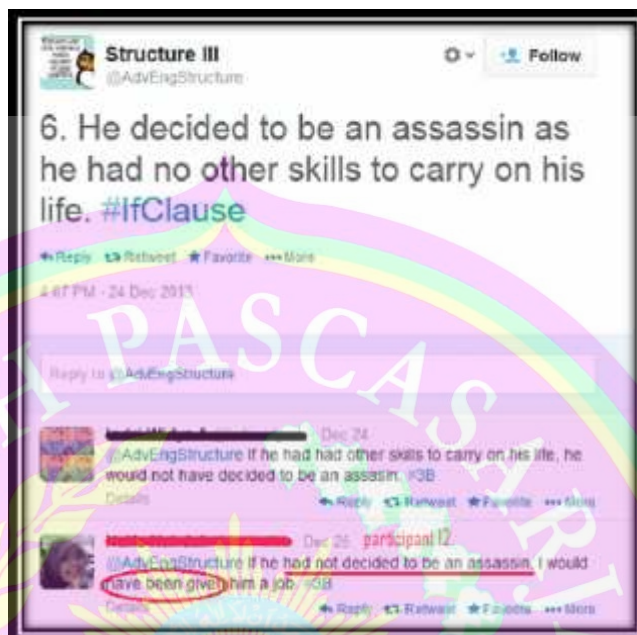
(image LT.P. 12. 07)

It showed obviously that the sentence she wrote was meaningless if it was related to the context given above. Moreover, she also had problem how passive voice is structured (see the words circled). The reason she made such kind of mistakes could because she commonly memorized the patterns. She directly changed the words without considering whether or not the change made sense. It can be inferred that she did not even realize that the strategy she chose which was memorizing the form is not helpful for her.

Participant nineteen also recognized her change in progress. She could monitor her success after she learned more. Sadly, she again did not mention it in her diaries, it was revealed when the researcher asked her, and she said:

"I knew some patterns and rules in If Clause because I learned it in the last semester, a class of Speaking. But unfortunately, I had no ideas how and when to use it. All I knew was just about when the lecturer said, "If I have a lot of money," then, I continued her utterance by using simple

> future form, example, "I will buy it to you." Meanwhile, if the lecture said, "If I had a lot of money," then, I couldn't say by using "I will" instead of "I would,"

What can be analyzed from what she said is when firstly she learned about If Clause, she used declarative knowledge instead of procedural knowledge. It means she merely had idea how the words were structured without realizing the mental process that she needed to know how and when to use that knowledge.

However, she believed after she learned more, she would achieve something in learning If Clause. She might be able to check her progress, but in checking her comprehension she needed more concern of it. On her page below she confessed that her difficulty was memorizing the past participle verbs. Meanwhile, according to the researcher's perspective, the vital problem she had was not about deciding which past participle she needed to use, but more about her comprehension in interpreting the words. Here below is the researcher's judgment why she said so:
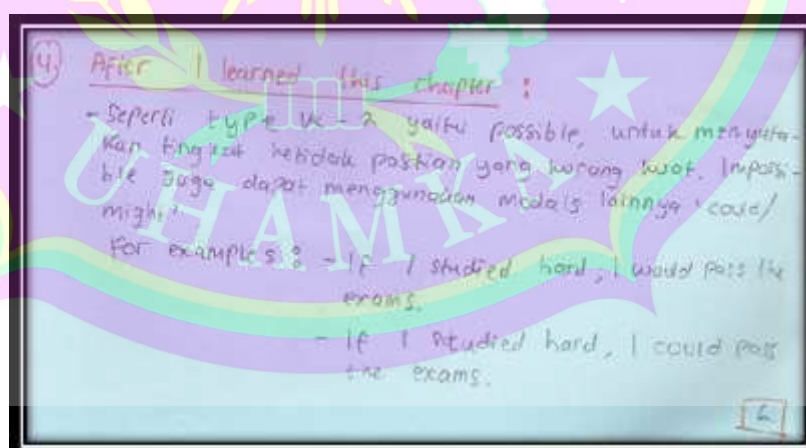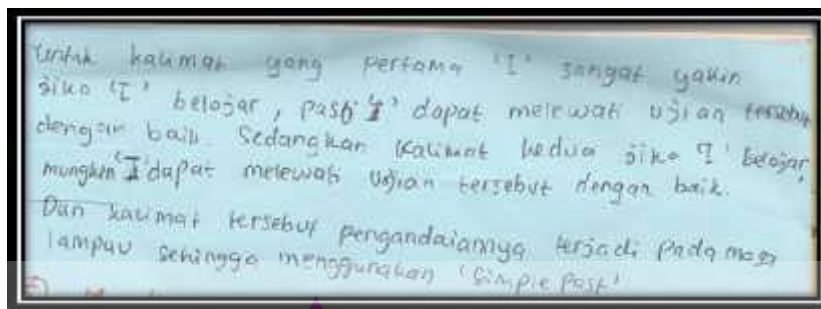
(image P. 19. 8)

On this site, she explained that when one used the word 'studied' in an utterance of, "*If I studied hard, I would pass the exams.*" the meaning was the speaker regretted about the activity which he did not do in the past whereas the word 'studied' for this context means that the speaker is saying the present impossibility he never does so that he will not accomplish something. In this description, it can be summarized that this participant did not understand the use of the word choice. Therefore, she ignored about the most crucial thing she had to gain and it caused the ongoing concept until she did the following mistake:
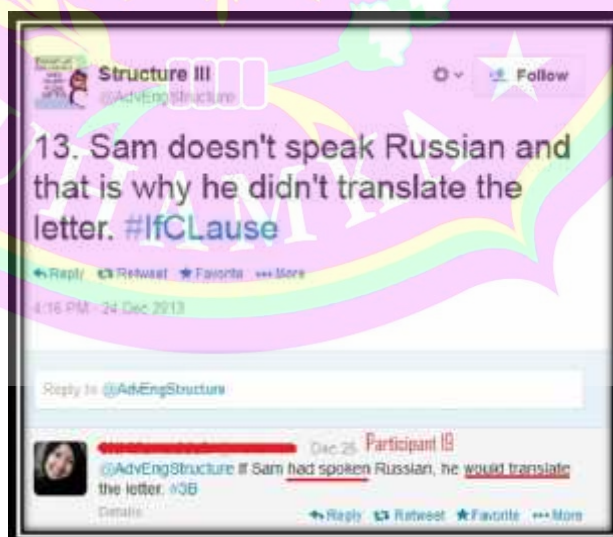
(image LT.P. 19.22)

The underlined words show the error she made due to the wrong initial concept that she concluded when she was learning. From the three illustrations above, according to the writer's perspective, the learners from this group were less successful because they were often unaware of problems in understanding or performance. It could happen due to inaccurate monitoring and evaluating. They tended to follow the teacher's working rather than being able to understand.

Second group had a better monitoring in checking the clarity of their understanding or expression in the target learning. They were quite aware of how well a task was progressing and noticed when comprehension broke down. Below is the description of P-12:
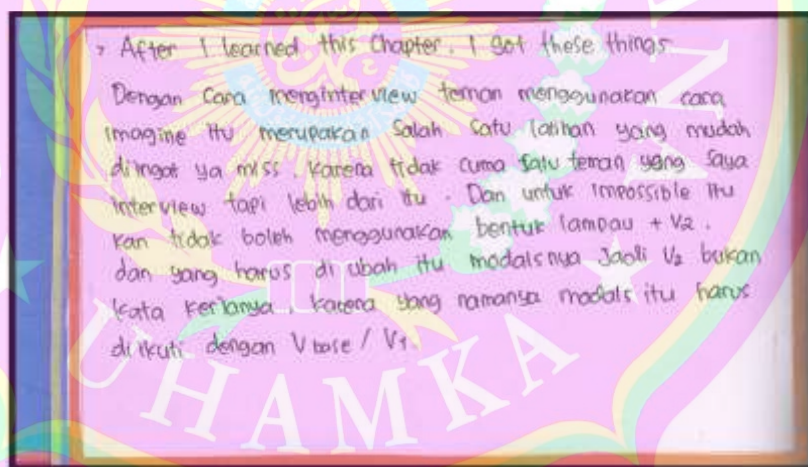
(image P. 11. 5)

She asserted by interviewing friends about imagining something aided her to memorize the patterns. She also added the more she got accustomed to saying with those patterns, the more able she could use them.

However, she also did not realize what kind of problems she had. On her writing above, it can be withdrawn that she was not capable of

summarizing what she understood about using Past Participle in impossible clauses. What she wrote was her explanation that one must not use Past Form and Past Participle in the same group of words, example, "*Would Went*," whereas she should have simplified her understanding by writing "*Modals cannot be gathered with Past Participle*."

Moreover, she did not look into what kind of difficulties she must have realized.
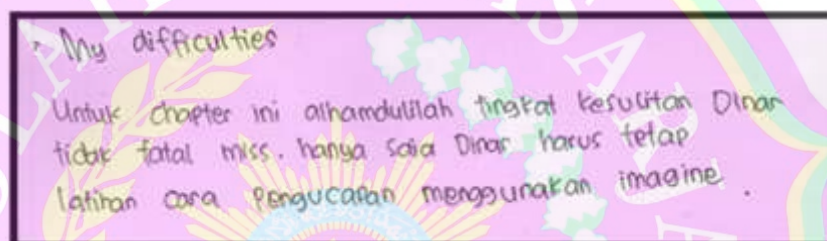
(image P. 11.6)

On her writing above, she admitted that she did not have any acute mistakes and what she must have improved was how to practise orally using the conditional sentences. This misbehaviour, ignoring the difficulties, indeed influenced her comprehension. Here is the illustration below:
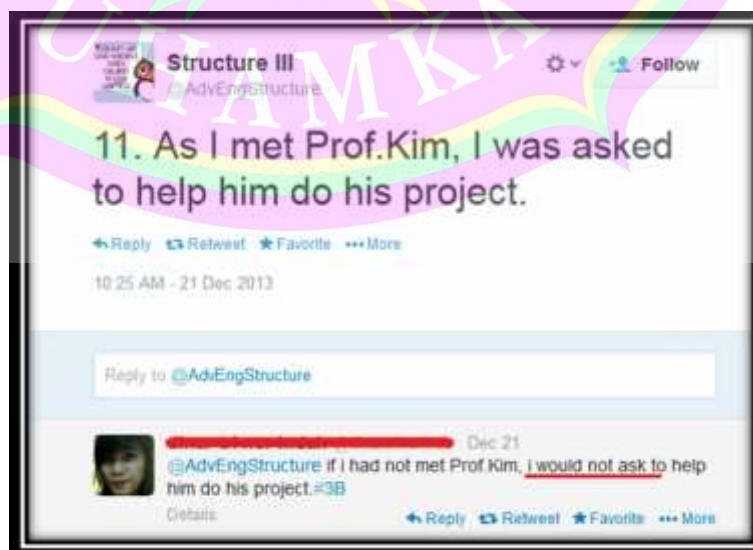
(image LT.P. 11.05)

On the quiz above, she did not even realize that her problem was still depending on the memorizing the patterns, so that she did not know that the underlined words should have been written by using passive voice. In addition, the twentieth participant (P-20) could also become aware the strategy that she could apply outside the classroom to practice the material she was learning. By listening and understanding the lyrics of a song one could learn the pattern of a clause or clauses.
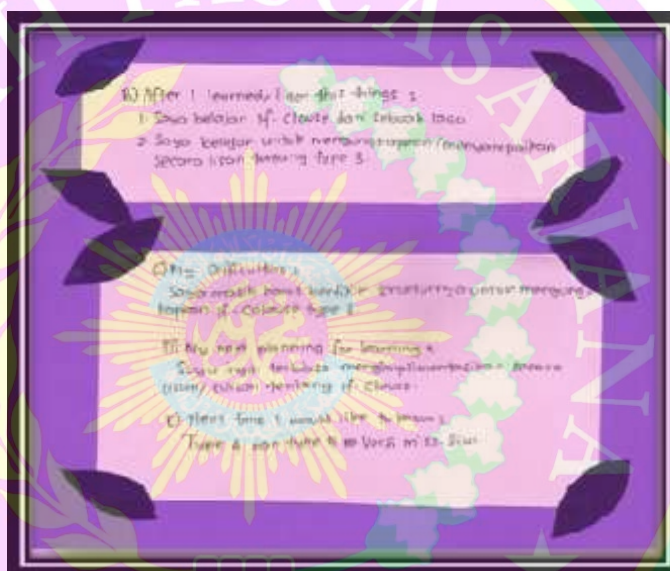
(image P. 20.6)

Meanwhile, the seventh partcipant (P-17) explained that she believed she had still problems which had to be solved. She also added when she practised more with different tasks, like hands-out, online quiz in the twitter, and so forth, she did many mistakes. In solving her problems, she said she frequently asked her friends to get the clarity of the progress.

(image P. 17.3)

Third group had the greatest ways in monitoring their learning. It could be demonstrated on diary of P-18.
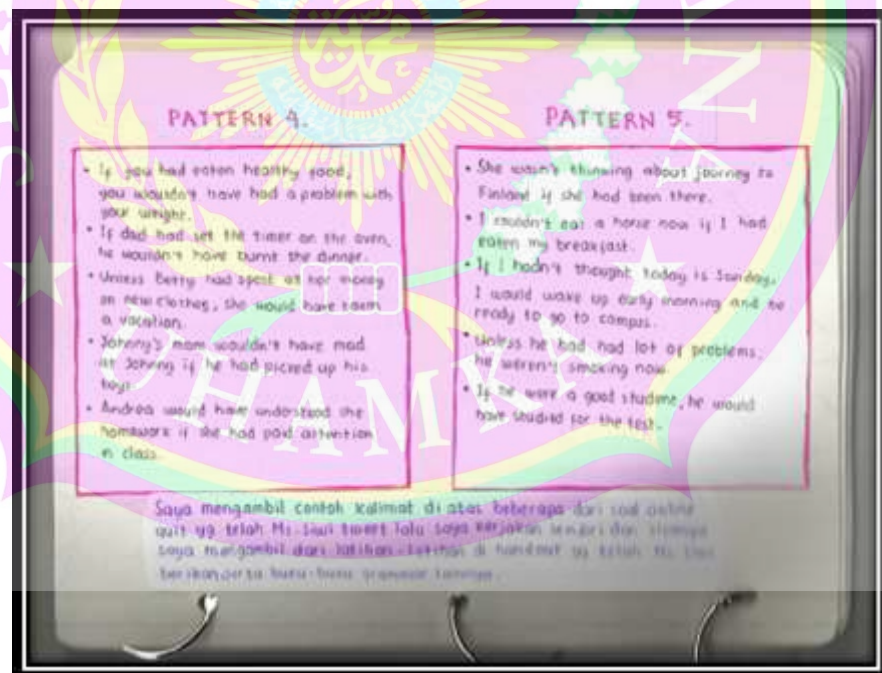
(image P. 18.5)

It was written on hers that she tried to evaluate herself by experimenting other numbers on online quiz that the researcher carried out in the Twitter account of @AdvEngStructure (Appendix V) She also checked her comprehension while

using the language whether she completely understood or not. Though she did not write her difficulties on her learning diaries, she frequently asked her problems in the classroom.

Participant eight (P-08) is also capable of examining his progress and his catch in learning.
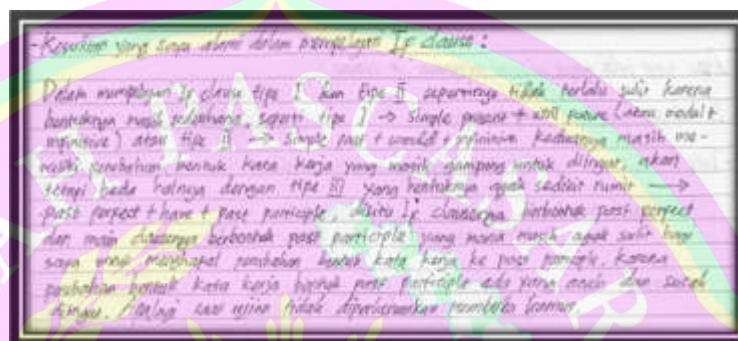
(image P. 08.01)

He wrote that in learning conditional sentence for first and second type was not that hard. The pattern was somewhat simple. On the contrary, he found some difficulties after the type changed into a bit more complicated as it was found in type 3. It became more puzzling as the participant realized that his prior weakness was memorizing the change of verb form. He added that occasionaly he found some words which were hard to memorize since their change was too different. In this example below, he reported what strategies which were proper or improper for him.
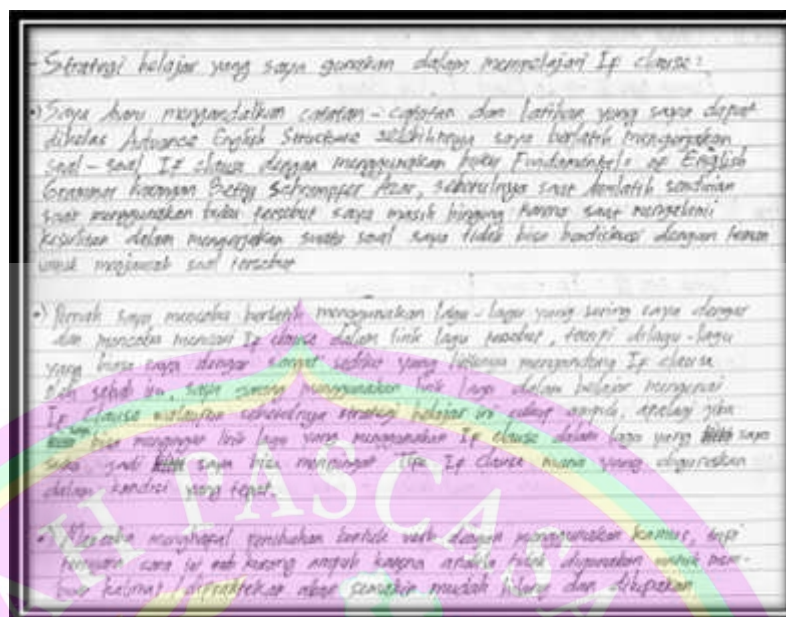
(image P. 08.02)

He wrote that he got accustomed to doing some exercises in some books and practiced alone. Though he tended to do everything alone, he realized that being introvert sometimes would not help him achieve his progress as he could not clarify and share his confusion to others. He also added when he practiced by memorizing the patterns, it did not work for him.

3. **How the participants evaluate their learning.**

This can refer to on how well learners have completed the tasks, how they recognize which kinds of learning tasks cause difficulty, whether the chosen strategies are working out or even ineffective, whether they need to find another approach to make them better and what they will do when they do not understand.

The first group, assumed as novice learners, often elaborated to try to recall more having worked some similar methods like remembering past

suggestions given by the teacher rather than building the new conceptual or procedural information relevant to the problems she had.

On her pages, P-09 recorded what she could successfully comprehend more rather than what problems she had victoriously straightened in learning.
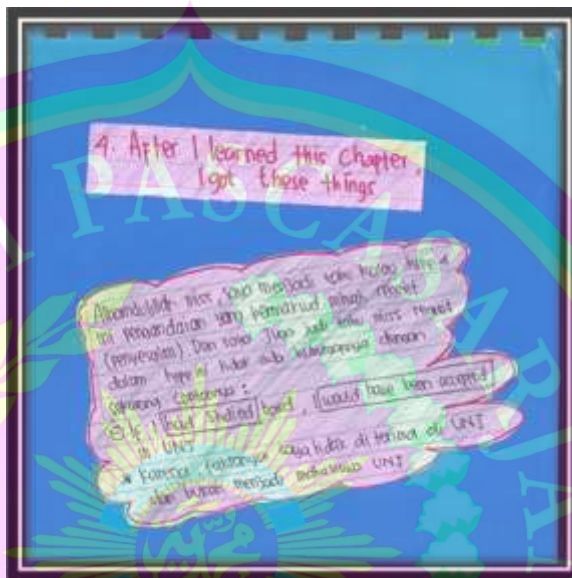
(image P. 09.19)

Close to the ninth participant, the P-12 did not share anything in her diaries about the strategies she used but she said in the interview that she used an image to understand and represent the information. She also wrote about what she could successfully understand rather than what problems she had successfully solved in learning. Moreover, her capability to realize what she did wrongly was also narrow. It was limited only the apparent problem not finding the source why she could do that.

(image LT.P. 12.04)
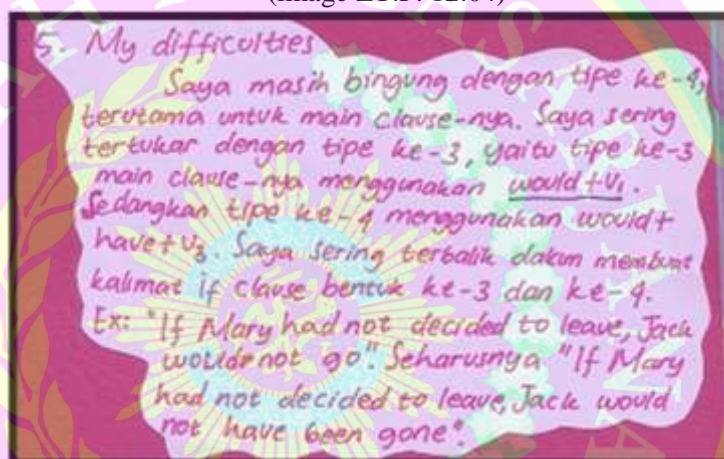
(image P. 12.7)

Her writing above stated that she was still puzzled to differ from the main clause in type 3 and type 4 conditional sentences. She also rewrote the formula that was supposed to be. However, the effort that she tried to correct the mistake she did was incorrect as she should have said, "*Jack would have gone*." instead of "*Jack would have been gone*." It can be inferred that she did not really grasp the meaning but more than in forming the words. In addition, she commonly did so since she did not realize that the strategy she engaged, memorizing the pattern, was not effective for her.

Overall, in evaluating the learners in this group still needed some approach to know how to evaluate their work thoughtfully. Their evaluation tended to more measure what they accomplished rather than engage their cognition to evaluate the whether or not the strategies they used were effective. They were frequently disappointed with their result in their learning but they could not use their relevant weaknesses to motivate and evaluate their learning.

The second group could identify their change in their learning limitedly. From the writer's perspective, it can be reflected by the following below: When the P-17 learnt conditional sentences firstly, she said that she merely knew how she should form words by words without knowing what situation she must use the type one, two, three or so on.
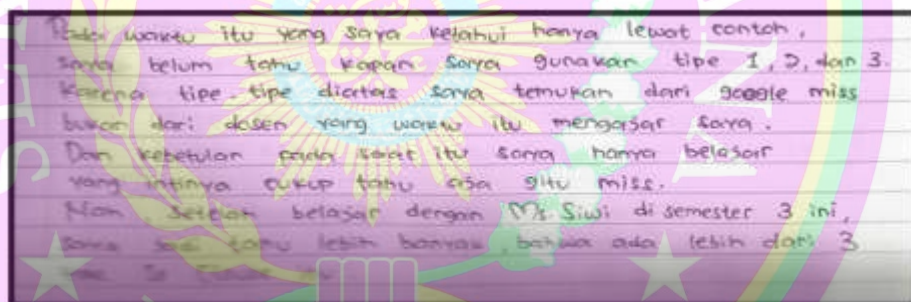
(image P. 17.1)

She also realized during the learning process she did some trivial mistakes, like the following below:
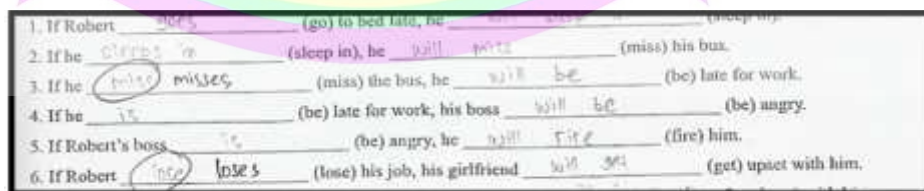

(image P. 17.6)

A change also existed in P-20. Here is the following of her documentation:
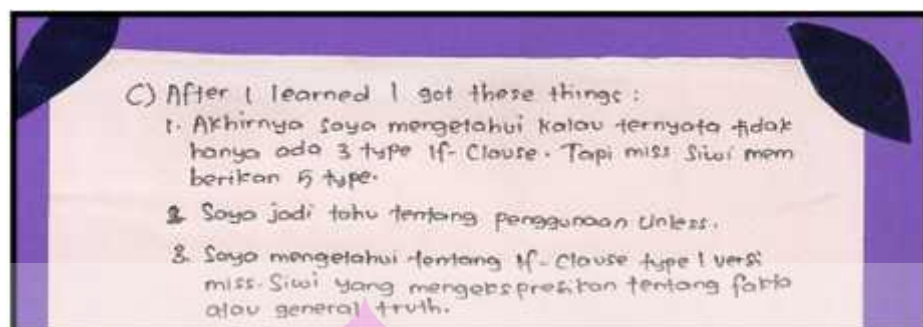
(image P. 20.4)

She said that after she learned she knew there are more types in conditional sentences. She also had any idea how the word 'unless' was supposed to be used and there was a pattern of conditional sentences telling the general truth. However, unlike the P-17, she was not able to describe more obviously the difficulties she had. What she wrote about her problems was just unclear confusion, as follow:
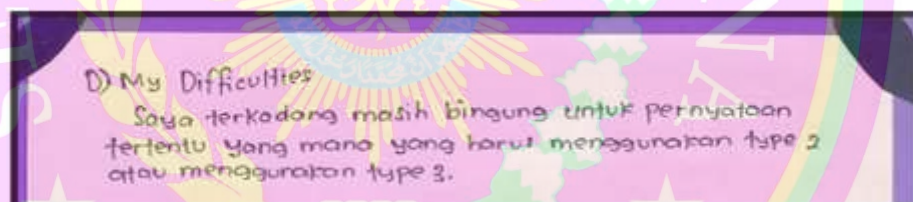
(image P. 20.5)

She wrote, "I am once in a while confused when I've got to use type two or type three." This statement can be strengthened by interviewing her. She admitted that her problem was lack idea what her confusion she had. She said, "Well, honestly I was even confused why I was confused and I had no idea which part made me confused."

Similar to twentieth participant, P-11 did not go through realizing her progress and serious problems she had.
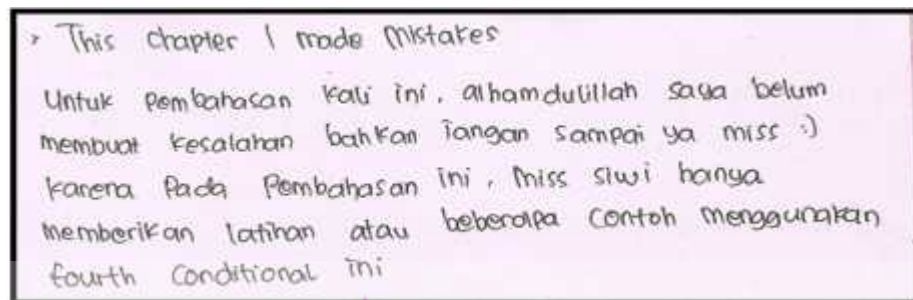
(image P. 11.9)

What she expressed above stated that she did not make any mistakes. While on some quizes and dailiy she showed some difficulties unrealizingly

In conclusion, the second group could generally recognize the progress they achieved, they made a change after they learnt, and even they knew what strategies could help them make another progress. However, it was somewhat hard for them to gather the problems remained. It might happen because the learning strategies they did were less effortful. They tended to expect more from the teacher rather than find new aproach and practice outside the classroom.

Third group had the most systematic ways in evaluating their learning. It could be demonstrated on diary of P-18. Though the lecturer did not explicitly say that analyzing the lyrics of a song could help her to structure the words easily, she realized that it was helpful.
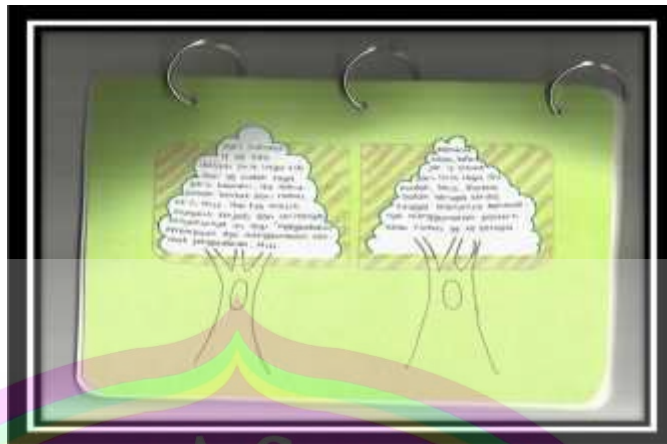
(image P. 18.1)

She also added another example of a song that she learned at home after the lecturer gave her an example.


(image P. 18.7)

In the interview, she said that she assessed her level strategies that were more appropriate to her.

"I really like having quiz like we did in the class. We won it at that time and that was the best strategy I did. Why I said so because it was more challenging. When I was clallenged, then my motivation level would raise."

It can be inffered that she could figure out more strategies whuch were suitable fro her.

Another diary also emerges that a mental process in recognizing the adequate or inadequate strategies one used on diary of P-08.
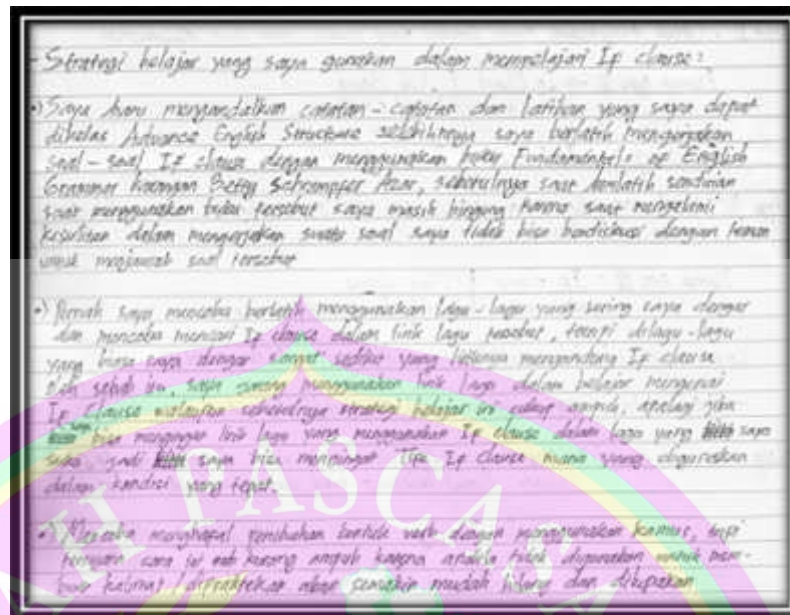
(image P. 08.01)

He told the reader that he counted on his notes in learning. He also
added that listening to music was helpful but it was slightly hard as he had a
little opportunity to listen to music consisting of If Clause. Being mentioned
before, it was also written that the most adequate strategy for him in learning
was memorizing. He also succesfully assesed his progress by achieving
something new from his learning as below:
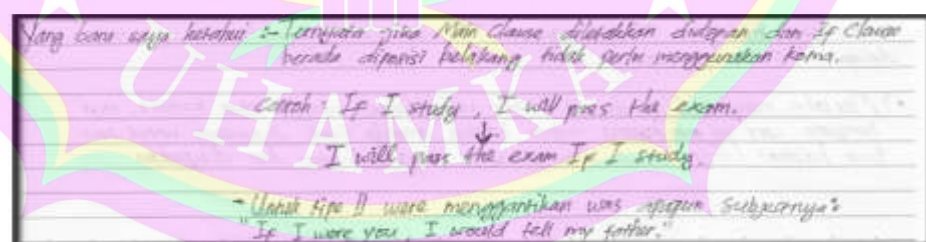
(image P. 08.05)

On this page he said that because at the previous semester in the short
time, he had learned if Clause so he knew well how each sentence was
structured. However, something new that he just knew was when he put the
subordinate clause, he must put the comma at the end of the subordinate clause.

Quite different from P-08 who was much less expressive, P-13 tried to tell not only what kind of knowledge she got but also she could contrast what she was learning from her first language, *Bahasa,* which also has the term of conditional sentences but different in the way it is formed.
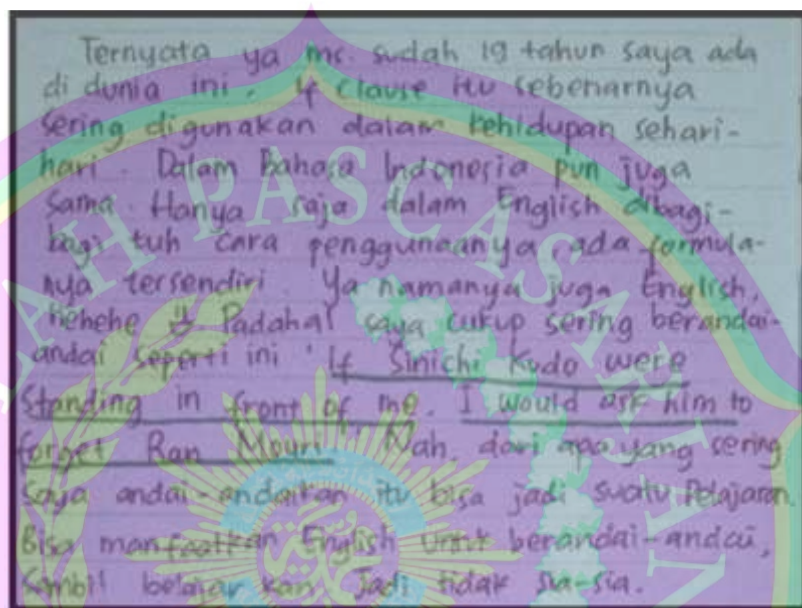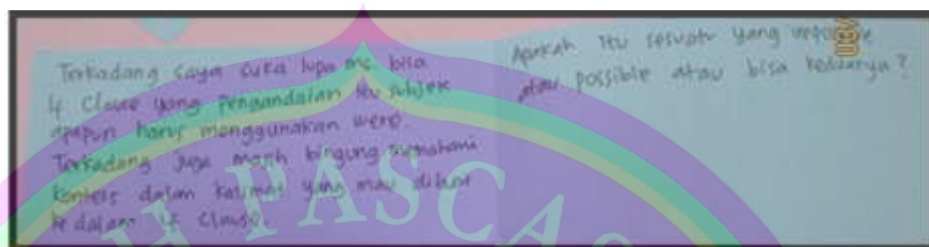

(image P. 13.01)

She also added that she liked imagining a lot of things, that it made easy for her to learn this language. On another page, she also realized that learning grammar was not solely doing some worksheet in the classroom or even in the library, but moving in the laboratory by using some aproaches, like interviewing peers could assist them to master grammar:
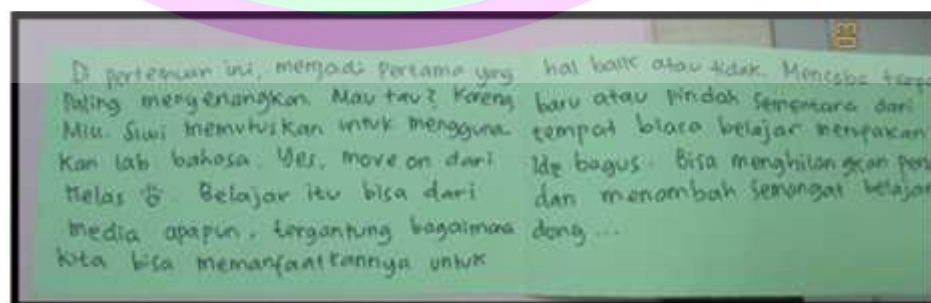
(image P. 13.03)

In describing her problem, she was able to illustrate it more clearly. On her page she wrote she commonly forgot to put the word "were" in expressing imposible condition in present. She also added that it was quite hard when she had to decide which context she had to use possible or impossible condition.

(image P. 13.07)

In the conclusion, the third group has better awareness in assessing how well they accomplished their learning tasks, how well they used the function of the clauses, they were capable of deciding the effective strategies they did. If the chosen strategies were not working for them, they engaged some adjustment and monitored the results until they were in line with the progress they expected. They also used ample opportunites to get practice and they could identify changes they would make the next time they learnt.

B. Discussion

Many previous studies have shown that reflective diaries are useful tools in facilitating reflection and reflective learning. The nature of diary writing itself requires the writer to think back on events taken place and provides opportunity to express personal's thoughts. Used in the academic context, reflective diaries provide opportunity for the students not only to think back on the learning activities, to explicitly and purposely identify what they have learned, but more

importantly, to relate what they have learned to their teaching practice, evaluate their practice in light of theories, and formulate action plans for improvement. The very nature of a diary also allows students to search for and express their learning in a personal way, a learning that makes personal meaning and is useful in the student's own context. Reflective diaries, whether as a personal task, or as part of a portfolio, could be implemented as a learning and an assessment tool, which facilitation and assessment of reflection could be effectively achieved. The followings are the general discussion what the writer could describe from what she had obtained after conducting the study:

1. **Group 1**

From the diaries of this group, it was found that these students gradually focused more on language content and learning processes rather than the language use and their mental process. The learners from this group did not have any concrete goals to set up their learning. Even if they had some difficulties, they still expected the teacher's defense rather than modifying the strategies used.

Though the diaries helped them document the various learning approaches selected by the teacher, they did not engage those opportunities to provoke different strategies until they were truly in line with their progress they would accomplish. Their capability in monitoring was limited only in finding the mistakes they did but they failed to design new approach to resolve their oversights. They might not realize when they fail to plan means they plan to fail.

When they built a misunderstanding and uncertainty, they also did not try to clarify their confusion by finding some information. It was written also that they had only one or two strategies in learning and did not adjust another in different situation

2. **Group 2**

In their first diary, all of them considered memorising the patterns to be the principal grammar learning strategy they commonly used. They more focused on the rules rather than how and when to use the patterns. They might have stumbled on finding the appropriate strategies for them.

Towards the end of the course, the students began to realise that merely memorising the rules would not assist them become more proficient. One possible reason is that diary-keeping had stimulated them students to rethink their strategy use. They found that they should have not only learned new patterns, but also learned how to use them.

Quite similar to the first group, the learners from this group did not have any specific plan as well in designing their next learning. They tended to hope that on next meeting, the teacher would explain something different in the classroom. They failed to pay more attention to the problems that they needed to overcome on the next meeting.

3. **Group 3**

The results show that the students' awareness of the cognitive and affective factors influencing them could have positive effects on their

language learning. From the diary data, it was written that it was difficult for students to become more self-directed when learning was planned. They had to assume improving responsibility for planning and regulating their own learning. However, comparing to the previous groups, the third group had better recognition to set up clear goals they would make. They could also predict what they would learn in the class as they found some sources before they learned. It also emerged that these students were able to think about the problems and became more mindful of their own information processing styles and emotional responses. Then, they used satisfactory strategies to get over their shortcomings. They also could modify their understanding and challenge themselves to find other sources in learning. Various grammar books, English library online, lyrics of the songs, Twitter, Facebook and so forth varied their learning If Clause.

During learning the course, they also faced some problems that they had to overcome. However, even when they were anxious, they encouraged themselves to persevere. The awareness of the above affective factors led them to use new strategies to solve the problems.

CHAPTER V

CONCLUSION & SUGGESTION

A. Conclusion

Metacognition, an imperative concept in cognitive psychology, has demonstrated that learning about the learning process is an important part in learning a language. Learners' understanding about themselves as learners, their learning tasks and their use of appropriate strategies are essential components of metacognition. Intense research has revealed that successful learners are those who are metacognitively aware to use proper learning strategies. Metacognitive instruction can lead to learner autonomy in language classroom and being autonomous will lead success to the learners.

To know how one realizes their cognition process, there should be a tool to reflect it and writing a diary or journal aims one to represent their strategies in learning. Writing a diary can take something from inside of oneself and set it out. It can discover who one is, that one exists, changes and grows. The personal journal has been used to articulate the human's living and to explore new insight.

Some of the studies revealed learner diaries could be one of the tools that help students raise their metacognitive awareness of English learning over time. Hinett defines reflection helps raise our awareness of ourselves as learners and to see that we can direct and change our learning.

75

Reflective diaries are one way of introducing students to the idea of reflection on practice and making their intuition explicitly.

Reflection is the process where the learners think about and try to make sense of prior situations and their experience. Moreover, reflecting is not an automatic process. It takes somewhat long time to be sucessfully self generated.

In this research, diaries of learners' were utilised to explore university-level Indonesian students' perceptions in learning English as a Foreign Language. In addition, the diaries could also illustrate whether or not the students think about their mental process in learning. These diaries provide students the opportunity to reflect on the day's class, as well as the study activities that went into preparing for class, and the learning which has or has not occurred. Entries in the diaries should investigate the students' perceptions about whether the student has progressed or stagnated. They could also assist the teacher to gain some information from the students in order to improve the way for him or her who should teach them how to learn as well.

On the diaries, all of the students from every group are capable of realizing their mistakes they made though the level of their realization is varied. Through diaries, some are aware of the strategies they need to figure out. However, the group 1 still have problem in digging their own appropriate strategies. In addition, from the three group, it is obviously seen that they still have problem in planning what they could achieve and what they must do while learning, facing the problem and solving the mistakes.

Therefore, this study has one disadvantage of a dairy study. It cannot be used to generalize its findings. No learner can be the same due to various individual characteristics. Therefore, by asking the students to write their activity logs in a diary will aim both learner and teacher to figure out what they need in learning process. Hence, the writer could give suggestion for the further research to instruct free writing when they had to pour of every single thing they felt and they did. However, to avoid writing diaries that are irrelevant to language learning, teacher gives guidelines to write their diaries. Therefore, the author recommends that from time to time teachers ask students to write on a particular topic of language learning. Topics like "How to memorize Verb forms" or "How to overcome my anxiety in learning grammar" may stimulate students to reflect on and evaluate the metacognitive knowledge they have acquired.

To make full use of the learner diaries, teachers can initiate small group discussions regularly to guide students towards a greater awareness of metacognitive knowledge, clarify doubts and share experiences. During the discussion, teachers can introduce effective strategies to their students. Exchanging the ideas about the strategies of a particular language task to accomplish the progress might also enhance students' awareness of the language task.

Positive feedback from teachers on the diaries, to a certain extent, is an important motivating factor for students to be frank and persevering in their diary writing. Teachers' encouragement can carry students through difficult times.

Teachers' advice on learning skills enables students to think about the tasks that they are doing. In addition, teachers can gauge the intangible affective factors involved in their students' language learning by reading and responding to the students' diaries.

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LIST OF TABLES

LEARNERS' GRADE RECORD

UNIVERSITAS MUHAMMADIYAH PROF.DR.HAMKA

DAFTAR NILAI MAHASISWA

Fakultas : Keguruan dan Ilmu Pendidikan
Prog. Studi : Pendidikan Bahasa Inggris
Semester : Genap 2012/2013
Mata Kuliah : **Intermediate English Structure**
Kelas : 2A
Dosen : Fidaniar Tiarsiwi, S.Pd., M.Pd.

NO	N I M	NAMA MAHASISWA	N.Hadir (10 %)	N.TUGAS (15 %)	N.UTS (25 %)	N.UAS (50 %)	N RATA 2	N. HURUF
1	090106XXXX		94	78	84	75	80	B
2	090106XXXX		88	42	72	34	50	D
3	120106XXXX		100	66	46	24	43	E
4	120106XXXX		100	70	60	56	64	C
5	120106XXXX		100	80	86	67	77	B
6	120106XXXX		100	87	90	91	91	A
7	120106XXXX		100	74	64	18	46	D
8	120106XXXX		100	70	78	37	59	C
9	120106XXXX		100	80	72	58	69	B
10	120106XXXX		94	66	24	16	33	E
11	120106XXXX		100	62	70	47	60	C
12	120106XXXX		100	70	76	40	60	C
13	120106XXXX		100	74	66	47	61	C
14	120106XXXX		100	64	72	49	62	C
15	120106XXXX		100	62	70	47	60	C
16	120106XXXX		81	50	76	0	35	E
17	120106XXXX		100	78	70	46	62	C
18	120106XXXX		100	74	86	44	65	C
19	120106XXXX		100	70	70	51	64	C

No	ID	Note						Grade
20	120106XXXX		100	80	84	54	70	B
21	120106XXXX		100	72	70	38	57	C
22	120106XXXX	P.18	94	76	87	71	78	B
23	120106XXXX		100	78	72	60	70	B
24	120106XXXX		100	70	92	47	67	C
25	120106XXXX		100	82	84	64	75	B
26	120106XXXX		100	80	76	68	75	B
27	120106XXXX		100	76	85	80	83	A
28	120106XXXX		100	78	72	49	64	C
29	120106XXXX		81	63	76	31	52	D
30	120106XXXX		100	83	88	76	82	A
31	120106XXXX		100	65	74	51	64	C
32	120106XXXX		100	70	82	58	70	B
33	120106XXXX		100	84	86	73	81	A
34	120106XXXX		100	82	96	74	83	A
35	120106XXXX	P.17	100	71	74	56	67	C
36	120106XXXX		100	78	84	71	78	B
37	120106XXXX		100	92	78	87	87	A
38	120106XXXX	P.20	100	78	73	69	74	B
39	120106XXXX		100	84	88	78	84	A
40	120106XXXX		100	84	84	71	79	B
41	120106XXXX		100	68	64	36	54	D
42	120106XXXX		100	72	66	38	56	C
43	120106XXXX		100	70	78	59	70	B
44	120106XXXX		100	72	88	69	77	B
45	120106XXXX		100	74	80	44	63	C

(Table 1: Grade Record of Participants from Intermediate English Structure 2A Class)

TTD

Fidaniar Tiarsiwi, S.Pd, M.Pd

UNIVERSITAS MUHAMMADIYAH PROF.DR.HAMKA

DAFTAR NILAI MAHASISWA

Fakultas : Keguruan dan Ilmu Pendidikan
Prog. Studi : Pendidikan Bahasa Inggris
Semester : Genap 2012/2013
Mata Kuliah : **Intermediate English Structure**
Kelas : 2C
Dosen : Fidaniar Tiarsiwi, S.Pd., M.Pd.

NO	N I M	NAMA MAHASISWA	N.Hadir (10 %)	N.TUGAS (15 %)	N.UTS (25 %)	N.UAS (50 %)	N RATA2	N. HURUF
1	090106XXXX		87		27	16	23	E
2	090106XXXX		53		30	20	23	E
3	090106XXXX		70		24	10	18	E
4	090106 XXXX		84	70	38	37	47	D
5	120106XXXX		84	60	53	18	40	E
6	120106XXXX	P.8	87	50	50	53	55	D
7	120106XXXX		97	70	50	33	49	D
8	120106XXXX		97	72	56	22	46	D
9	120106XXXX	P.9	100	82	67	47	63	C
10	120106XXXX		97	72	48	13	39	E
11	120106XXXX		100	56	40	20	38	E
12	120106XXXX		90	63	53	10	37	E
13	120106XXXX		94	67	48	11	37	E
14	120106XXXX	P.11	100	75	69	38	58	C
15	120106XXXX		97	69	29	10	32	E
16	120106XXXX		97	78	67	47	62	C
17	120106XXXX		100	74	40	18	40	E
18	120106XXXX		100	82	66	42	60	C
19	120106XXXX		100	80	54	36	54	D
20	120106XXXX		100	66	33	42	49	D
21	120106XXXX		100	71	49	26	46	D
22	120106XXXX	P.12	100	82	65	38	58	C
23	120106XXXX		90	88	57	33	53	D

24	120106XXXX		97	80	52	27	48	D
25	120106XXXX	P.19	97	70	69	33	54	D
26	120106XXXX	P.13	97	86	77	81	82	A
27	120106XXXX		93	73	65	40	57	C
28	120106XXXX		100	70	60	49	60	C
29	120106XXXX		100	68	46	31	47	D
30	120106XXXX		97	82	64	51	64	C
31	120106XXXX		93	78	75	67	73	B
32	120106XXXX		93	63	58	53	60	C
33	120106XXXX		100	82	46	38	53	D
34	120106XXXX		100	82	60	62	68	B
35	120106XXXX		93	72	55	27	47	D
36	120106XXXX		100	80	56	38	55	D
37	120106XXXX		65	40	42	29	38	E
38	120106XXXX		90	78	46	47	56	D
39	120106XXXX		100	84	71	82	81	A
40	120106XXXX		97	90	75	82	83	A
41	120106XXXX		93	78	94	91	90	A
42	120106XXXX		97	82	56	47	60	C
43	120106XXXX		100	70	52	56	62	C
44	120106XXXX		93	82	67	69	73	B
45	120106XXXX		68	48	23	11	25	E
46	120106XXXX		90	58	50	40	50	D
47	120106XXXX		97	70	67	56	65	C

(Table 2: Grade Record of Participants from Intermediate English Structure 2C Class)

TTD

Fidaniar Tiarsiwi, S.Pd, M.Pd

UNIVERSITAS MUHAMMADIYAH PROF.DR.HAMKA

DAFTAR NILAI MAHASISWA

Fakultas   : Keguruan dan Ilmu Pendidikan
Prog. Studi   : Pendidikan Bahasa Inggris
Semester   : Ganjil 2013/2014
Mata Kuliah : **Advanced English Structure**
Kelas   : 3B
Dosen   : Fidaniar Tiarsiwi, S.Pd., M.Pd.

NO	N I M	NAMA MAHASISWA	N.Hadir (10 %)	N.TUGAS (15 %)	N.UTS (25 %)	N.UAS (50 %)	N RATA 2	N. HURUF
1	090106XXXX	Participant	81	74	55	52	59	C
2	100106XXXX	Participant	81	76	37	56	57	C
3	100106XXXX	Participant	81	76	42	40	50	D
4	100106XXXX	Participant	75	74	32	30	42	E
5	110106XXXX	Participant	94	78	22	40	47	D
6	110106XXXX	Participant	88	76	28	36	45	D
7	110106XXXX	Participant	94	84	42	48	57	C
8	120106XXXX	Participant	94	70	78	60	69	B
9	120106XXXX	Participant	100	84	41	48	57	C
10	120106XXXX	Participant	88	82	50	48	58	C
11	120106XXXX	Participant	100	84	55	40	56	C
12	120106XXXX	Participant	100	88	40	46	56	C
13	120106XXXX	Participant	94	90	73	90	86	A
14	120106XXXX	Participant	88	84	53	46	58	C
15	120106XXXX	Participant	81	78	38	40	49	D
16	120106XXXX	Participant	100	88	71	60	71	B
17	120106XXXX	Participant	88	86	67	70	73	B
18	120106XXXX	Participant	100	90	71	78	80	A
19	120106XXXX	Participant	100	86	36	40	52	D
20	120106XXXX	Participant	94	88	64	70	74	B
21	120106XXXX	Participant	75	60	30	40	44	E

(Table 3: Grade Record of Participants from Advanced English Structure 3B Class)

TTD

Fidaniar Tiarsiwi, S.Pd, M.Pd

APPENDIX I

PARTICIPANTS' INTERVIEW TRANSCRIBED AND TRANSLATED

I. Group 1 Interview

Researcher   : Okay, every one, have you had lunch?

All participants : No.

Researcher   : No??

All participants : Yeah.

Researcher   : How poor we are. Me either, anyway.

All participants : (Laughing)

Researcher   : Do you know why you are asked to come here?

Participant 09   : Lunch together? (Laughing)

The others   : (Laughing)

Researcher   : I hope so. Next time maybe?

Participant 12   : We will be waiting, then.

Researcher   : *Insya Allaah*. Okay I am going to ask some questions related to the diaries you made. Still remember with this stuff? (Showing some diaries)

All participants : Yes..

Researcher   : When the lecturer mention the topic what you guys are going to do in the class, what do you usually do? For instance, "We are going to talk about If Clause today.", so what is on your mind?

Participant 09 : I normally question myself what I previously knew about that topic. Then, when the lecturer said that we would learn If clause, my mind said oh that what we had learned in Speaking class on the previous semester. But when we learned it at that time, I did not have any questions about the difficulties in learning this topic.

Researcher : So you meant, there was no question that you would clarify?

Participant 09 : Nothing

Researcher : What about you?

Participant 12 : I had. After I learned it and the lecturer also gave the example from a song, Adelle, which also had If clauses on the lyrics. But at that time, I did not ask the lecturer why this lyrics used If Clauses, why there were some sentences which did not word "if" could be categorized as If Conditional sentence. Then, after I took this class, the lecturer also gave different song consisting of If Clauses and the lecturer explained there were some If Clauses that omitted the word 'If' on the clause. Directly, now I know the reason why.

Researcher : Okay, good. Do you have any strategies to learn this topic? I mean, you have a little information as you learned it before. So ideally, you guys have to know which part is easy, confusing or even hard. And even if you realized it, do you have any strategies to solve that?

Participant 09 : Well, after I learned it I think I love listening to music while learning grammar. I just knew that by listening to music I can learn how to

structure a sentence. I also can improve my vocabulary and

pronounce the words correctly.

Participant 19 : I prefer class survey. Because I think the more often I say it the easier

I say it later.

Researcher : You meant, being accustomed to?

Participant 19 : Yup.

Researcher : What about you?

Participant 12 : I like learning from the pictures from the power point.

Researcher : Why?

Participant 12 : Since I could use my imagination after seeing the pictures, then I can

create my own sentences.

Researcher : Hmm, I see.. Now, I'd like to know. How long do you always spend

your time to hit the books?

Participant 09 : Well, I never have any specific time how long I should study. It

depends on my mood anyway or depends on when the quiz conducts.

Tee hee..

Participant 12 : I will do too.

Participant 19 : Me either.

Researcher : What makes your mood change?

Participant 19 : Fatigue. And, hmm the situation of my heart.

Participant 09 : Yes they are.

Researcher   : Oh I see. Well, by the way you wrote your shortcoming in this diary, didn't you?   Hmm, what did you do after you knew the difficulties in learning? Did you evaluate them?

Participant 09   : Asking my friend who knew more than me.

Participant 19   : Me either.

Researcher   : But did you ever have any specific time only for solving them?

Participant 09   : No. Like I said to you. I did it when I had a good mood.

Participant 12   : Either did i.

Participant 19   : Me too.

Researcher   : Okay then. What did you successfully monitor in your learning?

Participant 12   : I think I could know that I have problems in type 3 and mixed Conditional sentences.

Researcher   : What about achievement?

Participant 09   : I could clarify my first misconception.

Researcher   : Oh, really? What was that?

Participant 09   : I thought that when we use verb 2 in conditional sentences it means that the situation happened in the past. Until I knew that it uses Verb II because of the rule. It doesn't have any relation with the tense.

Participant 19   : I know the pattern now. When I firstly learned it I just knew the name of the pattern without understanding how and when to use it.

Participant 12   : Mixed conditional sentences.

Researcher   : Aha. Then, how do you monitor your motivation? What do you
                   usually do when it is down?

Participant 12 : Watch Western Movie.

Researcher   : Do you?

Participant 12 : Yup, cause after doing that usually I am encouraged that yeah
                 English is not easy to learn but I do wish I could say something like in
                 the casts of that movie. I could speak as flawlessly as they do.

Researcher   : Hmm, I see. And you?

Participant 19 : Sleep. Only that I can do.

Researcher   : Okay. And, you?

Participant 09 : Listen to the music very loudly.

Researcher   : Wow, and the reason?

Participant 09 : I wish it could help me to remind that being able to say something in
                 English is awesome.

Researcher   : Have you ever given up? If it is yes, what do you usually do?

Participant 19 : I always talk to my self and encourage me myself. I try to give
                 Affirmative words to myself that I could do it. They can do it then I
                 can do it too. Something like that. That makes me feel better.

Participant 12 : I normally write affirmative words for me on a piece big of paper.
                 Afterward, I put it on the wall of my bedroom. Then, I do some other
                 activities.

Researcher   : Who is your motivator?

Participant 19 : Me myself and my parents.

Participant 12 : Me either.

Participant 09 : My friends. I sometimes get shy with me myself. Every time my

chum asks

me what major I take, she or he might assume that my English is good

Researcher : Aha, you must anyway…

Participant 09 : Yeah, tee hee I know that. That's why I don't want to make my chum

disappointed. I am from English Education Department then I must be

able to speak English.

Researcher : Hmm, is that so?

Participant 09 : Of course,

Participant 12 : Yeah, I sometimes feel the same like she just said.

Researcher : Well, anyway do you still have any confusion remained in learning

this?

Participant 09 : Mixed conditional sentences.

Participant 19 : Agree with that.

Participant 12 : That was hard. I think so.

Researcher : Okay, you have. But why didn't you try to ask the lecture?

Participant 09 : I really wanted to ask. But sometimes I am trapped by my confusion.

Researcher : Did you?

Participant 09 : Yeah...

Participant 19 : Yeap. I also have the same problem. I am confused what makes me

confused.

Participant 12 : (Laughing)

Researcher : Okay. The last question. Do you think that learning diary assists you

In learning?

Participant 19 : A bit.

Researcher : A bit?

Participant 19 : Yeah, sometimes I question that writing diary tires me. It will not

help me to improve my English.

Participant 12 : I don't think so. I think this log has some useful things. By writing

diary I can note what my difficulties or problems are.

Participant 09 : Yeah, though it is quite tiring to write them, I think it's useful to me.

Researcher : Okay, that will do. Since I heard your belly roars so, that will do.

Thank you for your coming and of course your time. Hope you would

get a better progress next exam.

All Participants : You're welcome.

II. Group 2 Interview

Researcher   : Okay guys, how was your day?

Participant 17   : Not so good Miss. The test was so awful.

Researcher   : What test was it?

Participant 20   : Writing.

Researcher   : Oh I see. What made it difficult?

All participants : Structuring the ideas.

Participant 11   : Its grammar also.

All participants : (Laughing)

Researcher   : Oh I see, anyway do you know why you were asked to come here?

Participant 17   : Clarifying the diary?

Researcher   : Yeap. I am going to ask some questions related to the diaries you

made. Still remember with this? (Showing a diary)

All participants : Yes.

Researcher   : When the lecturer mention the topic what you guys are going to do

in the class, what do you usually do? For instance, "We are going to

talk about If Clause today."Then, what is on your mind?

Participant 17   : I don't have any special thought. What I meant if the teacher said

so, then my mind said, "Okay then, If Clause." That's it.

Researcher   : Oh I see…

Participant 20   : Yeah. I also did that.

Participant 11   : (Smiling)

Researcher : Don't you have any special goal what you could achieve after you learn something?

Participant 17 : Hmm, no I think.

Participant 11 : Yeah. I just think perhaps after this I can know the pattern of If Clauses.

Researcher : Hmm... What about you?

Participant 20 : Besides I wish I could use If clause after I learn it, I also wish that I could share anything, any imagination and any condition in my social media. I love imagining, anyway. And learning If Clause makes me easy to express what I could possibly do in this or that context.

Researcher : Really. Do you like using your English in a social media?

Participant 20 : Yup.

Researcher : How often?

Participant 20 : Occasionally.

Researcher : Occasionally?! Hmm.. So, do you think that online quiz helps you a lot?

Participant 20 : It was exciting anyway.

Participant 17 : Yeah I agree with her. It inspired me if I become a teacher one day, I will do the same thing like my lecturer asked.

Researcher : Will you?

Participant 17 : Yeah. It was exciting and challenging. Though sometimes I must have spent my Saturday night only for waiting your tweets, Miss.

Researcher   : I didn't intend to ruin it (Laughing)..

Participant 17 : (Laughing) A joke.

Researcher   : What is the most effective strategy you had when you learned it?

Participant 17 : Taking some quizzes.

Participant 11   : Memorizing the pattern and after that interviewing my friends will

assist me to become better.

Researcher   : Okay. And you?

Participant 20   : Listening to music. By listening the examples of the pattern in a

song I could see out the reason why it should be like this or like that.

Researcher   : Alright. Hmm, by the way you wrote your problems in your diary,

didn't you?   Hmm, what did you do after you knew the difficulties in

learning? Did you evaluate them?

Participant 11   : Asking my friend who knew more than me.

Participant 20   : Me too.

Participant 17   : I made a note what my problems then after that I asked the teacher.

Researcher   : But did you ever have any specific time only for solving them?

Participant 17   : No. I would solve my problem when I had a good mood.

Participant 12   : Me either.

Participant 17   : Me too.

Participant 11   : (Nodding)

Researcher   : Okay then. What did you successfully monitor in your learning

progress?

Participant 11   : Mixed conditional sentences I think it's the hardest one...

Researcher   : But if it remains difficulty why didn't you ever ask it?

Researcher   : Well honestly I was even confused why I was confused and I had no ideas what made me confused.

Participant 20   : Yeah agree with that. And I also usually forget the trivial things like spelling, not remembering the pattern of the verb change and so on.

Researcher   : Aha… And you?

Participant 17   : It is easy for me to understand what the lecturer explained but when I tried to relate its new concept into the new context, then I will get confused .

Researcher   : Oh, really? Why could it be?

Participant 17 : I don't know. I thought that it is still hard to adapt it with new context.

Researcher   : Okay. Are you struggling with your motivation to study? If so, do you remember why you are taking this course?

Participant 11 : My parents are my motivation. I have got to succeed this course as they have supported me and I don't want to make them disappointed.

Researcher   : Are they? So, you are here due to your Dad and Mom?

Participant 11 : Yup, cause If I can make my parents happy, directly I can be proud of me myself. .

Researcher   : Hmm, I see. And you?

Participant 20 : Me myself. I really want to be an English teacher and I know being a

foreign language teacher is not easy. Like my lecturer always says

that there is no instant way to get a great thing. So, I must be patient if

I fail and keep trying.

Researcher   : Good. And, you?

Participant 17 : My lecturer is my motivation. I really want to be like her one day. I

never care what score she will give to me. I am always happy being

taught by her. I can realize my progress from very beginning until

now. So, I really want to be better for her.

Researcher   : Wow, and the reason?

Participant 17 : I wish I could be like her...

Researcher   : Have you ever thought about the aspect you learned that you should

spend more or less time?

Participant 17 : Hmm, spending less time more often I do. (Laughing)

The others   : (Laughing)

Researcher   : (Laughing) No, what I mean, if you have difficulties do you plan to

spend more time?

Participant 20 : No. (While laughing)

Participant 17 : Me either. When I am home I feel tired and I do nothing (Laughing)

Researcher   : Oh, I see...

Participant 11 : I don't either. I am easy to get frustrated and panic. So, if I study

alone, it will not help anything.

Researcher   : Really? So, you just count on your friends and your lecturer's

explanation to survive?

Participant 11 : Yup…

Researcher : Yeah, Okay. The last question. Do you think that learning diary assists you in learning?

Participant 17 : A lot. I even think that I would ask my students to make this diary to document their learning progress. I can check my progress and something that I haven't achieved yet.

Researcher : Will you?

Participant 17 : Yeap, indeed…

Researcher : What about you?

Participant 11 : I don't know. I don't think it is working for me. I know it might be useful for me but sometimes I was a bit confused what I should have shared on it.

Researcher : Hmm, okay.. And you?

Participant 20 : Yeah, honestly it is beneficial for me though it is quite tiring to write them. Moreover, I should have made it physically more interesting to read. I am not that creative. Tee hee.. (Laughing)

Researcher : Alright then. I think I have got some things from you guys today. I really expect that by writing diaries you could revise your learning styles. You poured all of the things and it is expected that you can gain something. Thank you for your time, anyway.

All Participants : Anytime, Miss.

II. Group 3 Interview

Researcher : Here we go, today we have.. (mentioning the participants' name)

Participants : (Smiling)

Researcher : Okay, tigers. What's going on here?

Participants : I don't know. I was just asked to be here. (laughing)

Researcher : Oh I see. You guys never mind being asked to be here right?

All participants : No.

Researcher : Okay. Thank you. Well, I just need a clarification for what I can catch but it is not written on your diaries.

All participants : (Staring the researcher)

Researcher : Well, why does it seem scary suddenly? Don't be too serious? This will just be a little conversation. (Laughing)

Participants : (Laughing)

Researcher : Yeap. I am going to ask some questions related to the diaries you wrote. (Showing a diary)

All participants : Yes.

Researcher : All your friends before, told to me that when they had some difficulties, they could count on you. They said that they could ask you every time they got confused. Then, I thought to ask you whether or not you have a more special thing?

Participants : Really? (Smiling)

Researcher : They said so. I am that curious anyway about how you guys learned

for this subject? But wait a minute, what do you think with this class? It is not hard, is it?

Participant 13 : Intermediate English Structure is the hardest.

Participant 08 : (Smiling)

Participant 18 : Too many things to learn.

Researcher : Really?

Participant 13 : Yeah.

Researcher : Hmm... But this one seems easier as you have mastered the previous one. Good job. How did you learn for this class anyway? How did you keep surviving and making progress especially for…. (mentioning Participant 08's name)?

Participant 08 : Nothing special to do. But since I got very bad score in the previous one, I don't want to make the same mistakes.

Researcher : Did you change your strategy to learn when you knew that you failed?

Participant 08 : Yup.

Researcher : How did you do that?

Participant 08 : Being more concentrate and writing.

Researcher : Okay, on your diary you wrote that you could count you exercise books to make any progress. How effective is it? And you said that when you study alone it will not help you at all. So, how did you solve that problem? Whom did you ask?

Participant 08 : It was quite working since I prefer doing the tasks. And when I have

a chance to practice my language, I asked my little niece to

communicate with me in English. And I sometimes teach him, too.

My brother is an English teacher, so I normally ask my brother to

clarify my confusion.

Researcher : Oh, your brother is an English teacher?

Participant 08 : Yeah.

Researcher : Where does he teach?

Participant 08 : In senior high school.

Researcher : What about you?

Participant 18 : I really liked having quiz like we did in the class. We won it at that

time and that was the best strategy I did. Why I said so because it was

more challenging. When I was clallenged, then my motivation level

would raise.

Researcher : Oh I see. What about you?

Participant 13 : I love game too.

Researcher : Okay. Now, I want to know how you plan your learning. When the

lecturer mentioned the topic what did you normally do?

Participant 13 : Internet. I would browse some information from internet before I

studied.

Researcher : Why?

Participant 13 : I don't know. I am just excited to know what was going on with the

class next, what the teacher would say.

Researcher   : Okay. And.. (mentioning Participant 18's name)?

Participant 18 : After the teacher taught me something in the class, I occasionally planned after I went home, I would do some exercise. I do know my problem, sometimes I did something carelessly. It happened when I was in the last semester. I didn't make a good progress due to trivial things, now in this semester I would not do it again so I get accustomed to doing more tasks. Seems like it is my new hobby now (Laughing).

Researcher   : Really?

Participant 18 : Yeah. (Smiling)

Researcher   : Okay. And what about you Mr... (mentioning Participant 08's name)?

Participant 08 : I never planned anything.

Researcher   : Okay… Have you ever planned on how long you would study?

Participant 08 : Never. I just learned when my mood supported me. (Smiling)

Participant 13 : Yeah agree with that. (Laughing)

Participant 18 : Me too Miss... (Laughing)

Researcher   : The last question. Does this diary help you to be better learner?

Participant 08 : It should be, Miss. But as you know my diary is the simplest one. I didn't know what I should have written anyway.

Researcher   : Really, but we have discussed what you should write, right?

Participant 08 : Yeah, but as you said it is not easy to be aware for what we are

learning, Miss…

Researcher   : Hmm...

Participant 18 : It is helpful as I can be encouraged to document every single thing

what I did and what I would do, then. It is like reminder for me.

Researcher   : Wow, ….

Participant 13 : Yeah I think so, though I always feel tired every time I wrote them

(Laughing). But that was amusing and exciting. I am sure it will

become my best memory ever in learning Structure Class, Miss..

Researcher   : What a touchable, well anyway that will do. I think that I've already

asked lots things. Thank you for your time.

Participants   : Okay… Anytime, miss
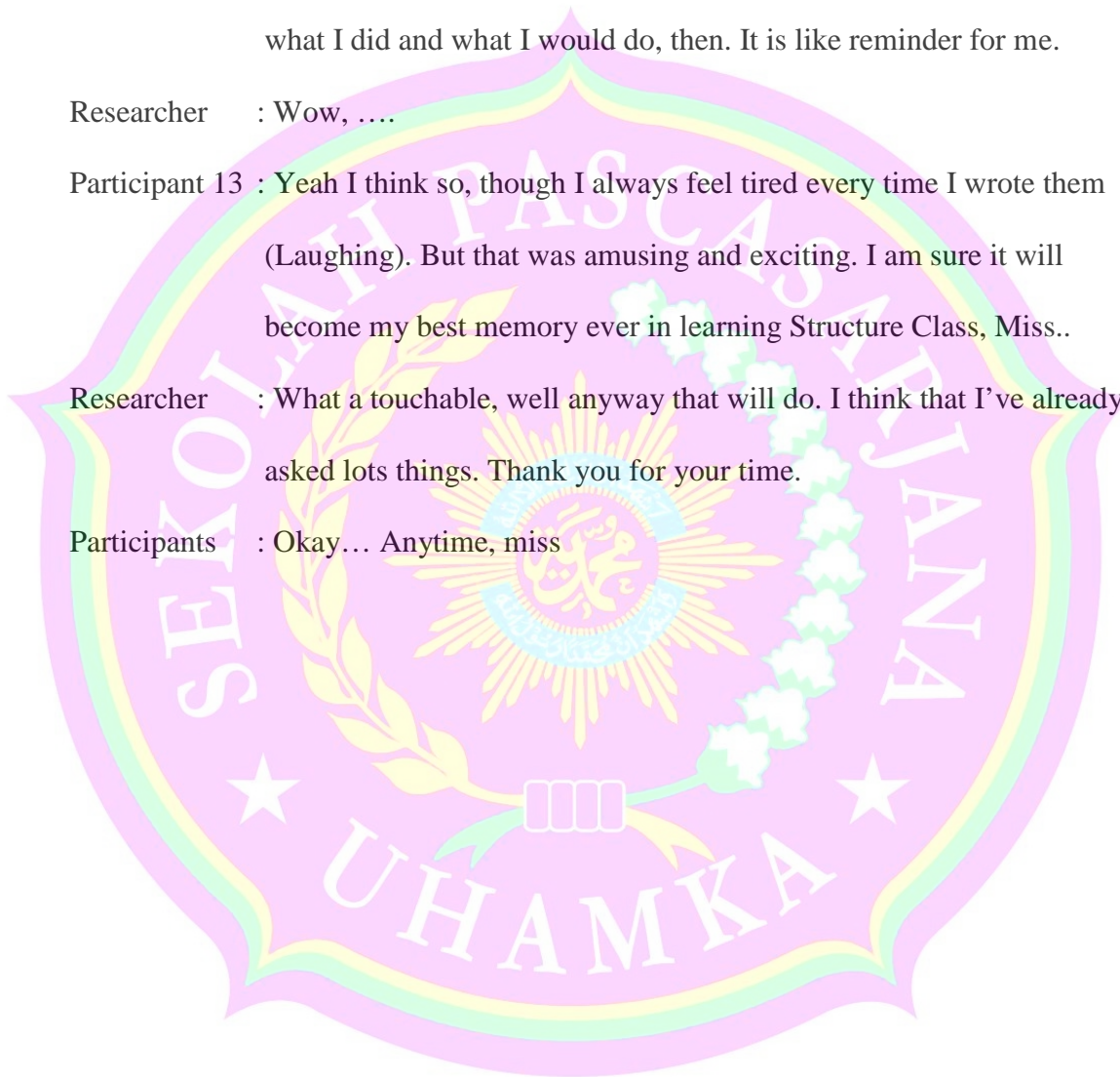
APPENDIX II
FIELD NOTES

	UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
	RPP MATA KULIAH : Advanced English Structure

Mata Kuliah	:	Advanced English Structure
Kode Mata Kuliah	:	MKK 200010603
Jurusan/Prodi	:	Bahasa dan Seni/Pendidikan Bahasa Inggris
Semester	:	III
Pertemuan ke	:	1 (satu)
Alokasi Waktu	:	2 X 50 menit
Kompetensi	:	Memahami dan menjelaskan aturan pemakaian Conditional Sentences bentuk pertama dalam kehidupan nyata.

Background

- Setting   : a university EFL class
- Students   : university level students (Age 20 to 30) -- flexible
- Level   : high intermediate and low advanced
- Class size   : 21 students
- Time   : 2x50 minutes

Detailed Lesson Plan

1. Warming up

Students will be asked some questions about their experience in love. Here are the following questions:

- Have you ended up a relationship?
- Have you ever said that you regretted something you did?
- Have you ever imagined if s/he comes back to you what your life looks like?
- How did you think if you had not decided to end up?

2. Playing the Music.

Students will listen to a song from The Script titled "If You Ever Come Back" with the following lyrics on the song:

If you're standing with your suitcase
But you can't step on the train
Everything's the way that you left it I still haven't slept yet

And if you're covering your face now
But you just can't hide the pain
Still setting two plates on the counter but eating without 'cha

If the truth is you're a liar
When you say that you're okay
I'm sleepin on your side of the bed goin' out of my head now

And if you're out there try'na move on
But somethin' pulls you back again
I'm sitting here try to persuade you like you're in the same room

*And I wish you could give me the cold shoulder
And I wish you could still give me a hard time
And I wish I could still wish it was over
But even if wishing is a waste of time
Even if I never cross your mind

**I'll leave the door on the latch
If you ever come back if you ever come back
There'll be a light in the hall and a key under the mat
If you ever come back
There'll be a smile on my face and the kettle on
And it will be just like you were never gone
There'll be a light in the hall and a key under the mat
If you ever come back if you ever come back now
Oh if you ever come back if you ever come back now

Now they say I'm wasting my time
'Cause you're never comin home
But they used to say the world was flat but how wrong was that now

And by leavin' my door open
I'm risking everythin' I own
There's nothin' I can lose in a break-in that you haven't taken
Back to *
If it's the fighting you remember or the little things you miss
I know you're out there somewhere so just remember this
If it's the fighting you remember or the little things you miss

Oh just remember this, oh just remember this
Back to **
And it will be just like you were never gone
And it will be just like you were never gone
And it will be just like you were never gone
If you ever come back if you ever come back now

3. Comprehension Check-up

1. What kind of trip will it be?
2. If you go to London, what place can you go to?
3. If you go to California, what famous places might you go to?
4. If you go to Disneyland, what will you see?
5. What can you enjoy if you go to Colorado?
6. If you go to Hawaii, which place can you go to?
7. What can you see, if you go to Hawaii?
8. Which place did the woman decide to go to for her wedding anniversary?

4. Repeating the Model Sentences

- If you come back to me, you'll have a wonderful life.
- If you come back to me, I will feel happy.
- If you come back to me, I can carry on my life.

6. Generalization: The Conditional If-clause

- If you come back to me, I will feel happy.

7. Questions and Explanations:

1. What are we going to learn?
2. What is your goal learning If Clause?
3. What have you already known about If clause?
4. How many clauses are there?
5. Which is the main clause?
6. Which is the subordinate clause?
7. Which is the subordinator?
8. The subordinate clause gives some details to the main clause. The detailed information is usually time or condition in the adverbial clause. In this sentence, does this subordinate clause tell us time or condition? (Condition). Then which word introduces a condition? (If) "If" introduces a condition that may or may or may not happen in the future. It is called an if-conditional clause. This condition is real in a sense that the condition can actually happen.
9. What does the main clause do? (It tells us the result if the condition happens. It is called a result clause.)

10. Now, tense. Which is the verb in the subordinate clause?
11. Which tense is the verb? (It takes simple present tense.)
12. Which is the verb in the main clause?
13. Which tense is the verb? (It takes future tense.)
14. What does the comma after the if-clause do? (Pause)

8.Substitution drill

Directions:

- Repeat: If you come back to me, I will feel happy.
- Make our life better, If you come back to me, I will make our life better.
- Understand you more, If you come back to me, I will understand you more.
- If you come back to me, I will feel happy.
- Never do the same mistakes
- Listen you more
- Do what you said.
- Spend a lot of time for you.

9. Generalization: Reversal of Two Clauses

If you come back to me, I will feel happy.

1. Which clause comes first in this sentence?
2. Can I switch these clauses?

I will feel happy if you come back to me.

1. Is there any difference in meaning? (No.)
2. What's different about punctuation? What happened to the comma?
3. When the main clause comes first, there is no need to put a comma

10. Sentence Completion Drill

Directions:

Think about the situations that might happen. I'll give you if-clauses.
You'll complete my utterance adding result clauses. Answer truthfully.
For example:

I'll say: If it rains,...
You'll say: If it rains, I will stay home.
I'll say: If it doesn't rain,
You'll say: If it doesn't rain, I can see birds.

(Drills between the teacher and individual students):

1. If it rains,
2. If it doesn't rain,
3. If I go to Ontario,
4. If I have free time,
5. If my friends visit me,
6. If I go to a Special English Party,
7. If my wedding anniversary comes,
8. If I go to Liverpool.,

11. Sentence Completion Drill

Directions: Now I'll give you result clauses. You'll complete those adding if-clauses.
For example:

If I say: I'll go to my country,...
You say: I'll go to my country if my sister gets married.
I'll say: I might go to Europe...
You'll say: I might go to Europe, If I have enough money.

(Drills between Teacher and individual students):

1. I will go to my country...
2. I might go to Europe...
3. I can see hula dances...
4. I can drink nice coffee...
5. You can eat delicious Chinese food
6. You might need a lot of money...
7. You can see the 1992 Olympic Games...
8. I'll make delicious food
9. You'll have a wonderful time.

12. Culminating Activity (Drills between students)

The students work in small groups. They complete the table below by asking their classmates the following questions. They answer using the first condition.
1. If you go to a restaurant this weekend, what will you order?
2. If the teacher gives a lot of homework tonight, will you have time to finish it?
3. If the weather is beautiful on the weekend, what will you do?
4. If you catch a bad cold this week, what will you take for it?
5. If you go to a movie this weekend, what will you see?
6. If you watch TV tonight, what will you watch?
7. If you take a trip soon, where will you go?
8. If you buy a new coat, what color will you buy?
9. If you have dessert tonight, what will you have?
10. If you visit a friend this week, who will it be?
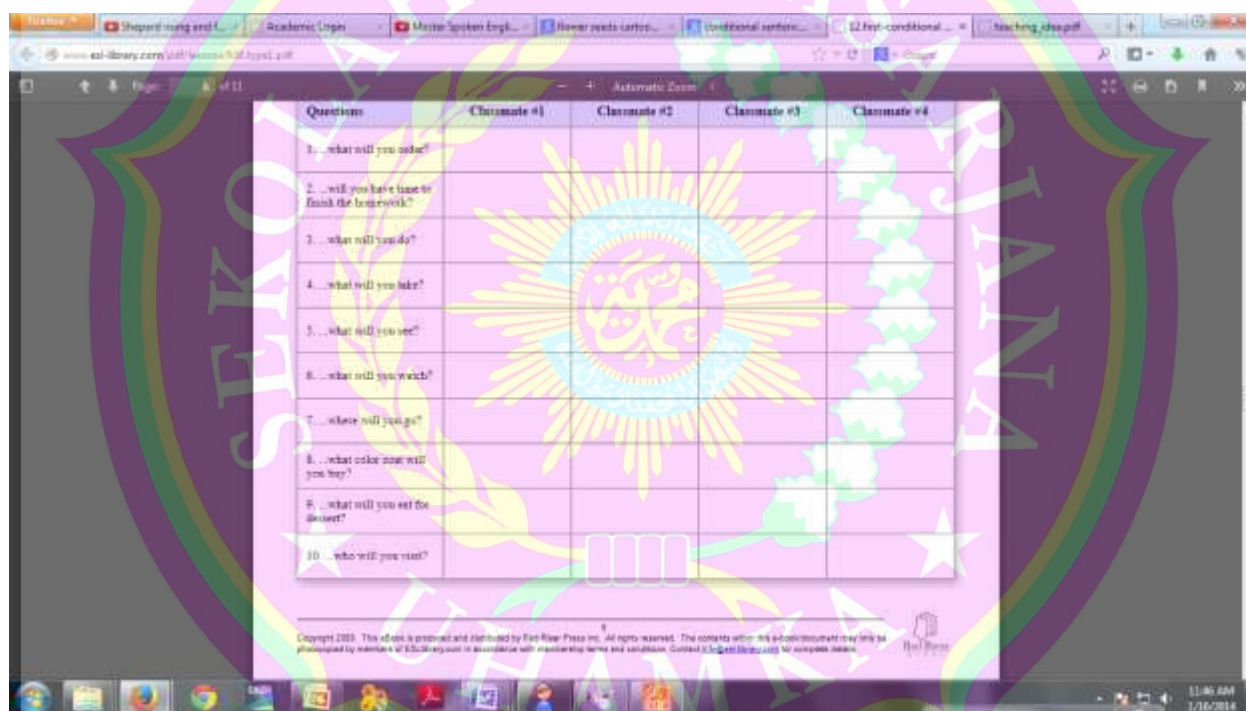
11. Distributing of Homework

(Taken from http://www.esl-library.com/pdf/lessons/636.type1.pdf)

13. Distributing of Learner Diaries

	UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA **FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
	RPP MATA KULIAH : Advanced English Structure

Mata Kuliah   : Advanced English Structure

Kode Mata Kuliah   : MKK 200010603

Jurusan/Prodi   : Bahasa dan Seni/Pendidikan Bahasa Inggris

Semester   : III

Pertemuan ke   : II (dua)

Alokasi Waktu   : 2 X 50 menit

Kompetensi   : Memahami dan menjelaskan aturan pemakaian Conditional Sentences

bentuk kedua dalam kehidupan nyata.

Background

- Setting   : a university EFL class
- Students   : university level students (Age 20 to 30) -- flexible
- Level   : high intermediate and low advanced
- Class size   : 21 students
- Time   : 2x50 minutes

Detailed Lesson Plan

1. Warming up

Students will be asked some questions about the pictures shown on power point. Here are the following questions:

2. Repeating the Model Sentences

- If I became M.Nuh, I would…..
- If I had wings, I would…...
- If I were a boy, I would….. (for female students)
- If I were a girl, I would ….. (for male students)

3. Questions and Explanations:

- What are we going to learn?
- What is your goal learning If Clause for this type?
- What have you already known about If clause?
- How many clauses are there?
- Which is the main clause?
- Which is the subordinate clause?
- Which is the subordinator?
- The subordinate clause gives some details to the main clause. The detailed information is usually time or condition in the adverbial clause. In this sentence, does this subordinate clause tell us time or condition? (Condition). Then which word introduces a condition? (If) "If" introduces a condition that it never happens as it is impossible to do, which is situated by present conditions.
- What does the main clause do? (It tells us the result if the condition could happen. It is called a result
- Now, tense. Which is the verb in the subordinate clause?
- Which tense is the verb? (It takes simple pat tense.)
- Which is the verb in the main clause?
- Which tense is the verb? (It takes past future tense.)
- What does the comma after the if-clause do? (Pause)

if clause	main clause
Simple Past	**would + V1** or could + V1

If I studied,	I would pass the exams.
If I studied,	I could pass the exams.

The if-clause can be at the beginning or at the end of the sentence.

If I studied,	I would pass the exams.
I would pass the exams	if I studied

Were instead of _Was_

In IF Clauses Talking Imposibility, we usually use ,were ' – even if the pronoun is *I*, *he*, *she* or *it* –.

Example:

If I **were** you, I would not do this.
If you **were** nicer to him, he could lend you the money.
If I **were** you, I would stay at home and do my homework.
If I **were** you, I would drive more carefully in the rain.

4. Comprehension Check-up.

Students will listen to a song from Westlife titled "Nothing's gonna change my love for you" with the following lyrics. After listening to it, they are asked to analyze why the sentences bolded use conditional sentences:

(Westlife, popularized by George Benson)

If I had to live my life without you near me
The days would all be empty

The nights would seem so long
With you I see forever oh so clearly
I might have been in love before
But it never felt this strong

Our dreams are young and we both know
They'll take us where we want to go
Hold me now, touch me now
I don't want to live without you

REFF:
*Nothing's gonna change my love for you
You ought to know by now how much I love you
One thing you can be sure of
I'll never ask for more than your love

Nothing's gonna change my love for you
You ought to know by now how much I love you
The world may change my whole life through

But nothing's gonna change my love for you*

If the road ahead is not so easy
Our love will lead the way for us
Like a guiding star
I'll be there for you if you should need me
You don't have to change a thing
I love you just the way you are

So come with me and share the view
I'll help you see forever too
Hold me now, touch me now
I don't want to live without you

(BACK TO REFF)

5. Substitution drill

Directions:
- Repeat: If I could live forever, I would be an unlucky person ...
- Now try more:
  Have three wishes: If I had three wishes, I would ask ….
  Understand you more, If you come back to me, I will understand you more.

6. Sentence Completion Drill

Directions:

The teacher will give the prompts; the students are asked to continue them.
For example:

The teacher will say: If I were a boy, I would I have mustache.
Then you must continue the main clause and change it into the dependent clause: If I had mustache, I would seem so cute.

(Drills between the teacher and individual students. Students respond the teacher's questions using If-Clauses):

1. Are you superhero?
2. Is today Sunday?
3. Is it possible for you turn back the time?
4. Are you a vegetarian?
5. Do you have a 'copied-me'?
6. Do you have a magical power?

7. Do you speak 5 languages?
8. Are you a billionaire?

Culminating Activity (Drills between students)

Teacher provides a piece of carton and different coloring markers. The students work in small groups consisting of four to five students. Each student holds a marker which has different colour to another. Teacher gives incomplete clause. Teacher gets first student in each group to complete the clause learned. The next student completes the clause that the first student writes previously. Second, fourth or fifth students do the same thing, which is completing the clause that the previous person writes. The group who can make more complete and accurate clauses using If clauses type 2 I time teacher allots will be the winner. The next round teacher has students change   different   seat   position   so   that   they   will   create   more   clauses.

1. Situation 1: If I could speak with animal, ……….
2. Situation 1 : If I were a witch, ………….
3. Situation 3 : I would scream loudly, …………
4. Situation 4 : I would bring it to the space, ………..

7. Distributing of Assignment

(Taken from http://www.esl-library.com/pdf/lessons/636.type1.pdf)

8. Distributing of Learner Diaries

	UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA **FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
	RPP MATA KULIAH : Advanced English Structure

Mata Kuliah	: Advanced English Structure
Kode Mata Kuliah	: MKK 200010603
Jurusan/Prodi	: Bahasa dan Seni/Pendidikan Bahasa Inggris
Semester	: III
Pertemuan ke	: III (tiga)
Alokasi Waktu	: 2 X 50 menit
Kompetensi	: Memahami dan menjelaskan aturan pemakaian Conditional Sentences bentuk ketiga dalam kehidupan nyata.

Background

- Setting   : a university EFL class
- Students   : university level students (Age 20 to 30) -- flexible
- Level   : high intermediate and low advanced
- Class size   : 21 students
- Time   : 2x50 minutes

Detailed Lesson Plan

1. **Warming up**

- Teacher elicits the vocabulary that will be used in the lesson by having students guess the incomplete pictures:
- Teacher introduces the target vocabulary.
- Teacher gets students to drill the vocabulary.

Students' target vocabulary
instrument   utensil   appliance   vehicle   gadget   tool

- Teacher shows the sample conversation using the target grammar:

2. Repeating the Model Sentences

Teacher has students repeat the sample conversation using the If Conditional Sentences Type 3:

Clare   : So, Tanya, what do you think of my homemade spaghetti?

Tanya   : It's great. But what's that funny utensil you're using?

Clare   : Oh, this? It's my electric spaghetti fork. See? It spins around so I can get more pasta on my fork. It's a cool innovation.

Tanya   : Hmm, I don't know. I hope you didn't spend a lot on that.

Clare   : Oh, no. My friend gave it to me as a joke gift.

Tanya   : I got a gift like that once. It was this thing called a watch phone.

Clare   : No, that sounds really useless. **If I had received that as a gift, I would have returned it to the store**.

Tanya   : I did. But why didn't you return thr electric fork?

Clare   : Because it really works. Here, try it.

Tanya   : Wow, it's great. I **wouldn't have made fun of it I had known it was useful**.

3. Questions and Explanations:

a. What are we going to learn?
b. Can anybody tell me why those two women using these expressions?
c. Which is the main clause?
d. Which is the subordinate clause?
e. The subordinate clause gives some details to the main clause. The detailed information is usually time or condition in the adverbial clause. In this sentence, does this subordinate clause tell us time or condition? (Condition). Then which word introduces a condition? (If) "If" introduces a condition that it never happens as it is impossible to do, which is situated by past perfect tenses.
f. What does the main clause do? (It tells us the result if the condition could happen. It is called a result)

4. Teacher explains how to structure If Clauses type 3

5. Sentence Completion Drill

Teacher gets students to complete the sentences provided on the slide of powerpoint.

Ex. Annie failed her history test, but if she *had studied* (study) harder, she *would have passed* (pass).

1. Kevin caught the bus on time, but if he _____ (miss) the bus, he _____ (he) late for his appointment.

2. Bob didn't write to me when he was on vacation, but if he _____ (know) my address, he _____ (send) me a postcard.

3. We didn't buy the car because it was too expensive, but if it _____ (be) a little cheaper, we _____ (buy) it.

4. They didn't go to her party, but if she _____ (invite) them, they _____ (go).

5. I didn't know that Dave was in the hospital last week. If I _____ (know), I _____ (visit) him.

6. It was cold yesterday, but if it _____ (be) warmer, we _____ (go) to the beach.

7. I felt a little sick last night. If I _____ (feel) better, I _____ (go) to the movie with you.

8. Jane didn't understand the homework. If she _____ (listen) to the teacher's instructions, she _____ (know) what to do.

B. Sentence Completion

Complete the following sentences using your own words.

1. I would have lent you some money if_____

2. The boss would have fired her if_____

3. If I had known it was going to rain, _____

4. If she hadn't missed so many classes, _____

5. If yesterday had been a holiday, _____

6. I wouldn't have missed the bus if_____

7. I would have had a party if_____

8. I would have called you if_____

6. **Culminating Activity (Drills between students)**

Teacher has students work in groups of three or four. Teacher gives each group a story summary. Teacher gives each group a handout with all the summaries and then assigns one per group. The students read the summary and then write five conditional sentences based on the information in the summary.

Example:

Blair lied and told Todd she was pregnant with his child so that he would marry her. She knew what he didn't: that he was about to inherit $28 million. As a result

of her deception, Cord, the man she really loved, was disgusted with her. Since the marriage, Blair has discovered that she is now, in fact, pregnant, and Todd has discovered that he is a millionaire. Blair's mother, who is in a psychiatric center, knows the truth about the marriage and has a habit of saying whatever comes to mind.

Sample Sentences:
- If Blair had not lied to Todd, he wouldn't have married her.
- If Blair had not married Todd, she could have married Cord.
- If Todd had known about the $28 million before his marriage, he might have suspected Blair.

7. **Distributing of Assignment**

Teacher divides the class into small groups. Teacher gives each group the same number of cards. Be sure to give an even number to each group. Teacher uses the cards in Worksheet 112. Each group should make as many matches as possible. Group members should take the remaining unmatched cards to other groups and try to make a trade. They cannot give away a card without receiving one in exchange, and they cannot take a card unless the other group agrees to the trade. Students put the cards on a carton.

if you catch a cold	you need to take some medicine and keep warm
if I had been tired	I would have taken a nap
if I had a dog	I would take him for a walk
if you eat a lot of ice cream	you will gain weight

if I had been as sick as you	I wouldn't have gone to school
if you study hard	you get good grades
if I had had a dog	I wouldn't have been afraid to be alone
if I found a wallet	I would return it
If I find your wallet	I will return it to you
If I had found your wallet	I would have returned it to you
if I had eaten the whole box of chocolates	I would have had an upset stomach

if you had asked me	I would have helped you
If I had had enough money	I would have lent you some
if I am sick tomorrow	I will stay home

8. Distributing of Learner Diaries

	UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA **FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
	RPP MATA KULIAH : Advanced English Structure

Mata Kuliah   : Advanced English Structure

Kode Mata Kuliah   : MKK 200010603

Jurusan/Prodi   : Bahasa dan Seni/Pendidikan Bahasa Inggris

Semester   : III

Pertemuan ke   : IV (empat)

Alokasi Waktu   : 2 X 50 menit

Kompetensi   : Memahami dan menjelaskan aturan pemakaian Conditional Sentences

bentuk kedua dan ketiga dalam satu context di kehidupan nyata.

Background

- Setting   : a university EFL class
- Students   : university level students (Age 20 to 30) -- flexible
- Level   : high intermediate and low advanced
- Class size   : 21 students
- Time   : 2x50 minutes

Detailed Lesson Plan

1. **Warming up**

   Students will be asked some questions about the pictures shown on power point. Here are the following questions:

   - What happens with the man?
   - Why does it happen?
   - Does he regret what he did?
   - Can you guess how he expresses his regret?
   - Help me fill his balloon words.
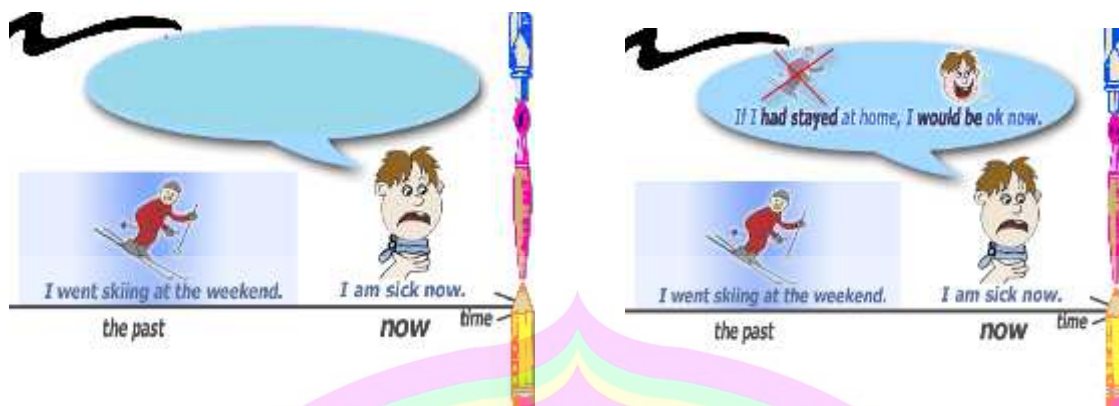
2. Repeating the Model Sentences

Teacher has students repeat the sample conversation using the If Conditional Sentences Type 3:

Clare : So, Tanya, how was the test?

Tanya : It's terrible.

Clare : Really? I thought you had worked that hard for the test.

Tanya : I wish so. **I would be at Prof. Kirk's office now if I hadn't come late** yesterday.

Clare : What? Did you come late?

Tanya : Yeap. I was late. I was trapped in the traffic jam for an hour. Dave couldn't drive me to campus so I took a bus.

Clare : No, that sounds awful. I'm so sorry to hear that.

Tanya : Well, that's okay. **If I hadn't taken the bus, I wouldn't see him**.

Clare : Him?

Tanya : Yeah. I met a nice guy in the bus and I will see him this lunch.

Clare : Wow.

3. Questions and Explanations:

a. What are we going to learn?
b. Can anybody tell me why those two women using these expressions?
c. Which is the main clause?
d. Which is the subordinate clause?
e. The subordinate clause gives some details to the main clause. The detailed information is usually time or condition in the adverbial clause. In this sentence, does this subordinate clause tell us time or condition? (Condition). Then which word introduces a condition? (If) "If" introduces a condition that it never happens as it is impossible to do, which is situated by past perfect tenses.
f. What does the main clause do? (It tells us the result if the condition could happen. It is called a result)

4. Teacher explains how to structure If Clauses type 3

Teacher explains (or reviews) that some actions have results not only in the time they happened, but can also carry over into the present or future.
Example: If I had eaten more *last night* . . . I wouldn't be hungry *now*.

5. Completion drill
Teacher breaks the class into pairs or groups of three or four. Teacher gives each group or pair several *if*-clauses—things that happened in the past. Teacher tells students this activity has results in the present and that they should make sentences with a past condition and a present result.
SUGGESTIONS:
- If I had written my essay last weekend
- If I had gone to bed earlier last night
- If I had washed my hair yesterday
- If I had gone to the movies with my friends last night
- If I had studied more English in my own country

6. Culminating drill activity

Teacher has students pick one of the seven situations on the worksheet and write a letter to "Dear Annie" in which they explain their situation and ask how it can be avoided in the future or how it could have been avoided. Teacher collects the students' "Dear Annie" letters. Teacher randomly redistributes them to the class, making sure that no one receives his/her own letter. Teacher have students pretend they are Annie and respond in writing to the letter they received. They must use whichever conditional structures are appropriate to the situation described in the letter. Teacher has several students read to the class the original letter they wrote along with their (Annie's) response. Return the letters and the responses to the authors of the original letters.

Worksheet 113:

DEAR ANNIE

Part A

Choose one of the situations. For the situation you choose, write a letter to "Dear Annie" explaining your situation. Ask her for advice about how your situation could have been prevented or how it can be prevented in the future.

1. You forgot to lock your car and as a result, your books were stolen from the back seat. How could you have avoided having your books stolen?

2. You were absent from class on Monday when the teacher told the class there would be a test on Tuesday. How could you have avoided failing the test?

3. Your dog always barks late at night. As a result, your neighbor has threatened to kill the dog. What will save your dog's life?

4. You were out having a good time. On your way home, a policeman gave you a ticket for speeding. How could you have avoided getting a speeding ticket?

5. Although you know that you are not a very good cook, you prepared dinner for all of your friends. As a result, all of your friends got sick and had to be taken to the hospital. How could this situation have been avoided?

6. While you were playing, you left a little ball on the stairway. When your mother came down the stairs, she fell and broke her leg. How could this have been avoided?

7. Every time you go shopping, you go at 5:00 when the store is busiest. As a result, you always have to stand in a long check-out line. How can you avoid standing in a long line the next time you go to the store?

Example:

Dear Annie,

Help! A terrible thing has just happened to me! Yesterday after my classes, I went to the mall to go shopping. I forgot to lock my car, and as a result, my books were stolen from the back seat. I have a test this Friday, but now I can't study because I don't have my book. I am very upset. Could you tell me how I could have prevented this terrible situation?

Sincerely yours,

Going to Fail in Buffalo

Part B

You write an advice column in the paper and sign yourself "Dear Annie." You have received a letter that describes a situation and asks your advice on how the situation could have been prevented/avoided or how it can be prevented/ avoided in the future. Write a response, using the appropriate conditional constructions. If you are asked about how a situation could have been avoided, use the untrue in the past conditional. If you are asked about how a situation can be

avoided, use the present/future conditional. You may also use other conditional constructions in your response.

Example:

Dear "Going to Fail,"

If you <u>had remembered </u>to lock your car in the first place, your books <u>wouldn't have been stolen </u>and you <u>wouldn't be </u>in this terrible situation! Perhaps in the future you should keep your books in the trunk of your car. That way, <u>if you forget </u>to lock your car again, your books <u>won't be stolen </u>and you <u>won't fail </u>any more tests.

Yours truly,

Annie

P.S. If you <u>tell </u>your teacher about your situation, I'm sure he/she'll <u>help you </u>find a book to study with

7. **Distributing of Assignment**

Teacher assigns the students to collect some pictures relate to what students regret in the past but can carry over the present and future effect. Students are assigned to collect the pictures in a photo album that students create and give the caption for each picture.

8. **Distributing of Learner Diaries**

INSTRUCTION OF ONLINE QUIZ

Structure III @AdvEngStructure · Dec 21
Don't forget put the tag of your class. No more reply on Sunday afternoon.
Expand   Reply   Retweet   Favorite   More

Structure III @AdvEngStructure · Dec 21
Eg.2: I AM AFRAID OF SNAKE. Then, you can reply: If I had a snake, I would teach him how to smile.
Expand   Reply   Retweet   Favorite   More

Structure III @AdvEngStructure · Dec 21
Eg.1: I HOPE I WILL HAVE MANY KIDS. Then, you can reply : If I have many kids, I'll build a big house.
Expand   Reply   Retweet   Favorite   More

Structure III @AdvEngStructure · Dec 21
What you have got to do is, replying the context I made by using appropriate if-clause context.
Expand   Reply   Retweet   Favorite   More

Structure III @AdvEngStructure · Dec 21
Let's start our quiz again after taking so long for a wait.
Expand   Reply   Retweet   Favorite   More

(image O.Q. 01)

(image O.Q. 02)

(image O.Q. 03)

(image O.Q. 04)

(image O.Q. 05)

(image O.Q. 06)

LEARNERS' ONLINE QUIZ AND TWEETING BEHAVIOUR OF GROUP I

(image LT. P.09.01)

These are some examples of the learners when they use social media as their reflection. In this group, they rarely used their target language in expressing anything. They also did not utilize social media to gain more information to learn.
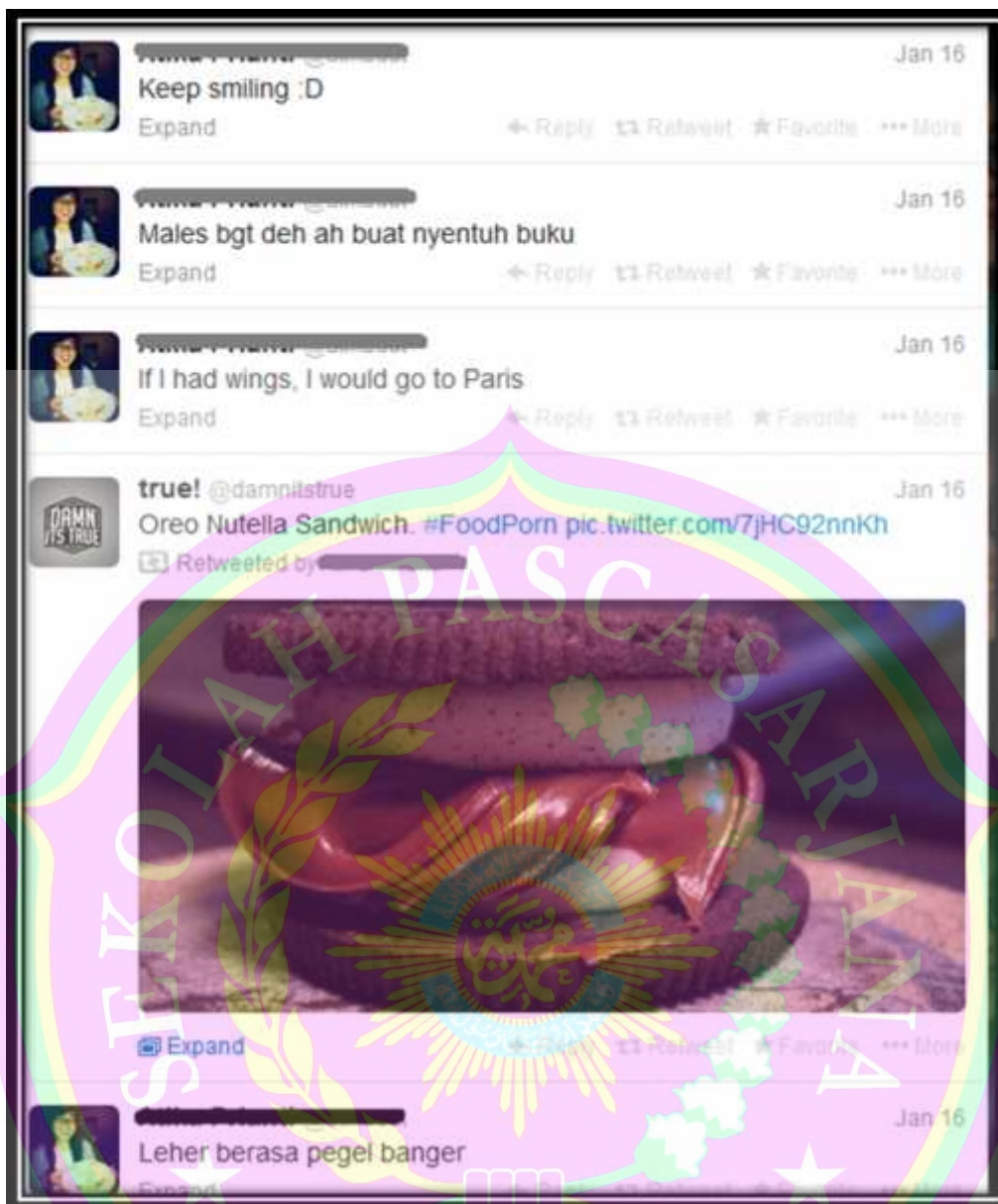
(image LT. P.09.02)
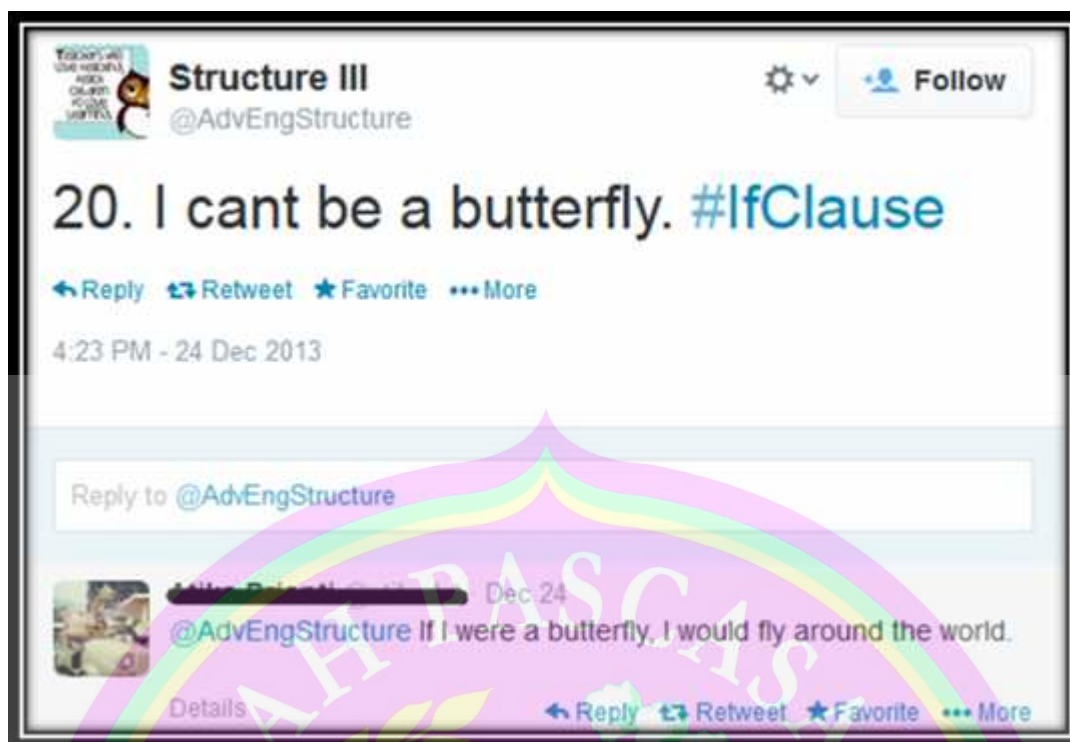
(image LT. P.09.03)

(image LT. P.09.04)

These are P.09's production in using her knowledge to use If Clause in her sentences. The context was given by the lecturer and the participant had to make her own sentence correctly and properly related to the context.

(image LT. P.09.05)
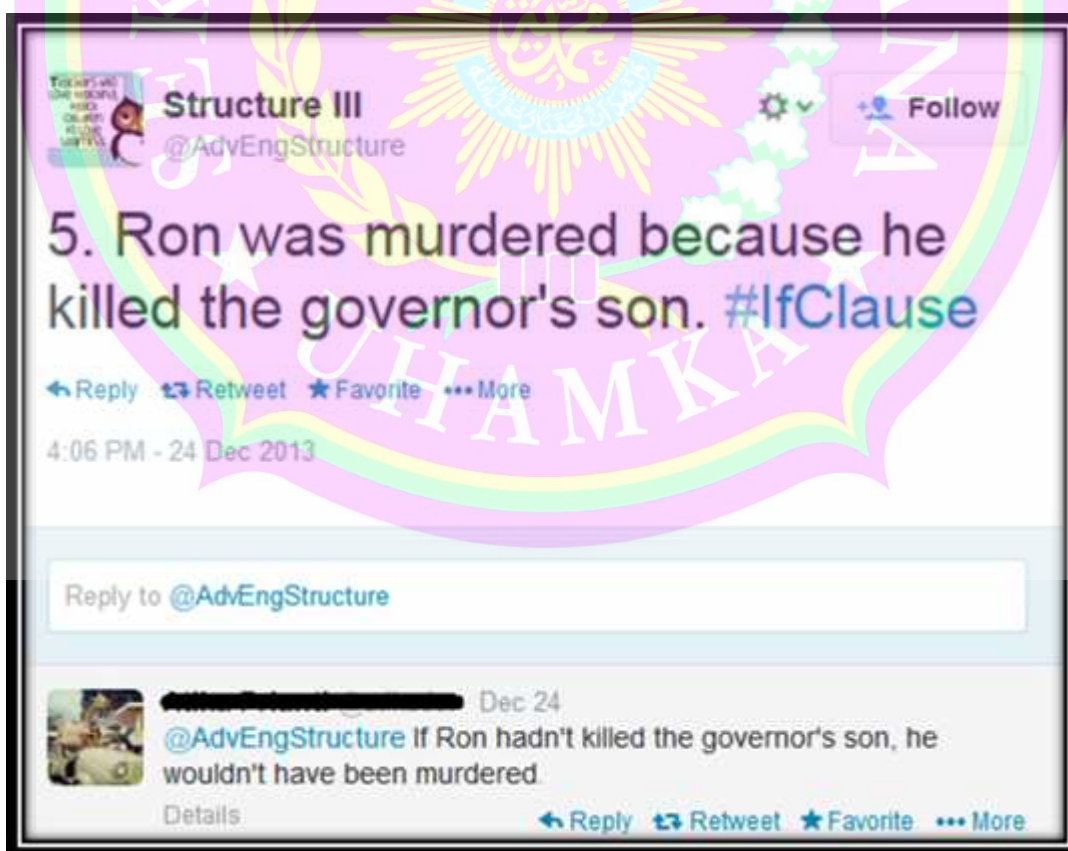
(image LT. P.09.06)

(image LT. P.19.07)
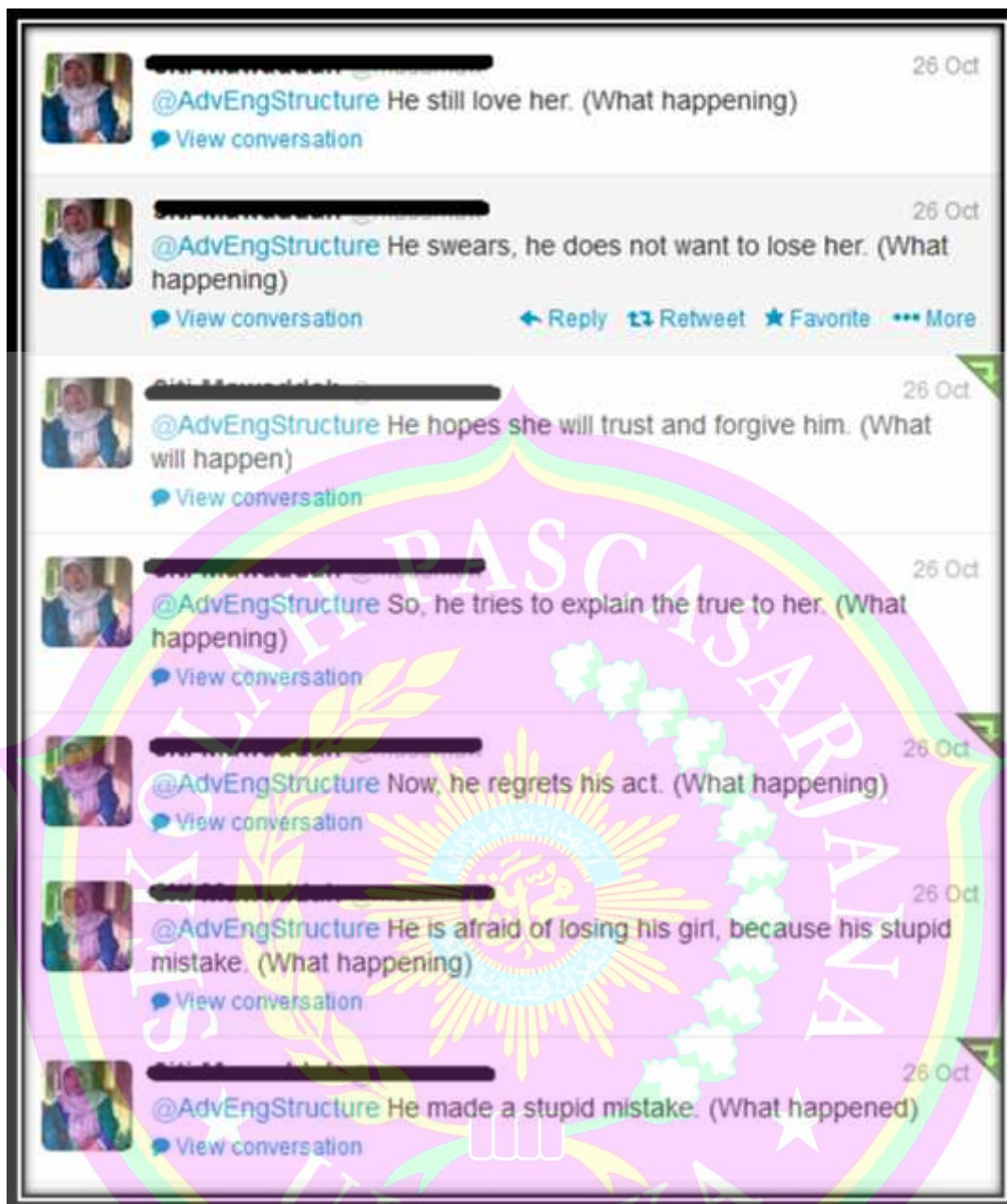
(image LT. P.19.08)

These are P.19's productions in using her grammar knowledge to sum up the lyrics of some songs. The songs were given by the lecturer and the participant had to make her own sentence correctly and properly related to the context.
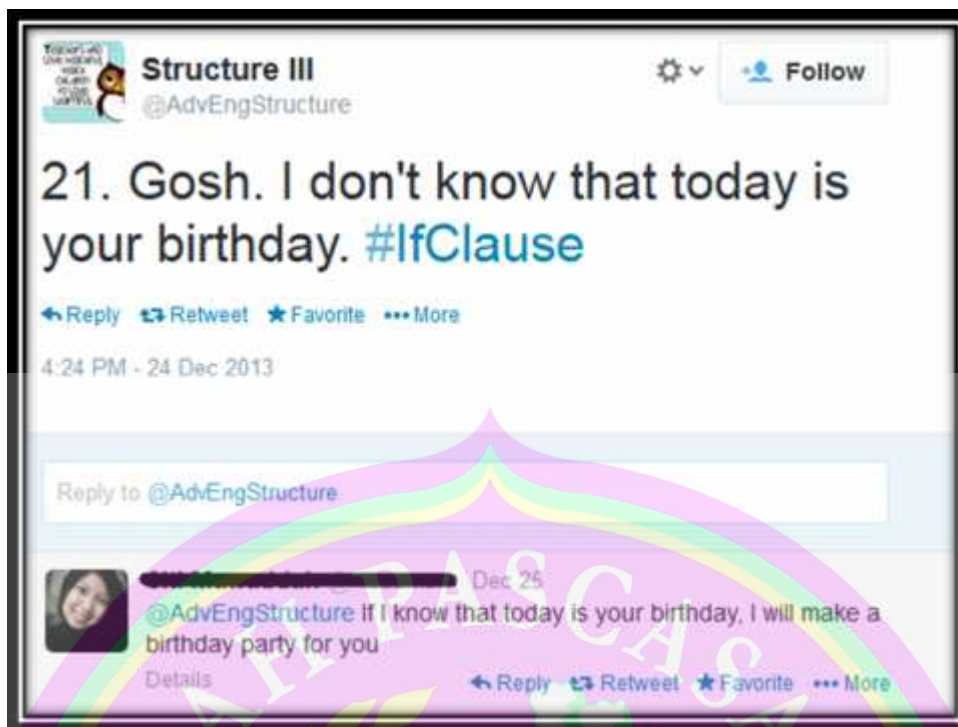
(image LT. P.19.20)

(image LT. P.19.21)

(image LT. P.19.22)

These are P.09's production in using her knowledge to use If Clause in her sentences. The context was given by the lecturer and the participant had to make her own sentence correctly and properly related to the context.

(image LT. P.19.23)

(image LT. P.19.24)

(image LT. P.12.01)

These are P.12's production in using her knowledge in using noun clause. It can be seen that this participant has poor knowledge in structuring the words and evaluating her mistake as well.
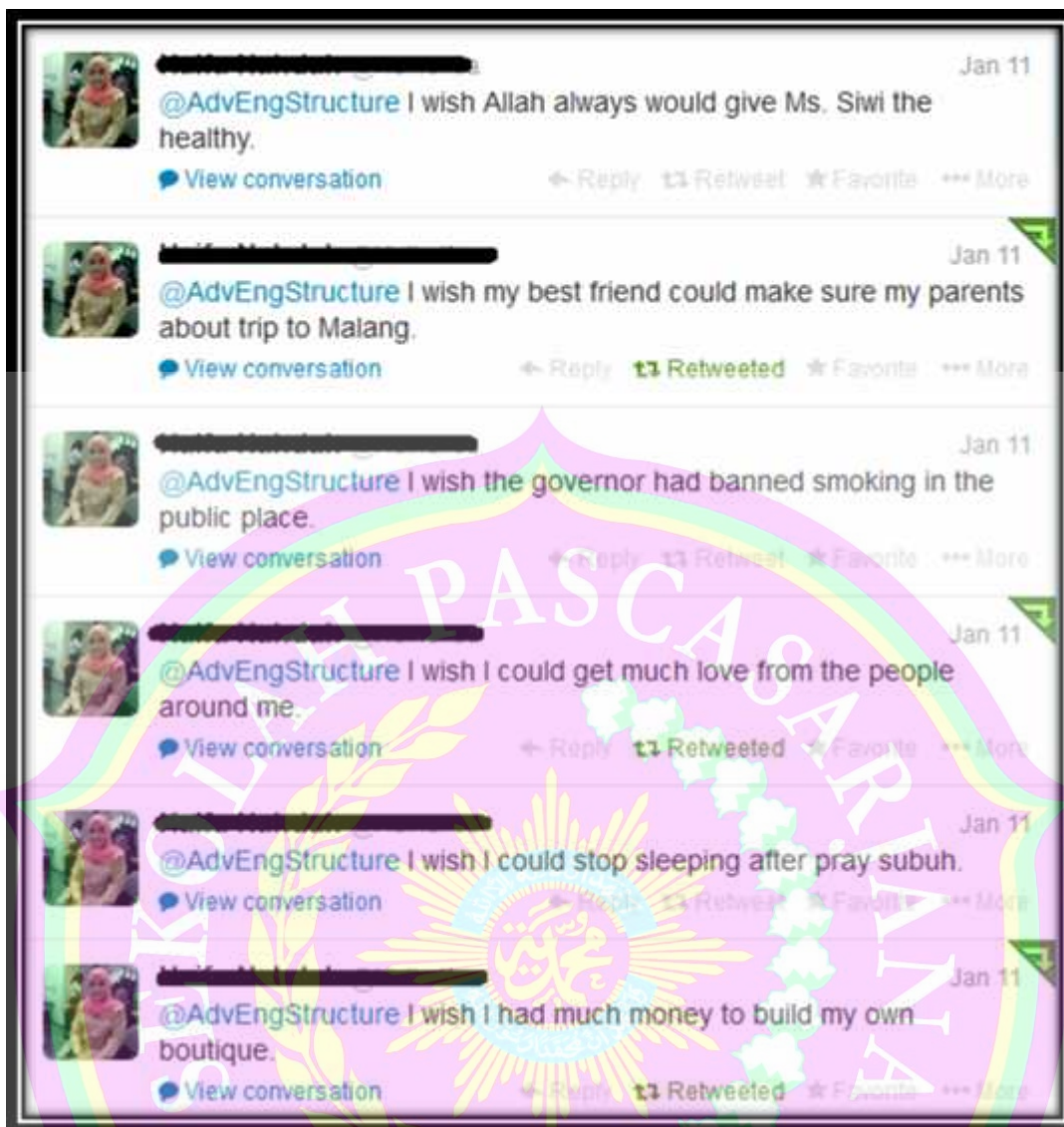
(image LT. P.12.02)

(image LT. P.12.03)
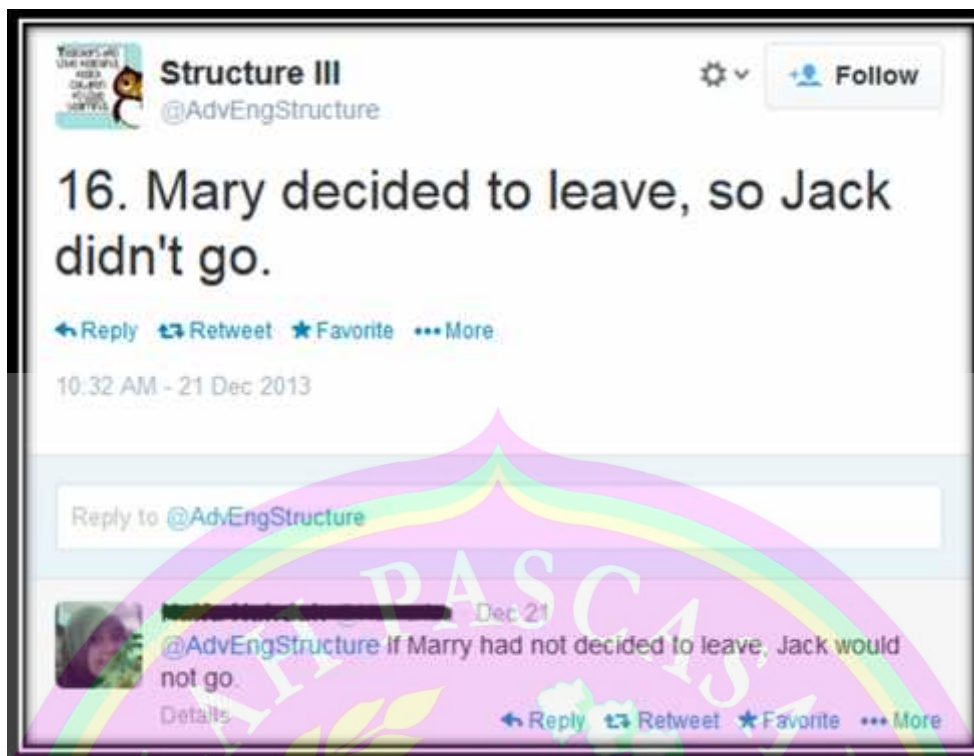
(image LT. P.12.04)

(image LT. P.12.05)

These are P.12's production in using her grammar knowledge to sum up the lyrics of some songs. The songs were given by the lecturer and the participant had to make her own sentence correctly and properly related to the context.

Structure III
@AdvEngStructure

12. Mark didn't get the job so he is not going to move to Shanghai. #IfClause

Reply   Retweet   ★ Favorite   ••• More

4:15 PM - 24 Dec 2013

Reply to @AdvEngStructure

Dec 25
@AdvEngStructure If Mark got the job, he would move to Shanghai.

Details   Reply   Retweet   ★ Favorite   ••• More

(image LT. P.12.06)

Structure III
@AdvEngStructure

6. He decided to be an assassin as he had no other skills to carry on his life. #IfClause

Reply   Retweet   ★ Favorite   ••• More

4:07 PM - 24 Dec 2013

Reply to @AdvEngStructure

Dec 25
@AdvEngStructure If he had not decided to be an assassin, I would have been given him a job.

Details   Reply   Retweet   ★ Favorite   ••• More

(image LT. P.12.07)

LEARNERS' ONLINE QUIZ AND TWEETING BEHAVIOUR OF GROUP II
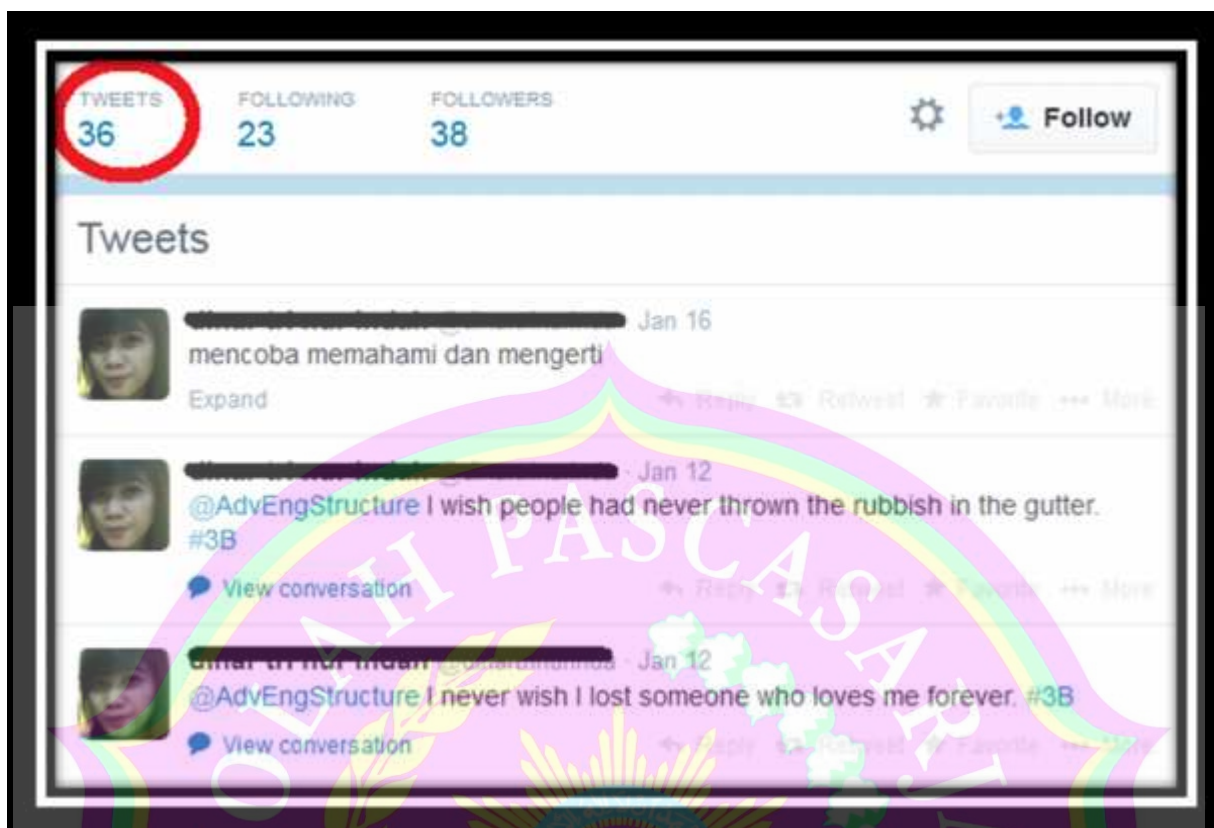
(image LT. P.11.01)

This is a picture of P.11 tweets in using her grammar knowledge in social media. Unlike most participants who reflect and share anything in twitter, she did not share lot things. The last time she shared her feeling when it was January 6th 2014. In this case, it can support the statement that she did not even use her opportunity and media to improve her language as she used her language when the lecturer asked her to do online quiz.

(image LT. P.11.02)

(image LT. P.11.03)

These are P.11's productions in using her knowledge to use If Clause in her sentences. The context was given by the lecturer and the participant had to make her own sentence correctly and properly related to the context.

(image LT. P.11.04)
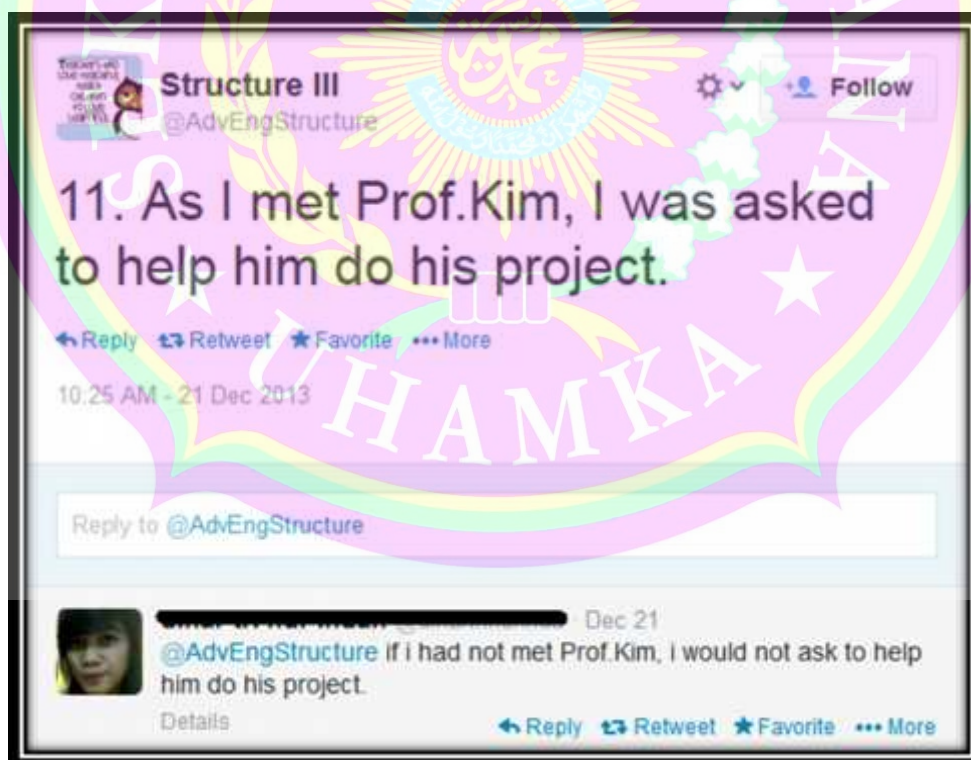
(image LT. P.11.05)

(image LT. P.11.06)

(image LT. P.17.01)

This is a picture of P.17 tweets in using social media. Unlike the previous participant mentioned, she did share lot things and she used the language more often than the previous one. Though she shared a lot, things shares were limited to her feelings which were more expressed in her first language rather than the target language. It can be assumed even in social media she did not make her habit to improve her language.

(image LT. P.17.02)
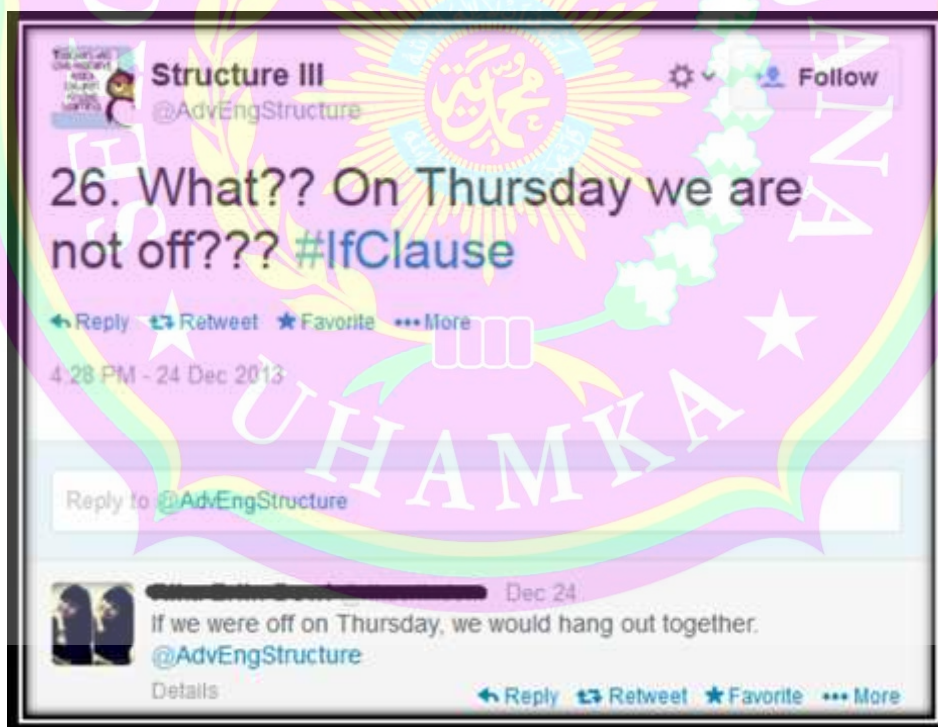
(image LT. P.17.03)

These are P.11's productions in using her knowledge to use If Clause in her sentences. The context was given by the lecturer and the participant had to make her own sentence correctly and properly related to the context.

(image LT. P.17.04)

(image LT. P.17.05)

(image LT. P.20.01)

(image LT. P.20.02)

This is a picture of P.20 tweets in using social media. Unlike the previous participant mentioned, P.17, she did share fewer. Even if she used her social media, she did it to look up more information about fashion than the language.

(image LT. P.20.03)

These are P.20's productions in using her tenses knowledge to make their own sentences by using the pictures. The pictures were given by the lecturer and the participant had to make her own sentence correctly and properly

(image LT. P.20.04)

(image LT. P.20.05)

(image LT. P.20.06)

These are P.20's productions in using her knowledge to use If Clause in her sentences. The context was given by the lecturer and the participant had to make her own sentence correctly and properly related to the context.

(image LT. P.20.07)

LEARNERS' ONLINE QUIZ AND TWEETING BEHAVIOUR OF GROUP III

(image LT. P.08.01)

This is a picture of P.08 tweets. Here, it is truly obvious this participant is the least passive and introverts one. It can be described that the intense of his use either his diary or in social media that he was not good at sharing things, even his feeling. He just tweeted five times. Even he did not do the other online quizzes.

(image LT. P.13.01)

This is a picture of P.13 tweets in sharing anything social media. She frequently shared lots things in this media. The frequency of behavior in using her target language is much more than the previous participant mentioned.

(image LT. P.13.02)

This is a picture of P.13 tweets in sharing anything social media. She frequently shared lots things in this media. The frequency of behavior in using her target language is much more than the previous participant mentioned.

(image LT. P.13.03)

These are P.19's some productions in using her grammar knowledge to sum up the lyrics of some songs. The songs were given by the lecturer and the participant had to make her own sentence correctly and properly related to the context.

(image LT. P.13.04)

These are P.13's productions in using her tenses knowledge to make their own sentences by using the pictures. The pictures were given by the lecturer and the participant had to make her own sentence correctly and properly related to the context.
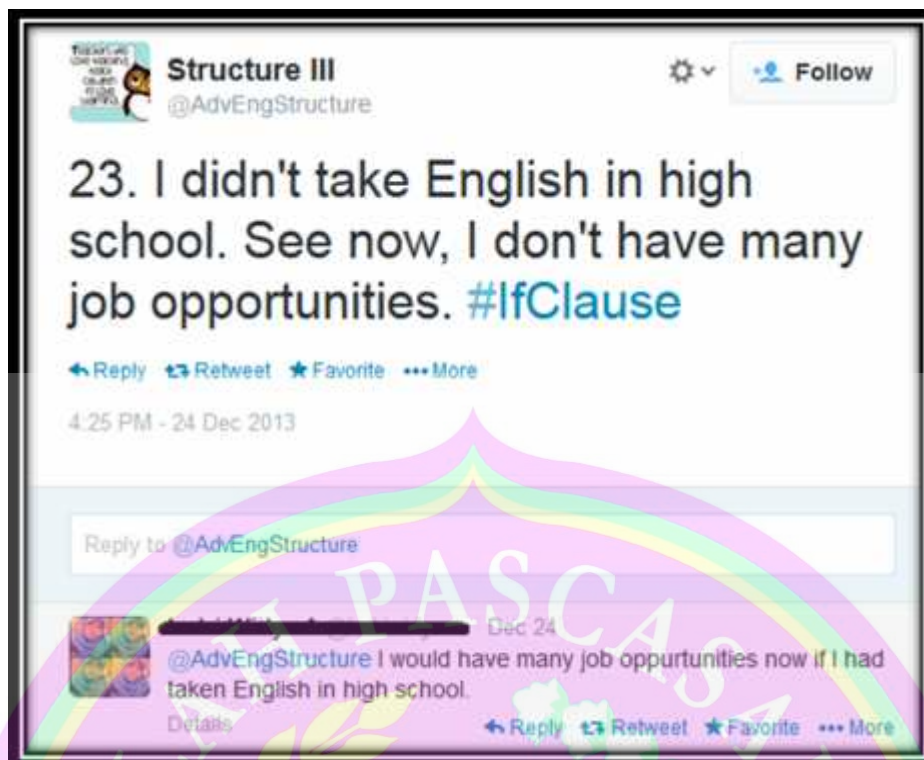
(image LT. P.13.05)
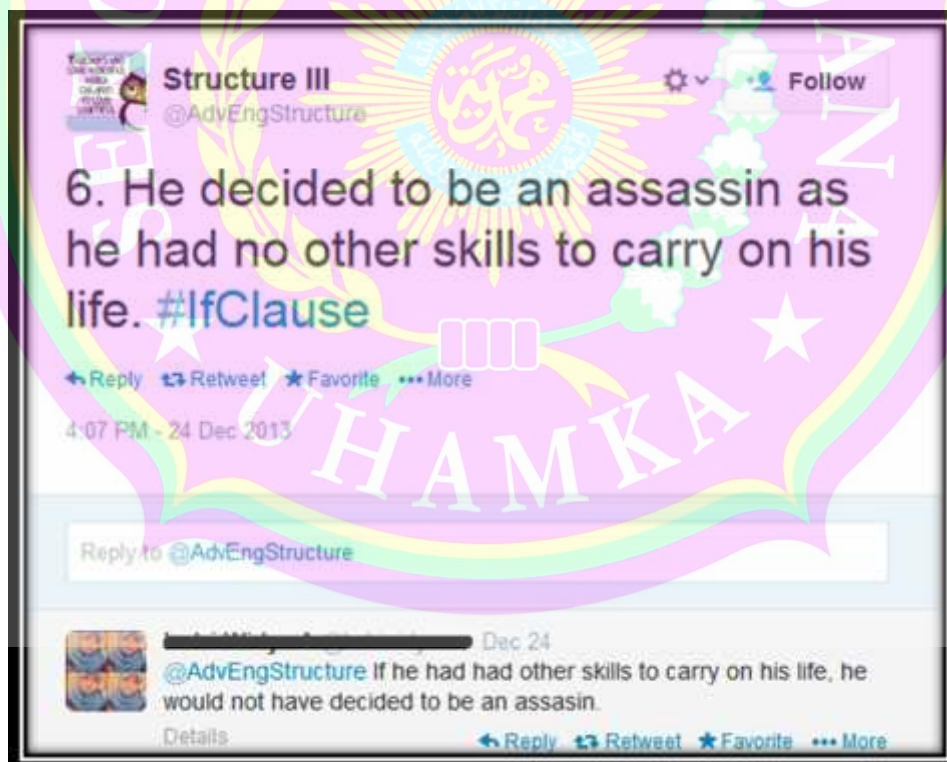
(image LT. P.13.06)

These are P.13's productions in using her knowledge to use If Clause in her sentences. The context was given by the lecturer and the participant had to make her own sentence correctly and properly related to the context.

(image LT. P.13.07)
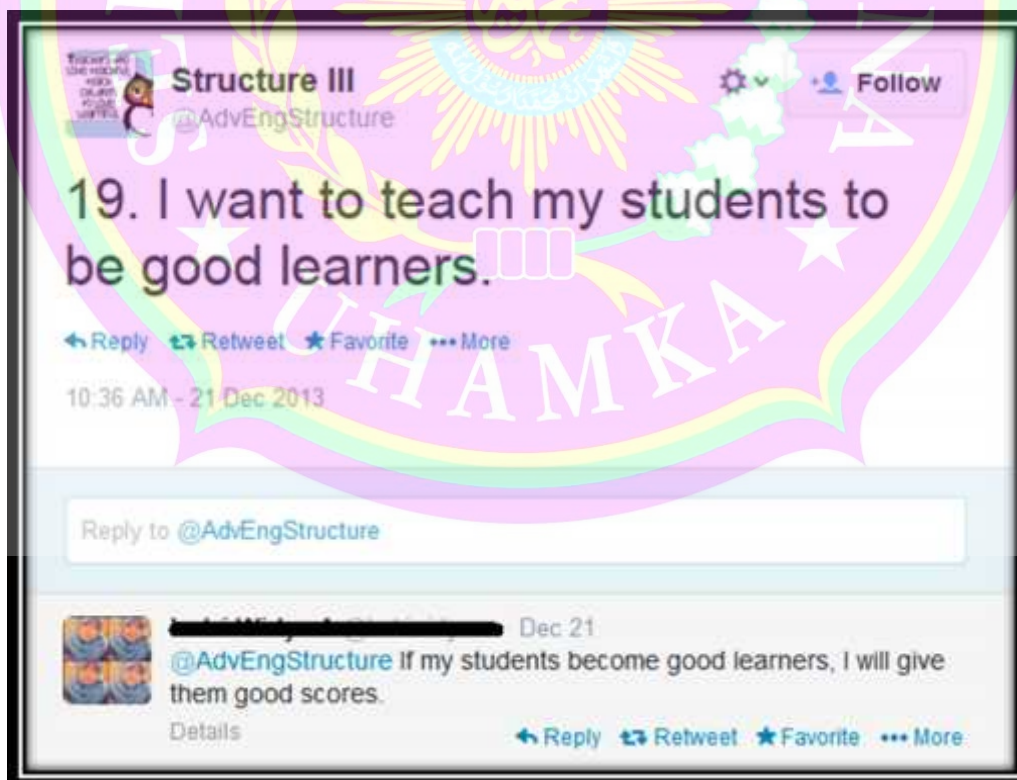
(image LT. P.13.08)
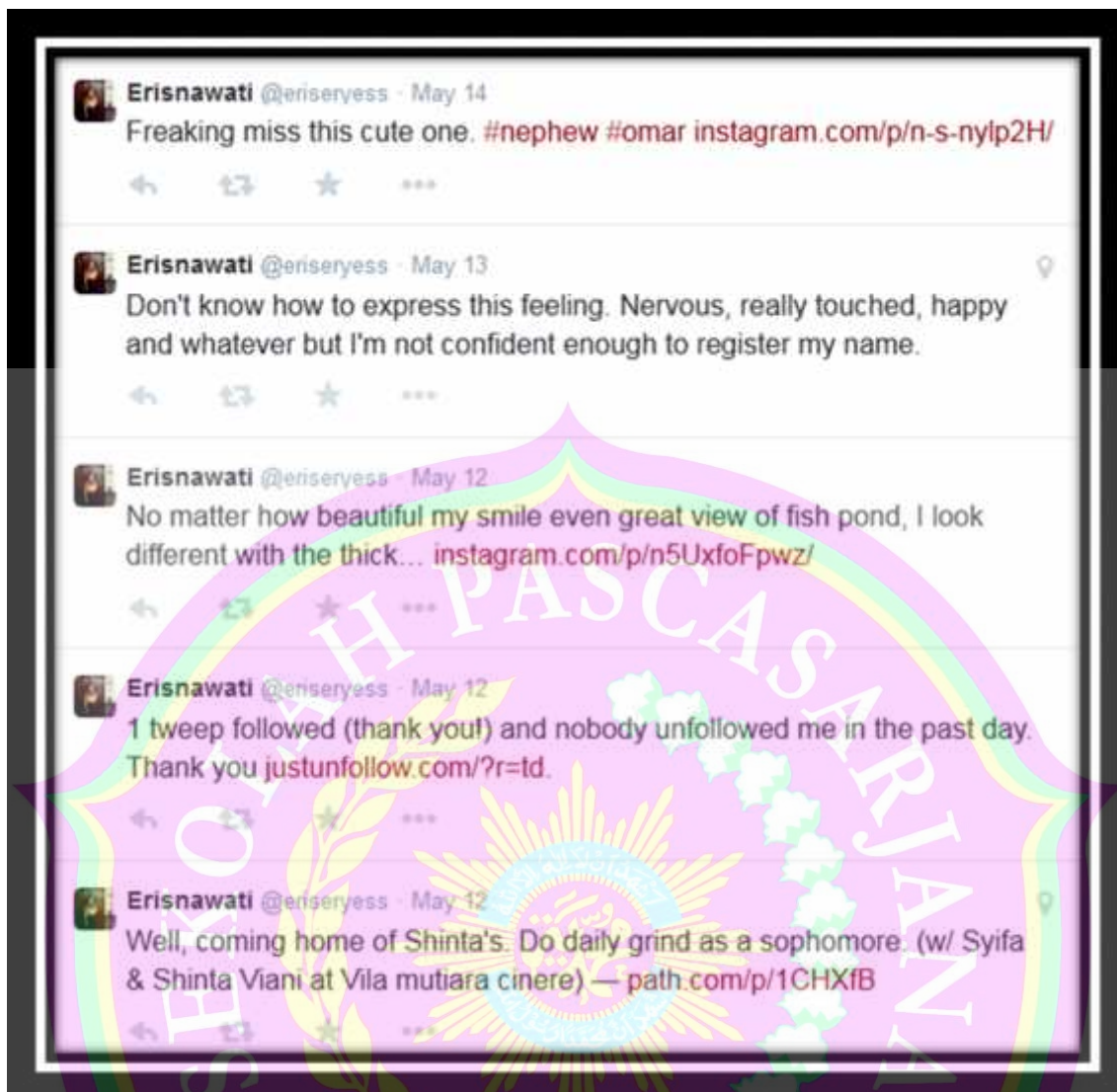
(image LT. P.18.01)

This is a picture of P.13 tweets in sharing anything social media. She normally shared many things in this media. She had the most frequency of behavior in using her target language of all participants. She did use this media to learn a lot of things.

(image LT. P.18.02)

(image LT. P.18.03)

This is a picture of P.13 tweets in sharing anything social media. She normally shared many things in this media. She had the most frequency of behavior in using her target language of all participants. She did use this media to learn a lot of things. She even looked up other accounts, like on this picture @EnglishTips4U to enhance her know-how in her target language.
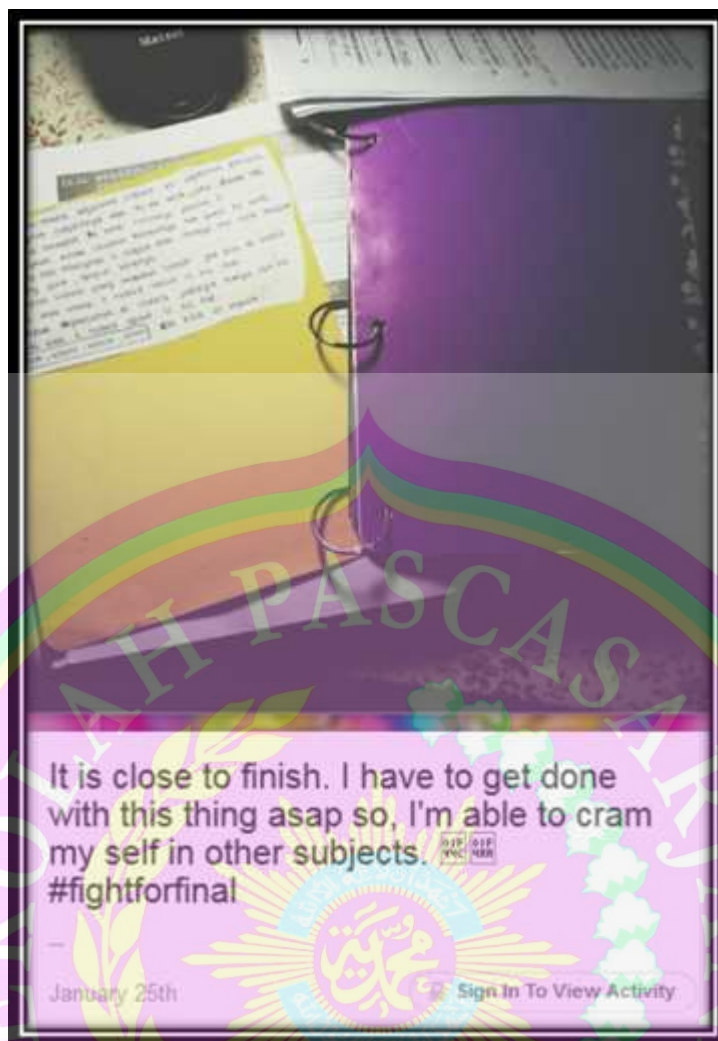
(image LT. P.18.04)

This is a picture of her path. Not only twitter, she also used her another social media to practice her language. Here, she was showing her picture while progressing in making learner's diary.
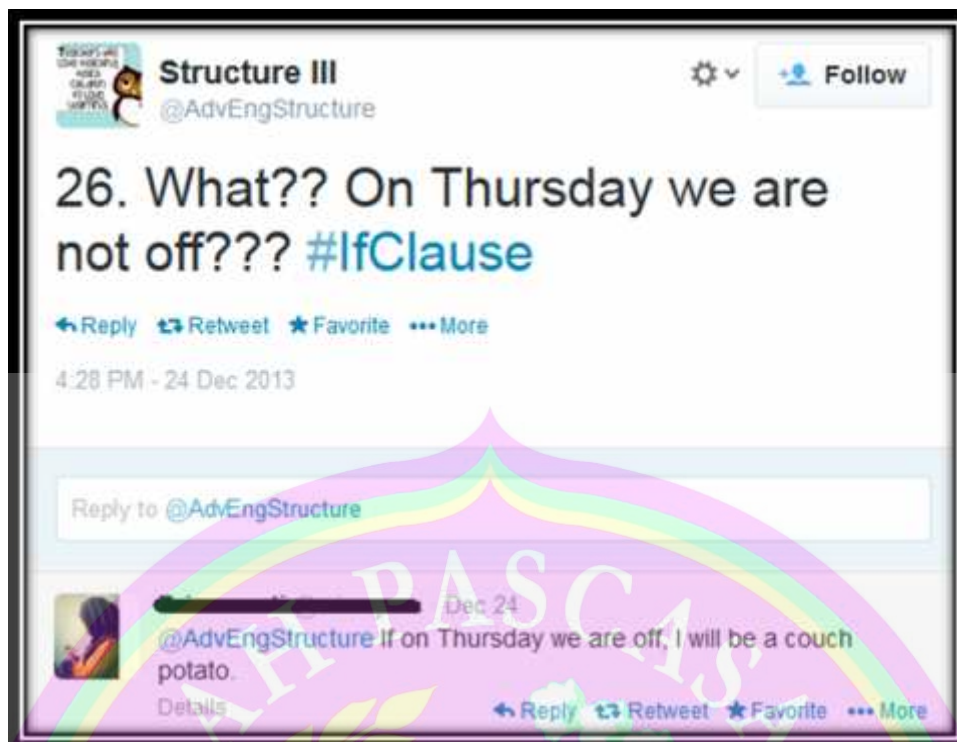
(image LT. P.18.05)

(image LT. P.18.06)

These are P.13's productions in using her knowledge to use If Clause in her sentences. The context was given by the lecturer and the participant had to make her own sentence correctly and properly related to the context.

(image LT. P.18.07)

(image LT. P.18.08)

APPENDIX III
LEARNERS' DIARY ENTRIES

PARTICIPANT-08
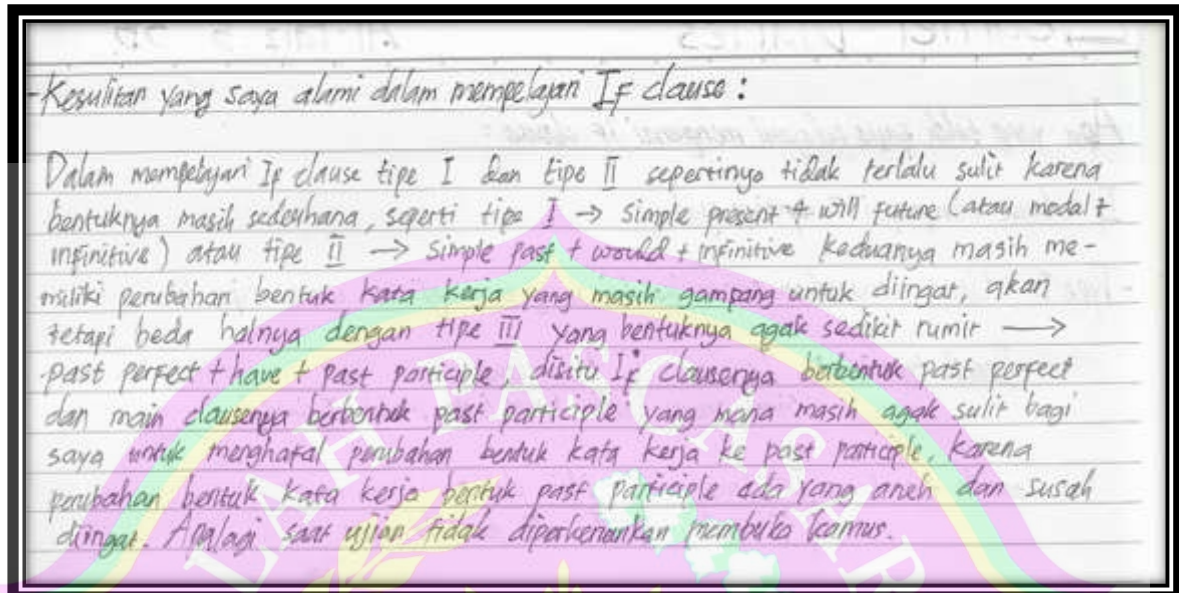
(image P. 08.0 1)

MY DIFFICULTIES WHEN I LEARNED IF CLAUSE:

In learning Type I and Type II If Clause, I think I do not have any difficulties because the structure is still easy and simple, like type I : SIMPLE PRESENT + WILL FUTURE (or modal + infinitive) or type II: SIMPLE PAST + WOULD + INFINITIVE, both still have pattern change in verb pattern that is still east to memorise. However, there is type III which is somewhat hard: PAST PERFECT + HAVE + PAST PARTICIPLE. On that kind of sentence, the dependent clause is formed by past perfect and its main clause is formed by past participle which is quite difficult to memorise because the change of the past participle verbs is hard and a bit unfamiliar for me. Then, I was never permitted to use dictionary when I had an exam.

- Strategi belajar yang saya gunakan dalam mempelajari If clause :

•) Saya hanya mengandalkan catatan-catatan dan latihan yang saya dapat dikelas Advance English Structure selebihnya saya berlatih mengerjakan soal-soal If clause dengan menggunakan buku Fundamentals of English Grammar karangan Betty Schrampfer Azar, sebetulnya saat berlatih sendirian saat menggunakan buku tersebut saya masih bingung karena saat mengalami kesulitan dalam mengerjakan suatu soal saya tidak bisa berdiskusi dengan teman untuk menjawab soal tersebut

•) Pernah saya mencoba berlatih menggunakan lagu-lagu yang sering saya dengar dan mencoba mencari If clause dalam lirik lagu tersebut, tetapi dilagu-lagu yang biasa saya dengar sangat sedikit yang liriknya mengandung If clause oleh sebab itu, saya jarang menggunakan lirik lagu dalam belajar mengenai If Clause walaupun sebetulnya strategi belajar ini cukup ampuh, apalagi jika bisa mengingat lirik lagu yang menggunakan If clause dalam lagu yang saya suka jadi saya bisa mengingat Tipe If Clause mana yang digunakan dalam kondisi yang tepat.

•) Mencoba menghafal perubahan bentuk verb dengan menggunakan kamus, tapi ternyata cara ini kurang ampuh karena apabila tidak digunakan untuk membuat kalimat / dipraktekan akan semakin mudah hilang dan dilupakan

(image P. 08.02)

MY STRATEGIES USED TO LEARN IF CLAUSE:

- I really count on my notes and tasks previously given by the teacher in Advanced English Structure class. I did some exercised on Betty Scrampher Azar's book. Well, actually it was a little bit hard when I did it alone, did not discuss with chums, as I could not ask anything anytime I was confused.

- I had practsed using songs I heard and tried to find out if clauses consisted on the songs, but the songs I heard had a few lyrics existing If Clause. Hence, I seldon use this strategy to improve my comprehending in grammar though it is quite appropriate for me to make learning easy. But I am sure if my favorite songs have If Clause on the lyrics, I will get easy to use if clauses properly.

- I tried to memorise the change of the verbs using a dictionary. But sadly, this strategy is not effective for me. The more I memorise the more words I forget.
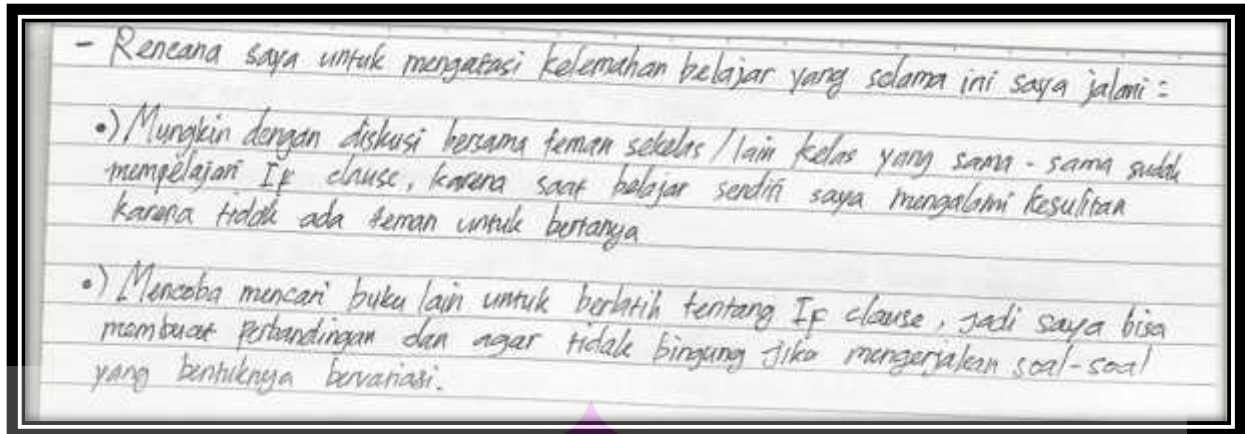
(image P. 08.03)

MY PLANNING TO FACE MY WEAKNESSES DURING LEARNING

- *I will probably discuss with my classmates or other mates from other classes who learned If Clause, because when I studied alone I had some difficulties. None can answer my confusion when I learn alone.*
- *I tried to find other books to get more practice, so I can make comparison and I wish I would not get confused to do various exercises.*

Apa yang telah saya pelajari mengenai if clause :

If clause mempunyai 3 tipe yaitu :

Type I : Untuk menyatakan suatu kondisi yang memungkinkan untuk dipenuhi

Bentuk type I → If clause	Main clause
Simple present	will - future (atau Modal + Infinitive)

Contoh type I → If clause	Main clause
If I study,	I will pass the exam

Type II : Untuk menyatakan suatu kondisi yang secara teori bisa diwujudkan (tidak)

Bentuk type II → If Clause	Main clause
Simple past	Would + Infinitive

Contoh type II → If I studied , I would pass the exam.

Type III : Untuk menyatakan suatu kondisi yang tidak memungkinkan atau sudah ter-
lambat untuk dipenuhi

Bentuk type III : If clause	Main clause
past perfect	Would + have + past participle

Contoh type III : If I had studied, I would have passed the exam.

- Could/might dapat digunakan untuk menggantikan would.

(image P. 08.04)

WHAT I LEARNED IN IF CLAUSE

If Clauses have three types:

Type I : It is a condition that is still possibly done.

Form of this type : IF CLAUSE	MAIN CLAUSE
Simple Present	Future Tense (modal + infinitive)

Example : IF CLAUSE	MAIN CLAUSE
If I study	I will pass the exam.

Type II : It is a condition that can theoritically not be done.
Form of this type : IF CLAUSE | MAIN CLAUSE
Simple Past | Would+ infinitive

Example : IF CLAUSE | MAIN CLAUSE
If I studied | I would pass the exam.

Type III: It is a condition that is imposible and late to do as the actoin happened at the past.
Form of this type : IF CLAUSE | MAIN CLAUSE
Past Perfect | Would+ have + past participle

Example : IF CLAUSE | MAIN CLAUSE
If I had studied | I would have passed the exam.

Here, 'could' and 'might' can be used to replace 'would'.
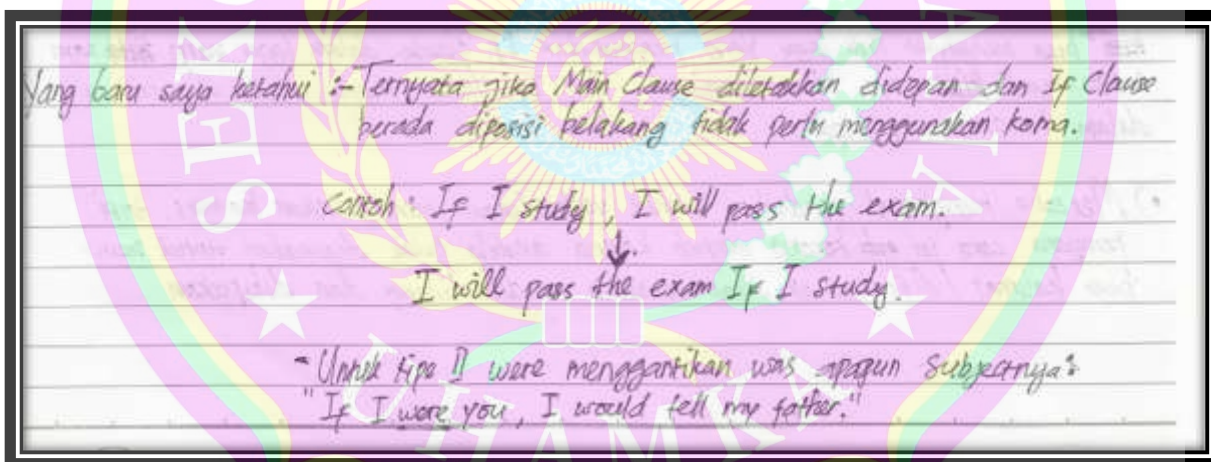
(image P. 08.05)

WHAT I JUST KNEW

- Apparantly, if the main clause is put before If Clause, another clause, dependent clause, can not use comma.
  Example: If I study, I will pass the exam
  I will pass the exam if I study.
- To type II 'were' replaces the word 'was' for any subject. Example:
  If I were you, I would tell my father.

PARTICIPANT-09
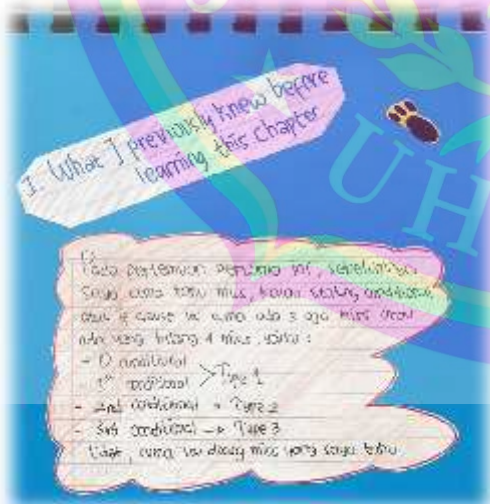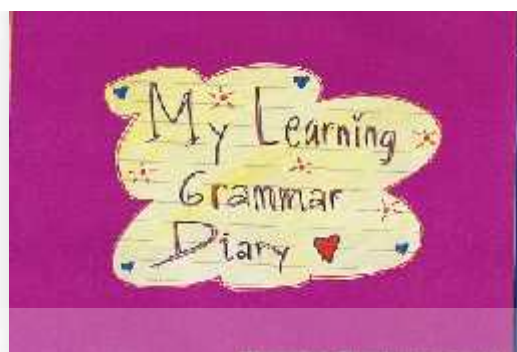
(image P. 09.1)

(image P. 09.2)

THIS CHAPTER I LEARNED:

In this first meeting, I learned If Clause Type 1 and Type 2. For type 1, it is commonly named as general truth while type 2 expresses a possibility for the present or future. Alhamdulillaah, now I know how to differ from type 1 and type 2 which are almost alike for me. For type 1, it tells about a truth or fact, for example:

If you drink too much, you get drunk.

We are not necessary to use 'will' anymore cause it is a general effect when it happens.
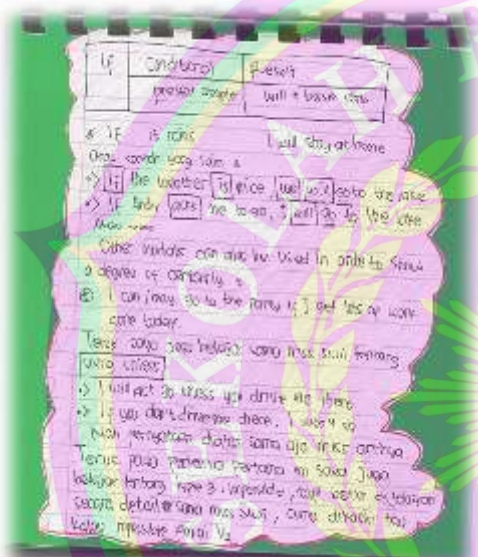
(image P. 09.3)

(…) Meanwhile, for type 2 we use:

IF	Conditional	Result
	Present Simple	Will + base verb

Example;

If it rains, I will stay at home.

If the weather is nice, we will go to the lake

If Andy asks me to go, I will go to the lake.

Other modals can also be used in order to show a degree of certainty: I can/ may go to the party if I get lots of work done today.

I also learned how to use "unless". Eg. I will not go unless you drive me there. Then, at glance the lecturer gave a little explanation about the third type.
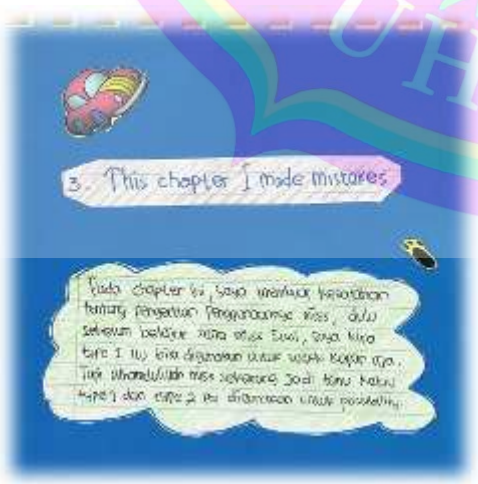
(image P. 09.4)

THIS CHAPTER I MADE MISTAKES:

In this chapter, I made a mistake about my understanding in the use of each type of conditional sentences. I thought I could use type 1 anytime I want to use it. But now, thanks God, I understand how to use type 1 and type 2.
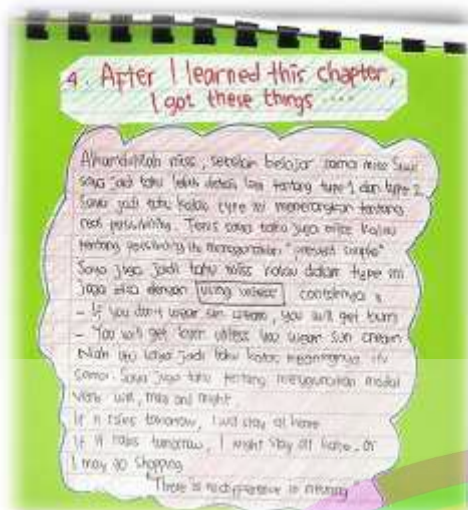
(image P. 09.5)

AFTER I LEARNED THIS CHAPTER I GOT THESE THINGS:

Alhamdulillaah, after I learned this thing, I know that type 1 and type 2 are used to real possibility. I also know how to use 'unless', for example: If you don't wear sun cream you will get burn. We also can say: You will get burn unless you wear sun cream

They have the same meaning. Moreover, I understand that in Conditional Sentences we do not merely use 'will' but also other modals like might, may. "There is no difference in meaning"
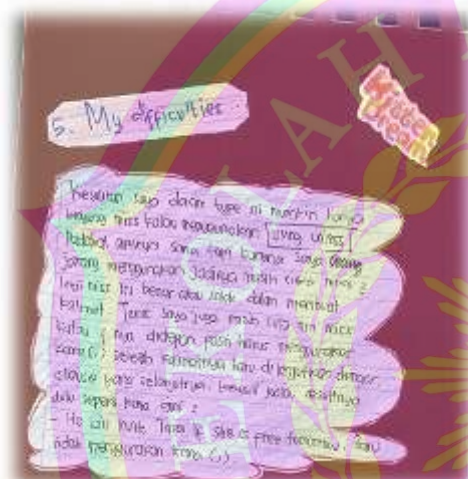
(image P. 09.6)

MY DIFFICULTIES:

My difficulties in this type, I am a bit puzzled when using 'unless'. It might happen because I rarely use that word so Ii still keep thinking whether it is correct or not. And also, I often forget to put comma after the dependent clause and if the independent clause is written firstly we don't have to use comma. Example:

- *He will invite Tara if she is free tomorrow.*

(image P. 09.7)

NEXT TIME I WOULD LIKE TO KNOW:

Next, I want to know the type 3 which Ms. Siwi mentioned a bit about impossibility. Well, what kind of impossibility is it??

MY PLANS FOR MY NEXT LEARNING

My next plan, I want to learn more not only in the class room but also outside the class room. Sometimes I learn from the lyrics of some songs related to the grammar I am learning

(image P. 09.8)

WHAT I PREVIUOSLY KNEW BEFORE LEARNING THIS CHAPTER

Before this second meeting, I just knew this third type commonly named as Type 2 which uses past participle in predicate, but I did not notice what it meant.
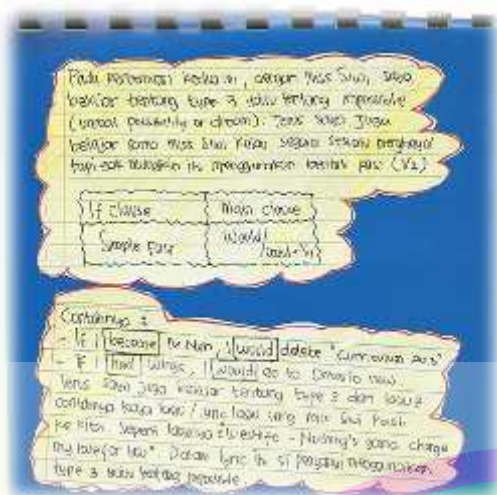
(image P. 09.9)

(image P. 09.10)

THIS CHAPTER I LEARNED:

In this second meeting, I learned with Miss Siwi about unreal possibility or dream. I also learned how to imagine something impossible and if we want to do that we use past participle (V2)

If Clause	Main Clause
Simple Past	Would/ Could + V1

Example:

- *If I become M. Nuh, I would delete "Curriculum 2013"*
- *If I had wings, I would go to Ontario now.*

I also learned this type by analyzing lyrics from Westlife "Nothing's Gonna Change" which was typ.....
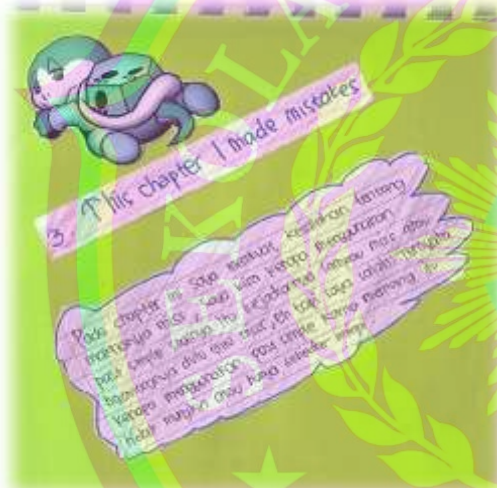
(image P. 09.11)

THIS CHAPTER I MADE MISTAKES.

In this chapter I made mistakes about the meaning of the sentences I made. I thought that when the predicate uses past participle in unreal present condition, it meant that condition happened in the past. Then, I realized that it uses past participle because that is the rule in If Clause when we just want to imagine something impossible.

(image P. 09.12)

AFTER I LEARNED THIS CHAPTER, I GOT THESE THINGS:

Alhamdullilah, after I learned this chapter I know that this type uses past participle in predicate because the formula says so. I also know that when we use this type and we need 'tobe' as the predicate, whatever the subject, we must use 'were' instead of 'was' .
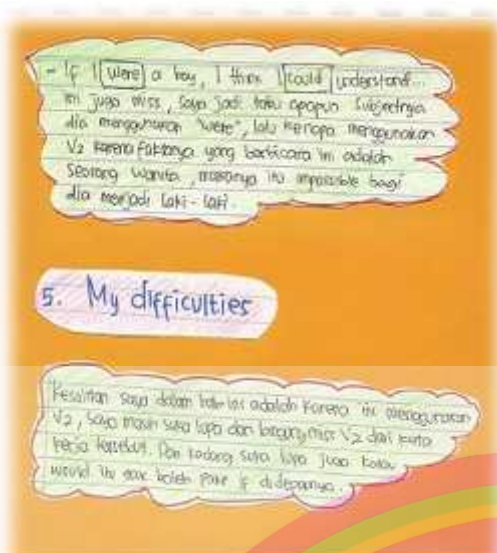
(image P. 09.13)

MY DIFFICULTIES:

My problem in this case, since it uses past participle (Verb 2), I frequently forget the form of past participle of a verb. And also I always forget that after the word 'If' we cannot use the predicate would.

(image P. 09.14)

NEXT TIME I WOULD LIKE TO KNOW:

I really want to know why if one uses this type and has 'tobe' as the predicate, s/he must use 'were' not was. After I browsed some information in the internet, it says that some people think that 'were' is the only correct form but other people think 'was' equally correct. Well, I am still puzzled with that statement.

(image P. 09.15)

MY PLANS FOR MY NEXT LEARNING:

I want to learn more about If Clause not only the classroom but also with various media, like from songs which make me easy to understand how to structure the forms. I also can learn pronounciation and new words from the songs. Then, what I must do next is looking up my dictionary diligently.

(image P. 09.16)
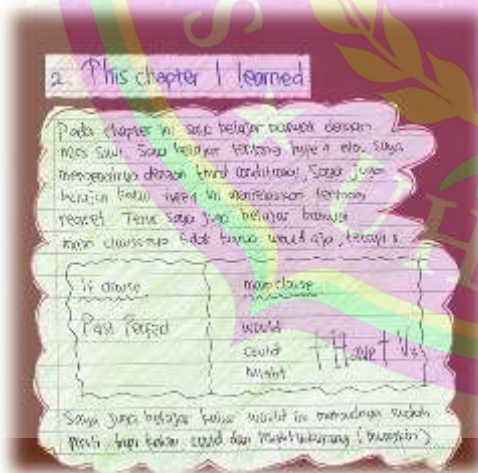
(image P. 09.17)

WHAT I PREVIOUSLY KNEW BEFORE THIS CHAPTER:

In this meeting, I just knew that there was a formula below in learning If Clause:

If (past perfect) Had + V3 (PP)	(past perfect future) Would have + v3 (PP)

THIS CHAPTER I LEARNED:

In this chapter I learned more with my lecturer. With the third conditional we talk about the past. We talk about a condition in the past that did not happen. That is why there is no possibility for this condition. The third conditional is also like a regret. Then, I also know its main clause (she meant the predicate of the independent clause) does not merely consist of 'would' but also we can use 'could', 'or 'might'. It depends the degree of certainty of the speaker himself:

If Clause	Main Clause
Past Perfect	WOULD HAVE + Past Participle

(image P. 09.18)

THIS CHAPTER I MADE MISTAKES:

In this chapter, I put the word 'would' in the dependent clause of "if" whereas it cannot be so. The word "would" is put in the independent clause.

(image P. 09.19)

AFTER I LEARNED THIS CHAPTER, I GOT THESE THINGS:

Thanks to God, I understand that in this type we can express about a regret and this regret does not have any connection with the result of the present. For instance:

- If I **had studied** hard, I **would have been accepted** in UNJ.

Since the fact is I was not accepted in UNJ and I was not a student of UNJ.

(image P. 09.20)

- If I **had met** him, I **would have made** a relationship,

In this case, the speaker regretted the situation if he had done something and the result might have happened at that time. The important thing about the forth conditional is both the conditional and result are impossible now. And Alhamdullillah, I notice that we can not merely use 'would' but also other modals in expressing conditional sentences.

- If you had bought a lottery ticket, you might have won
- If I had studied hard, I would have passed the exam

Explanation: I failed the exam because I did not study hard.

184

(image P. 09.21)

MY DIFFICULTIES:

My problem is still forgetting the form of Verb 3. Also, I sometimes forget how to structure passive voice in a sentence.

NEXT TIME I WOULD LIKE TO KNOW:

Next, I would like to differ this type from the next type which is called as Type 5. It is somewhat puzzling because the forms are alike.

(image P. 09.22)

WHAT I PREVIOUSLY KNEW BEFORE THIS CHAPTER:

Well, in this meeting I had no idea at all about this type, mixed conditional sentence, as I just knew three types of conditional sentences.

(image P. 09.23)

THIS CHAPTER I LEARNED:

In this meeting, I learned about fifth type, mixed conditional sentences. I know how to structure, how to use and when to use it. This type uses 'past future'

- If I **had stayed** at home, I **would be** okay now.

(image P. 09.24)

THIS CHAPTER I MADE MISTAKES:

In this chapter, I mistook the time given in practice about "Spidey" cleaning the windows. I wrote:

If Spidey hadn't made any destruction last night, he **wouldn't do** that.

That is wrong because it is in progress, so it is supposed to be: '**he weren't doing** that'

(image P. 09.25)

AFTER I LEARNED THIS CHAPTER I GOT THESE THINGS:

Alhamdulillaah, after I learned with Ms. Siwi I know about mixed conditional sentence while I did not have any idea about that at all. I also understand why one uses this type. It is used to express the past condition but the result is on progress now. e.g.:

- If he hadn't run, **they were not drinking** much water now. (*They are not drinking much water because they just run*)
- If he **hadn't ridden** the bike, **he wouldn't be** sad now.
- If I **had stayed** at home, I **would be** OK now.
- If he **hadn't watched** Barney very close to monitor, he **were not wearing** glasses now.

(image P. 09.26)

PARTICIPANT-11
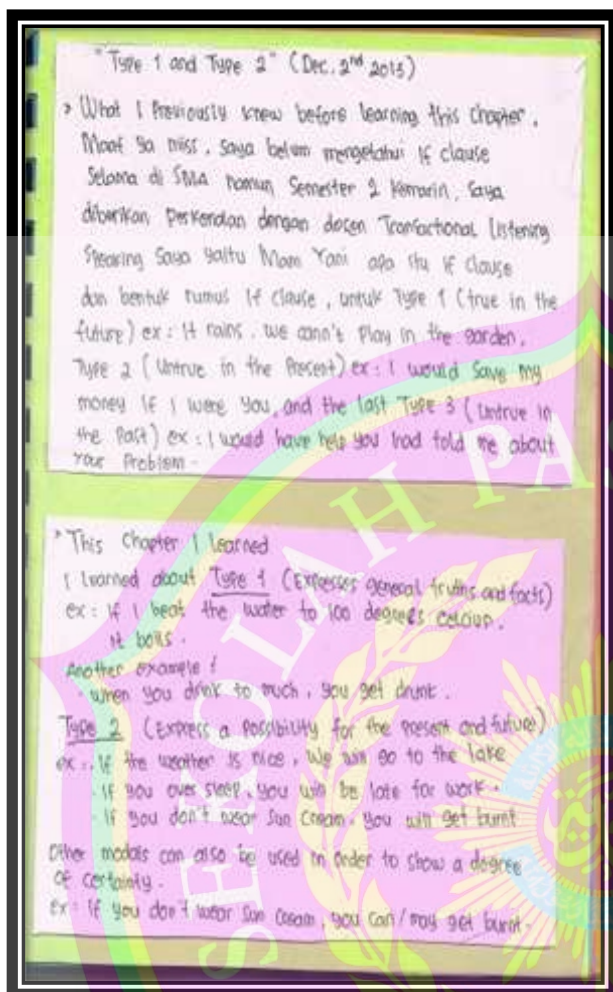
(image P. 11.1)

TYPE 1 AND TYPE 2 (Dec.2nd 2013)

What I previously knew before learning this chapter.

I am sorry Miss, I had not known anything about If Clause when I studied in senior high school. But when I studied last semester, the lecturer of Transactional Listening Speaking subject taught a bit about If Clause., how we need to structure and what If clause is.

THIS CHAPTER I LEARNED

I learned about Type 1 (expresses general truths and facts) Examples:

- If I beat the water to 100 degrees Celsius, it boils.
- When you drink too much, you get drunk.

Type 2: (expresses a possibility for the present and future)

Examples:

- If the weather is nice, we will go to the lake.
- If you over sleep, you will be late for work.
- If you don't wear sun cream, you will get burnt.

Other modals can also be used in order to show a degree of certainty. For instance:

- If you don't wear sun cream, you can/may get burnt.
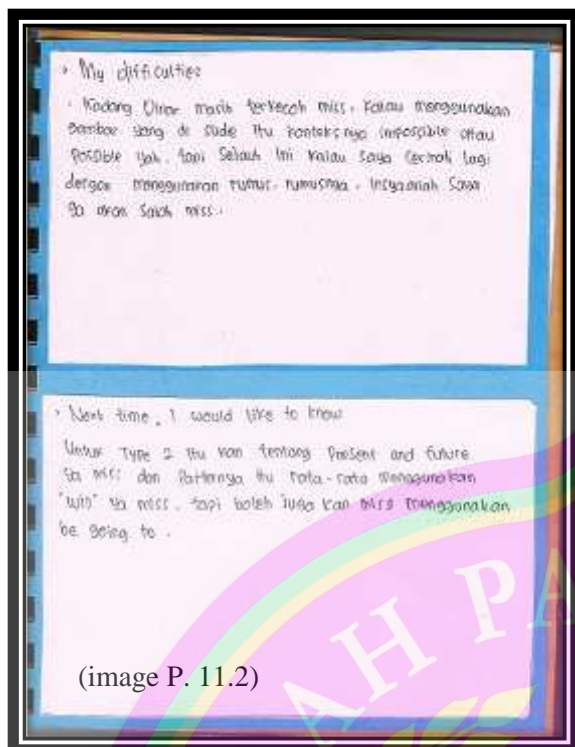
(image P. 11.2)

MY DIFFICULTIES:

Sometimes I am still puzzled if I learn by using picture on the slide. It's a bit confusing whether the context is possible or impossible. But later I gave more attention to it by using the formulas, Insya Allaah I will understand.

NEXT TIME I WOULD LIKE TO KNOW:

For this second type, we talk about present and future time and the basic pattern uses the word 'will' for independent clause. What I would like to know next is I want to know whether or not we can use an alternative word like 'be going to' to replace the word 'will'.
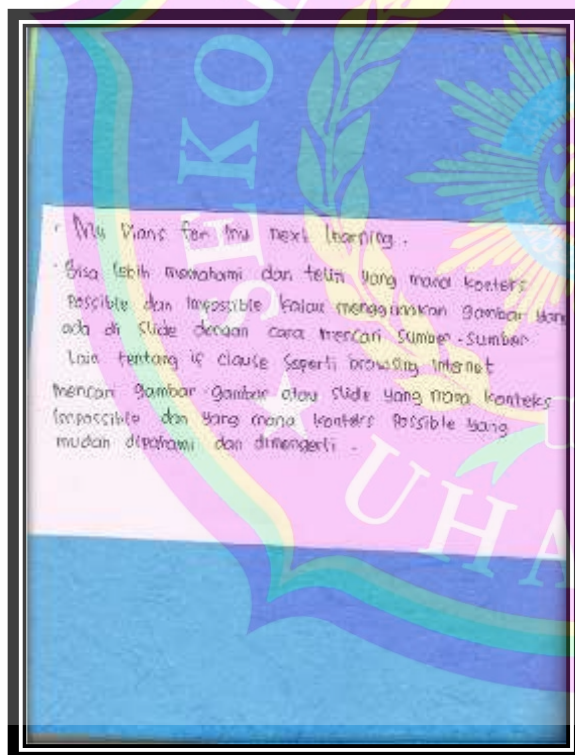
(image P. 11.3)

MY PLANS FOR MY NEXT LEARNING

I wish I could understand more and become more careful to know the context possible and impossible when I use the pictures to learn. I must find other sources from book and internet to enrich my comprehension. And I must choose the pictures which are easier to understand.
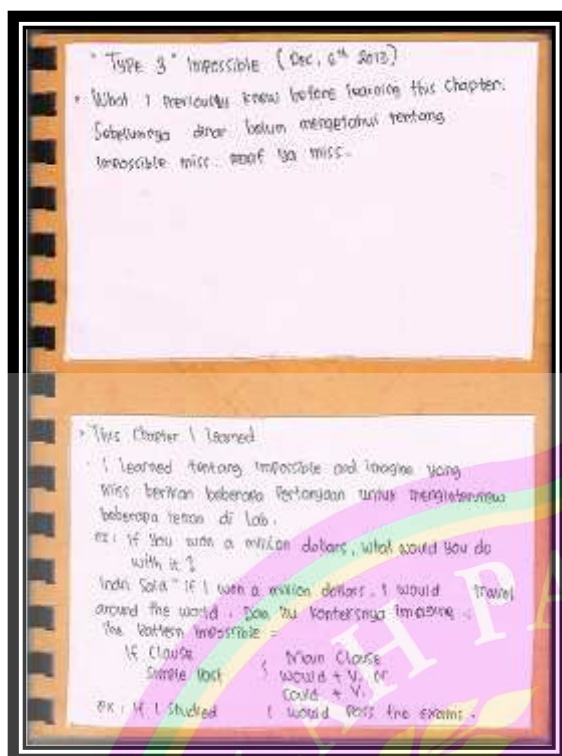
(image P. 11.4)

TYPE 3 "IMPOSSIBLE" (Dec.6th 2013): WHAT I PREVIOUSLY KNEW BEFORE LEARNING THIS CHAPTER:

I knew nothing about the impossibility. I am sorry.

THIS CHAPTER I LEARNED

I learned about impossibility and imagining context by interviewing some of my friends at laboratory.

Example: If you won a million dollar, what would you do with it?

My friend said, "If I won a million dollars, I would travel around the world." The sentence has an imagining context and the pattern of the clauses is:

If Clause	Main Clause
Simple Past	would/could+ V1

Example:

If I studied, I would pass the exams
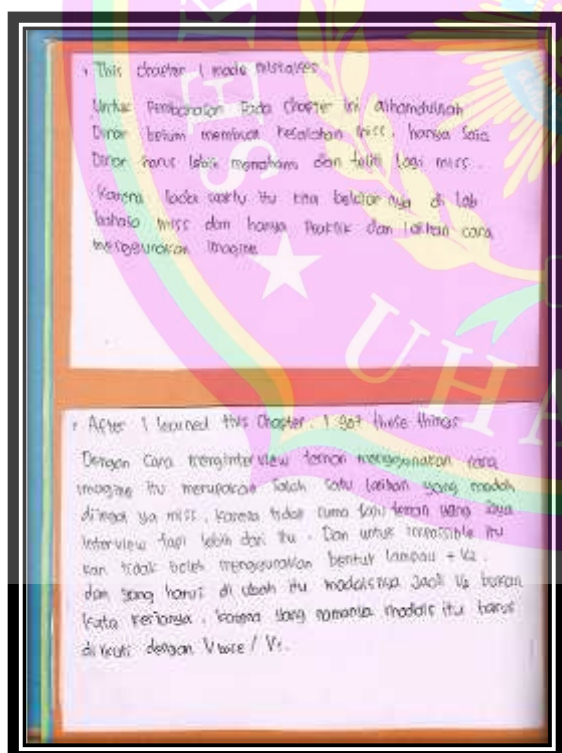
(image P. 11.5)

THIS CHAPTER I MADE MISTAKES

For the discussion in this chapter, thanks God I haven't made any mistakes. I just need to be more careful to understand the meaning because at that time we learned it at the laboratory and just practiced orally how to imagine something.

AFTER I LEARNED THIS CHAPTER, I GOT THESE THINGS

By interviewing friends asking imagination it is one of the easy ways to memorize how to use it. Because there were more friends whom I asked, it made me get accustomed to forming the pattern. I also know that when we want to say something by using If Clause to talk about present impossibility we mustn't use past form, only the modal verbs which must be changed into past modal verbs and followed by bare infinitive
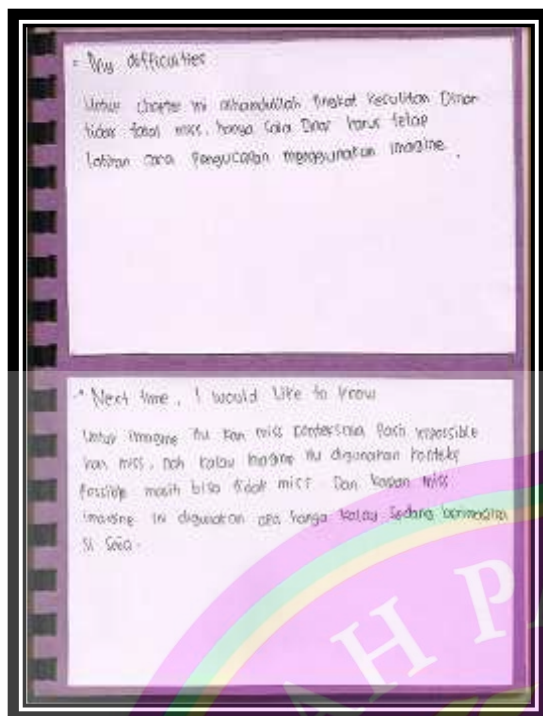
(image P. 11.6)

MY DIFFICULTIES

For this chapter, *alhamdulillaah*, the difficulty level is not total (she meant it is not fatal). I just have to get more practice in using this type orally.

NEXT TIME I WOULD LIKE TO KNOW

To imagine, we normally use this type, don't we? But how about if I want to talk about imagination which is still possible to do? When do we use this type? Do we use it when we want to imagine only?
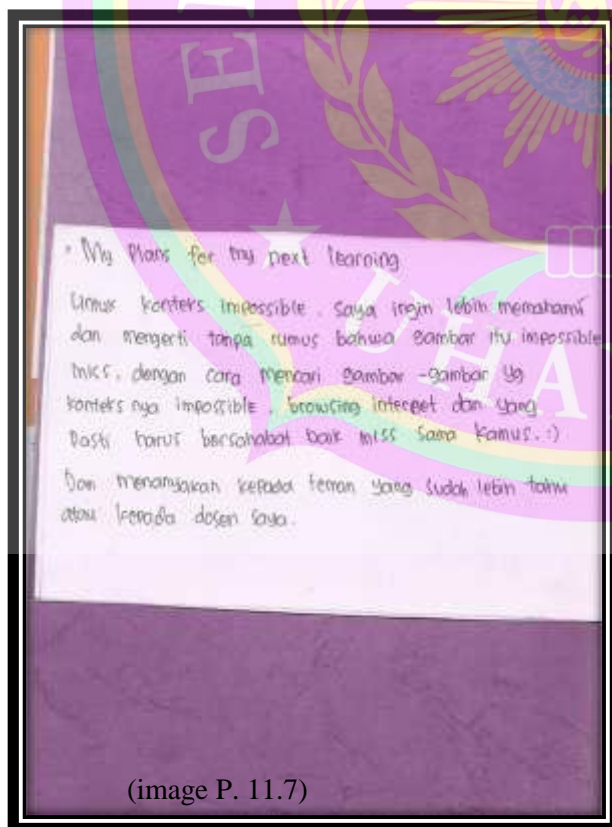
(image P. 11.7)

MY PLANS FOR MY NEXT LEARNING

To understand impossible context, I want to comprehend the use of it without memorizing the patterns Hence, I am going to use pictures to more focus on the context rather than memorizing the formulas. I am going to browse from the internet and of course I must look up dictionary more often. Next, I intend to ask more to my friends who know more.

(image P. 11.8)
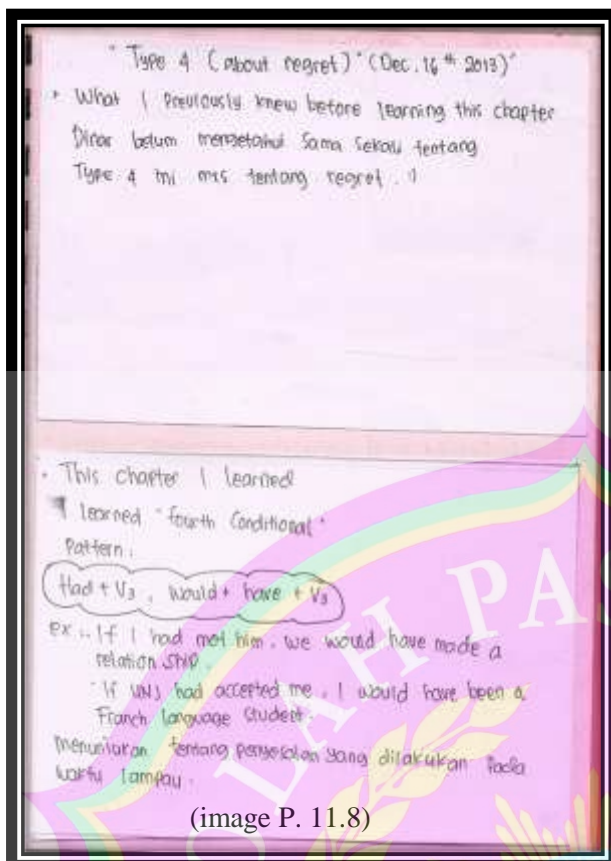
TYPE 4 (ABOUT REGRET)
(DEC.16TH 2013)
WHAT I PREVIOUSLY KNEW BEFORE LEARNING THIS CHAPTER

I knew nothing about this type.

THIS CHAPTER I LEARNED

I learned 'fourth conditional'
Pattern:

> Had + V3; would have + V3

Example:
- If I had met him, we would have made a relationship
- If UNJ had accepted me, I would have been a French language student.

They show about the regret that happened in the past.

(image P. 11.9)
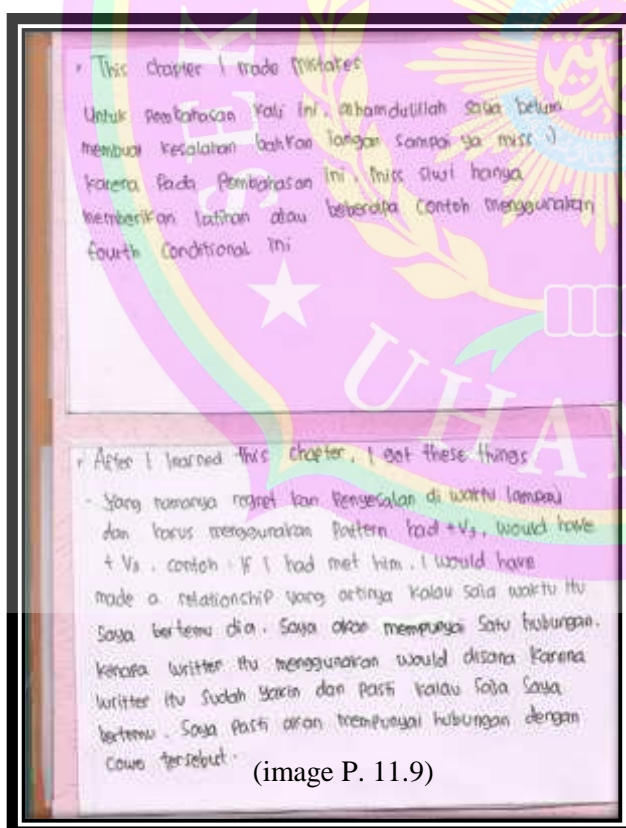
THIS CHAPTER I MADE MISTAKES

For this discussion, alhamdulillaahI haven't made any mistakes and I hope I wouldn't. I didn't make any mistakes today because the lecturer just gave explanation of using fourth conditional sentence. We didn't do any exercise today.

AFTER I LEARNED THIS CHAPTER, I GOT THESE THINGS.

When one is talking about regret, it must happen in the past. If we want to talk about the regret in the past we must use had + V3 ; would have + V3
Example: If I had met him, I would have made a relationship which means the speaker regretted that s/he didn't meet her/his lover.
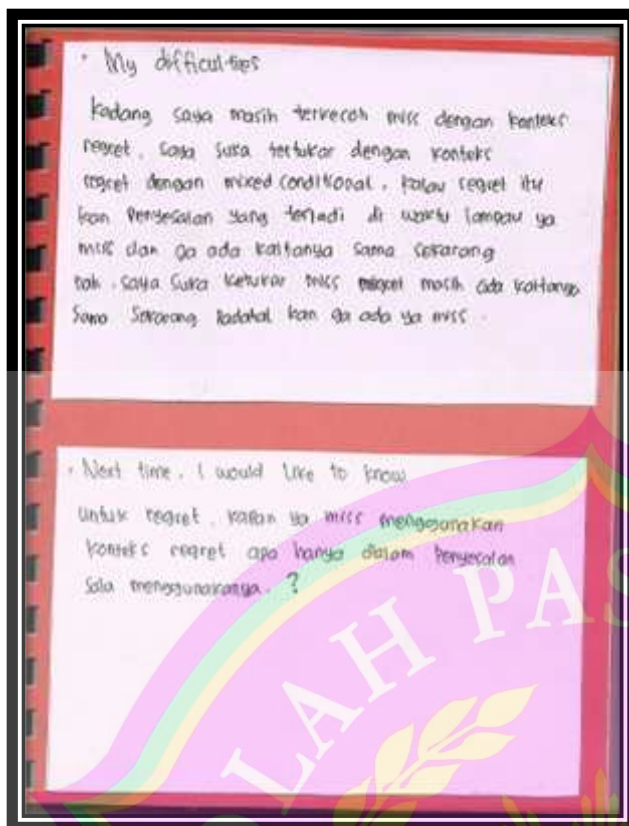
(image P. 11.10)
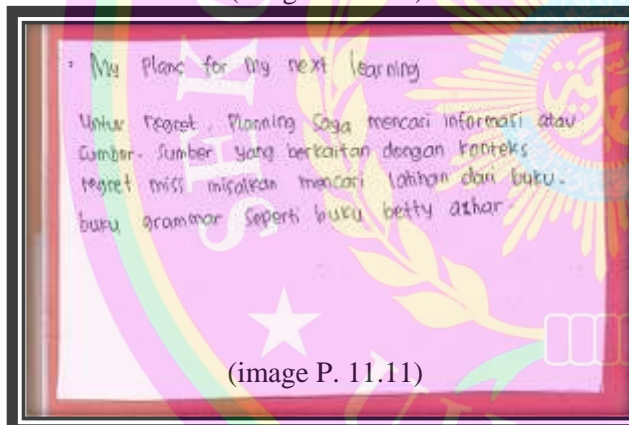
(image P. 11.11)

MY DIFFICULTIES

Sometimes I am still puzzled with this type. I put it interchangeably with mixed conditional sentence. It is somewhat hard to comprehend the situation which has present result or past result. Well my question, is there any situation when we regret something and the result might happen in the present time? I am afraid it's not. Isn't it?

NEXT TIME I WOULD LIKE TO KNOW.

To regret, do we use this type when we just regret something?

MY PLANS FOR MY NEXT LEARNING

To regret, my planning is I am going to look up the information or some sources related to the context of this type. I might get them from grammar books.
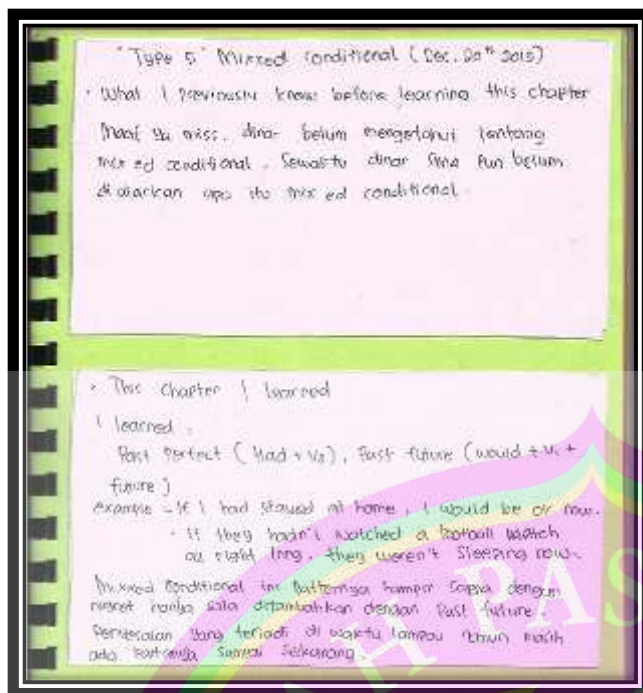
(image P. 11.12)

"TYPE 5" MIXED CONDITIONAL (Dec.20th 2013)
WHAT I PREVIOUSLY KNEW BEFORE LEARNING THIS CHAPTER

I am so sorry if I had no idea at all about this material. When I was in senior high, I got nothing about it.

THIS CHAPTER I LEARNED.

I learned:

Past perfect (Had+ V3), past future (would+V1 +future).

Example:

- If I had stayed at home, I would be OK now.
- If they hadn't watched a football match all night long, they weren't sleeping now.

Mixed conditional sentence has similar pattern to the previous type taught. The difference is it is added 'past future'. It expresses about the regret that something happen but the result is happening now.
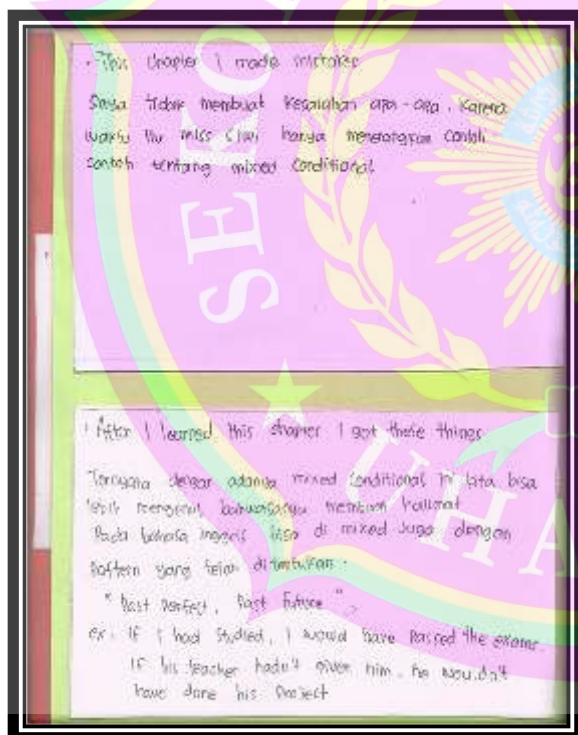
(image P. 11.13)

THIS CHAPTER I MADE MISTAKES

To regret, my planning is I am going to look up the information or some sources related to the context of this type. I might get them from grammar books.

AFTER I LEARNED THIS CHAPTER I GOT THESE THINGS

I just knew that in English we can mix the different determined pattern to make a sentence.
"Past Perfect; Past Future"

(image P. 11.14)

MY DIFFICULTIES

My difficulty is I am a bit confused to use mixed conditional sentence. It is a mixed one between past perfect and past future. It will get harder when I can't find the time signal which indicates present or past time.

NEXT TIME I WOULD LIKE TO KNOW

To mixed conditional sentence, I would like to know when I use this type.

(image P. 11.15)

MY PLANS FOR MY NEXT LEARNING.

I am going to try finding several other sources about this topic. I will browse them from internet and some grammar books. Then, I plan to clarify and correct the tasks that I will have done. .

PARTICIPANT-12

(image P. 12.1)

(image P. 12.2)

THIS CHAPTER I LEARNED:
- ➤ *Type 1* : *Express general truths and facts.*
  Example : If you heat water 100 degrees Celsius, it boils
  If you drink too much water, you get drunk.
- ➤ *Type 2* : *Express a possibility for the present or future*
  Example : If the weather is nice, we will go to the lake.
- ➤ *Type 3* : *Express an impossibility*
  Example : If I had wings, I would go to Ontario now.

THIS CHAPTER I MADE MISTAKES:

Alhamdulillaah, in learning If Clause for type 1, 2, and 3 I do not have any difficulties because these types are still easy to understand.

(image P. 12.3)

AFTER I LEARNED THIS CHAPTER I GET THESE THINGS:

If clause can be reversed. It means that the main clause can be written before the dependent clause. Then, the lecturer said if the sentence is reversed (She meant if the dependent clause is written after the main clause, we must not put comma anymore.
Eg.:

➢ If you do not go to bed early enough, you will be tired.
➢ You will be tired if you do not go to bed early enough,

Other modals can also be used in order to show a degree of certainty. Example:

➢ If you don't wear sun cream, you can/may get burnt.
➢ You can/may get burnt if you don't wear sun cream,

Using 'unless'. 'Unless' can be used in place off, If+not
Example: I will not go unless you drive me there.
It has the same meaning as : If you don't drive, I will not go.

MY DIFFICULTIES

Alhamdulillaah, i know how to use type 1, 2, and 3 and also other modals and the word 'unless'. I just hope that I can use them in my daily activity.
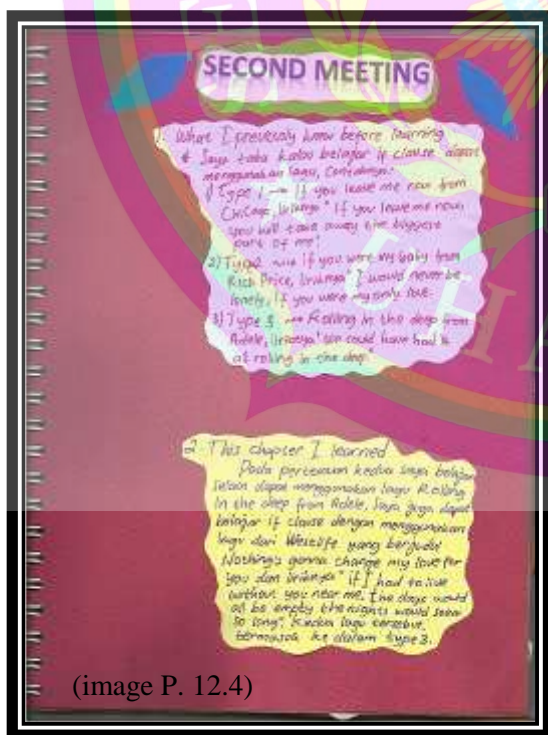
(image P. 12.4)

SECOND MEETING: WHAT I PREVIOUSLY KNEW BEFORE LEARNING

I just know that we can use lyrics of the song to learn If Clause. Examples:

1. *Type 1: If you leave me from Chicago:* **you will take away the biggest part of me.**
2. *Type 2: If you were my baby from Rick Price,* **I would never be lonely, if you were my only love.**
3. *Type 3: Rolling in the deep from Adele:* **We could have had it all rolling in the deep.**

THIS CHAPTER I LEARNED:

In this second meeting, besides I can learn how to use If clause from the song of Adele, rolling in the deep, I also can learn another example from Westlife, Nothing's Gonna Change It."
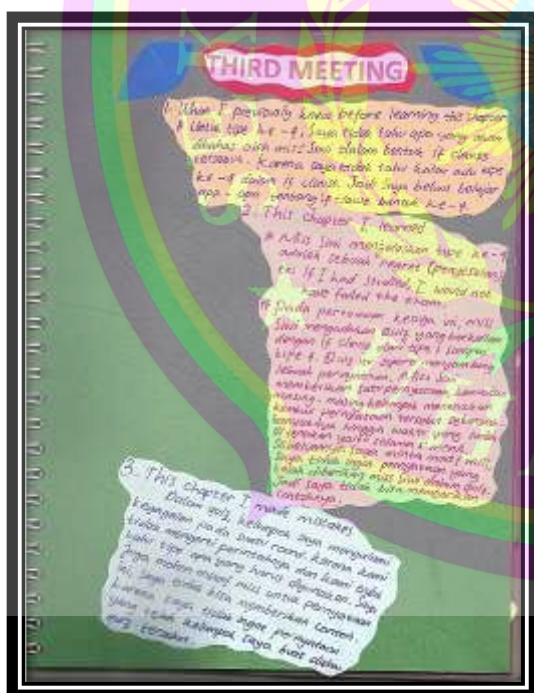
(image P. 12.5)

THIS CHAPTER I MADE MISTAKES

In this meeting, I didn't make any mistakes as we learned at laboratory to analyze If Clause from lyrics of a song, "Nothing's Gonna Chane My Love" for You from Westlife.

AFTER I LEARNED THIS CHAPTER I GOT THESE THINGS

I could learn how to use If Clause from some statement and questions. Example:

1. If you won a million dollars, what would you do with it?
2. If you could have any job you wanted, what would it be?

MY DIFFICULTIES

Thanks God, on this meeting I don't have any problems to solve because in this meeting because I just learned how to analyze the songs related to the If Clause. Also, I made some statement from statement and questions.

NEXT TIME I WOULD LIKE TO KNOW

Based on what Ms. Siwi explained, she divided If Clauses into five types. Next learning, I would like to know the forth type in if Clause.

MY PLANS FOR MY NEXT LEARNING

I am going to look up some information related to the If Clause from the internet like bbc.com. I also intend to find more practices about If Clause in the book of English Grammar, published Betty S. Azar in order to make me not forget how to use If Clause.

(image P. 12.6)

WHAT I PREVIOUSLY KNEW BEFORE LEARNING

To this type, I have no ideas what Ms. Siwi was going to explain since I have no ideas what kind of type it was. So that, I did not learn anything about this type.

THIS CHAPTER I LEARNED

The lecturer said that this type is such kind of expressing regret. For instance: If I had studied, I would not have failed the exam

THIS CHAPTER I MADE MISTAKES

In this third meeting, the lecturer also provided a quiz related to the type of 1-4. In this quiz, each group needs to continue the prompt given by the lecturer. The more sentences we made, the better we were.
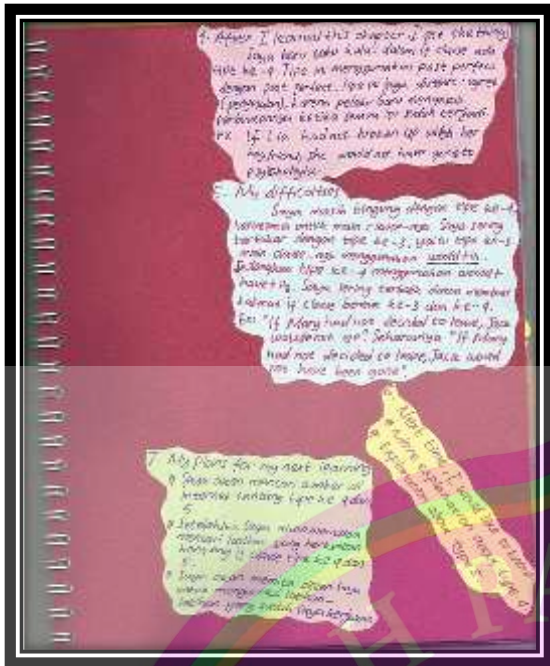
(image P. 12.7)

AFTER I LEARNED THIS CHAPTER I GOT THESE THINGS

I just knew in if clauses, there is 4th type. This type uses past perfect and past perfect (she meant; past future perfect for independent clause and past perfect for dependent clause). This type is also named a regret, because the speaker regretted what she or he did in the past. (She meant that this type is commonly used to express about a regret.)

For example; If Lia had not broken up with her boyfriend, she would not have gone to psychologist

MY DIFFICULTIES

I am still confused with type 4 especially to the main clauses. It is still hard to differ this type from type 3. I often use would + V1 instead of would have + V3. For instances: "If Mary had not decided to leave, Jack would not go." It is supposed to "If Mary had not decided to leave, Jack would not have been gone."

NEXT TIME I WOULD LIKE TO KNOW

More explanation about type 4 and type 5.

MY PLANS FOR MY NEXT LEARNING

I am going to find more sources in the internet related to the type 4 and 5. Afterward, I am trying to look for more practices about the topics given. I am going to ask my lecturer to correct the exercises I will have done.
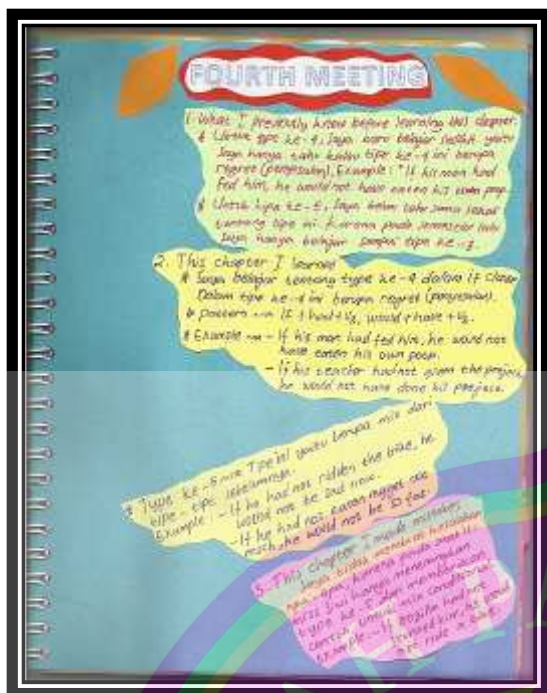
(image P. 12.8)
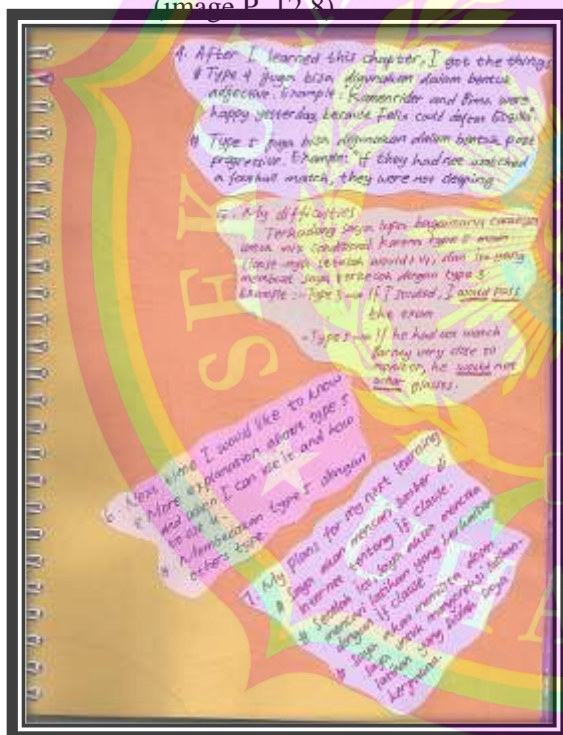
(image P. 12.9)

WHAT I PREVIOUSLY KNEW BEFORE LEARNING

I just learned a little for this type. What I know is it is used to express regret. For example: "If his man had fed him, he would not have eaten his own pogo

To this type, type 5, I haven't known anything at all because I just learned type 3 in previous semester.

THIS CHAPTER I LEARNED

I learned more about type 4 in If Clause. In this type, it tells about regret.

Pattern:

If + had + + V3, (she missed the subject) would + have + V3

For instance:

- If his man had fed him, he would not have eaten his own poop.
- If his teacher had not given the project, he would not have done his project.

Meanwhile, the type 5 is mixture from the previous types.

For example:

- If he had not ridden the bike, he would be sad now.
- If he had not eaten nugget too much, he would not be so fat.

THIS CHAPTER I MADE MISTAKES

I did not make any mistakes as the activity that I was doing was just listening the lecturer said.

am usually spitted Type 5 and Type 3 out when I must form independent clause which uses would+ V1 because both use the same pattern. For example:

- If I studied, I would pass the exam. (TYPE 3)
- If I had not watch Barney, he would not wear glasses now. (TYPE 5)

NEXT TIME I WOULD LIKE TO KNOW

- More explanation about type 5 and when I can use it and how to use it.
- Differing type 5 from other types.

MY PLANS FOR MY NEXT LEARNING

- I am going to find some sources in the internet about If Clause
- Afterward, I am looking up exercises related to If Clauses
- I am going to ask the teacher to correct the exercise I will have done
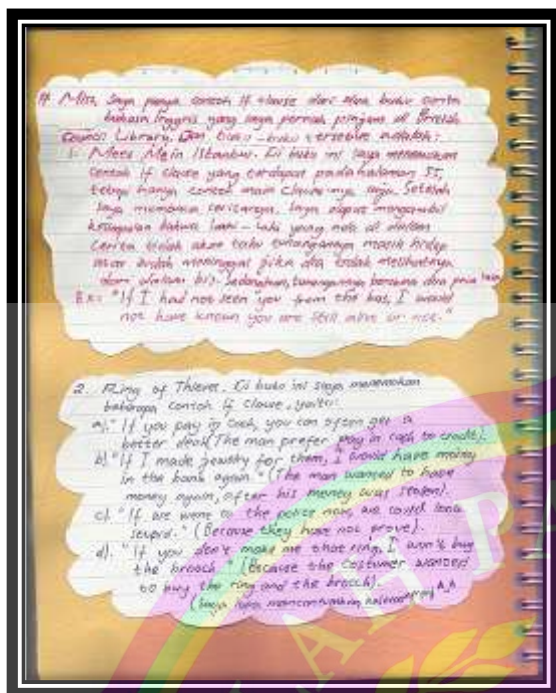
(image P. 12.10)

THIS CHAPTER I MADE MISTAKES

Miss, I have an example of the using If Clause that I took from a story book at British Council Library. And these books are below:

1. Meet Me in Istanbul. In this book I found an example of If Clause use existing on page 55. After I read the story, I could conclude that a man who was in the story would not have known whether his fiancée died or not if he had not seen her in the bus.

2. Ring of Thieves. In this book, I found some examples:

-   If you pay in cash, you can often get a better deal.
-   If I made jewelry for them, I would have money in the bank again (The man wanted to have money again, after his money was stolen.)
-   If we went to the police now, we could look stupid. (Because they have not prove*) *she meant : proof.
-   If you don't make me that ring, I won't buy the brooch." (Because the costumer wanted to buy the ring and the brooch) I forgot to put the page.
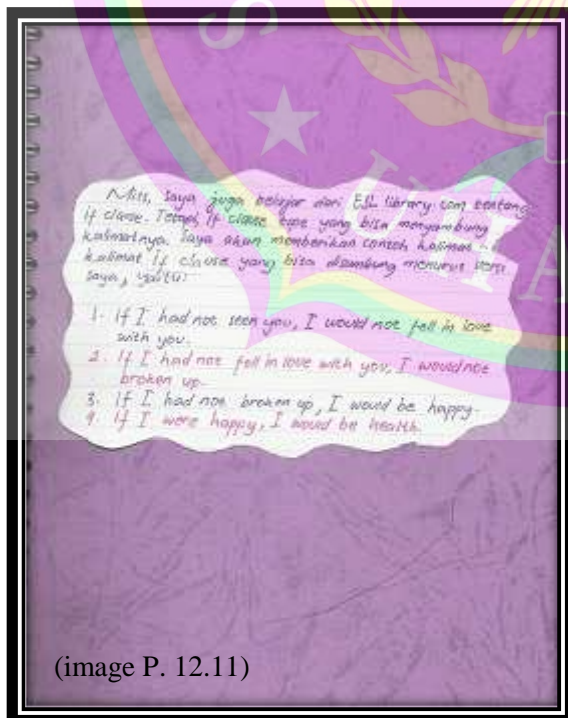
(image P. 12.11)

Miss, I also learned from ESL.library.com about If Clause. However, I just tried to practice continuing the previous statement. These are the following that I could do based on my thought:

1. If I had not seen you, I would not fell in love with you.
2. If I had not fell in love with you, I would not broken up
3. If I had not broken up, I would be happy
4. If I were happy, I would be health.

(This activity is similar to what she did in the class when the lecturer gave her one of the strategies that can be used)

PARTICIPANT-13
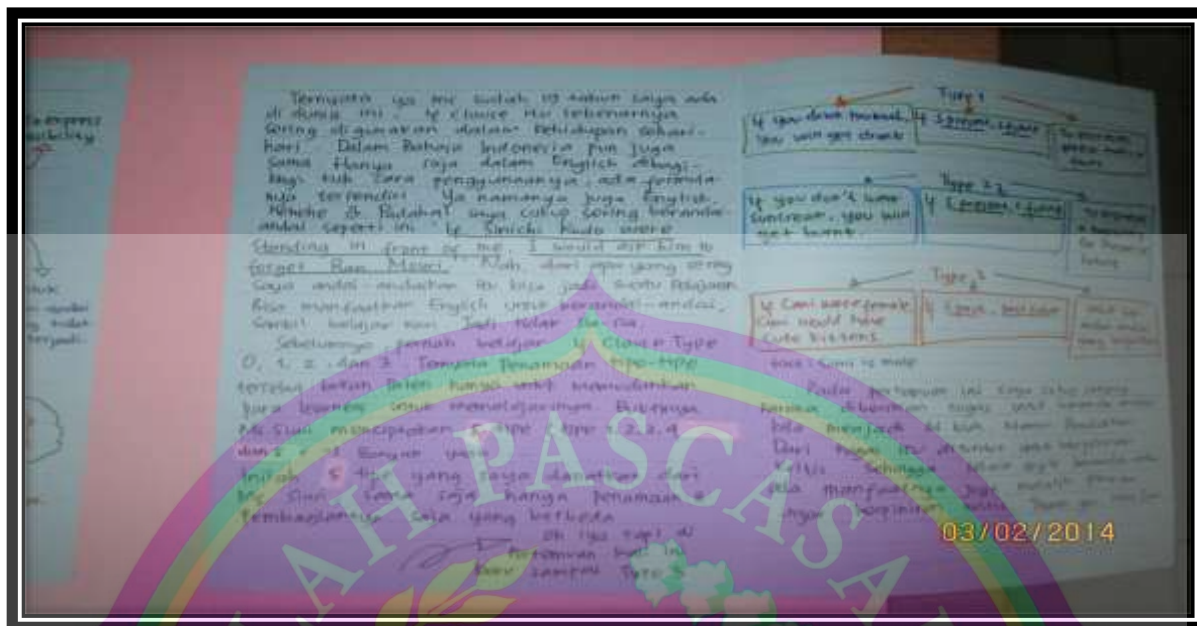
(image P. 13.1)

WHAT I PREVIOUSLY KNEW BEFORE LEARNING THIS MEETING

I have been living on this earth for 19 years and I have just known that If Clause is commonly used in my daily life, even in my first tongue context. However, in English we must know the rules how to structure this clause. Previously I often used the word If, but I had not realized that it was called If Clause. I used to say: "If Sinichi Kudo were standing in front of me, I would ask him to forget Ran Mouri." Then, I connected my previous information to the newer one. And now I know that when I use word 'If' there are some rules that I need to consider as different pattern has different context.

Before that, I learned type 0, 1, 2 and 3. The point is we should have not only known what type it was but the use of theirs. Then, I also know that the types do not only consist of 4 types but also there are two more types. In this semester I would learn them.

If you don't wear sun cream, you will get burnt	If+ S.present+S.future	To express general truths or facts	Type 1
If you don't wear sun cream, you will get burnt	If+ S.present+S.future	To express possibility for present and future	Type 2
If Cimi were female, Cimi would have cute kittens.	If+ S.past + Past Future	Used to imagine something imposible.	Type 3

On this meeting, I was so glad since the lecturer asked us to imagine if we became Muh.Nuh (a Minister of Education and Culture in Indonesia). I w as so excited because here I was not only asked to imagine but to think more critically with my lecturer. Thank You.
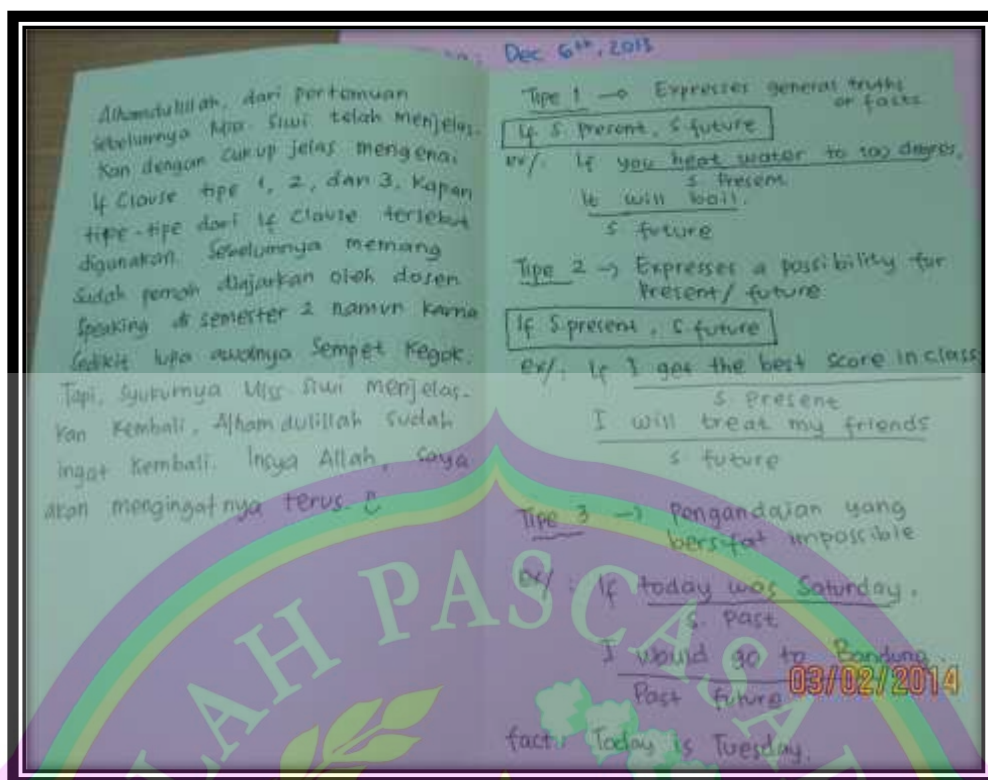
(image P. 13.2)

Thanks God, from the previous meeting, the lecturer explained quite clearly about If Clause for type 1,2, and 3 and when they are used… Actually, they were taught in the second semester in Speaking class by the lecturer. Though a lot of things I forgot and I was a bit puzzled, gratefully the lecturer of Structure Class explained them again. Insya Allaah, I will remember them always.

TYPE 1 = Expresses general truths or facts

> **If S. Present, S. Future**

Eg: If you heat water to 100 degrees, it will boil

TYPE 2 = Expresses a possibility for present / future

> **If S. Present, S. Future**

Eg: If I get the best score in class, I will treat my friends

TYPE 3 = Impossible condition

> **If S. Past, Past Future**

Eg: If today was Saturday, I would go to Bandung. (Fact: today is Tuesday)

(image P. 13.3)

In this meeting, it became the first amusing time in the class. Do you want to know? Because the lecturer decided to use language laboratory for Structure Class. It was a bit unusual since we commonly used Laboratory for Speaking and Listening class only. ☺ Well, I just realized that we can learn anywhere and we can use any media. It depends upon how we can utilize them in a good or bad way. Trying to learn in another place or moving around from common place is a good idea. It can reduce boredom and keep our spirit.
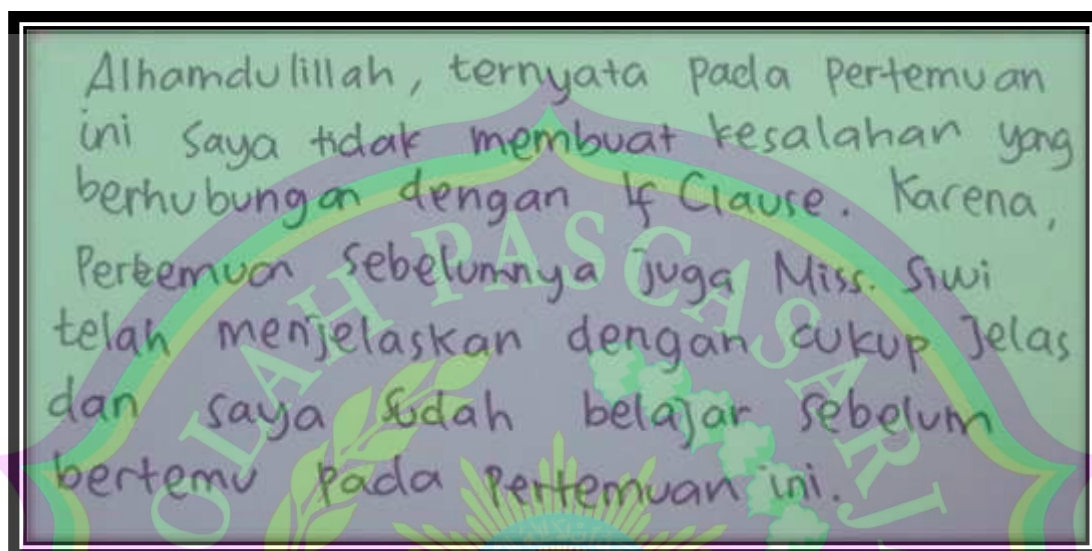
(image P. 13.4)

Alhamdullilaah, in this meeting, I did not do any mistakes related to If Clauses because in the previous meeting, the lecturer explained so clearly and I also had learned before.
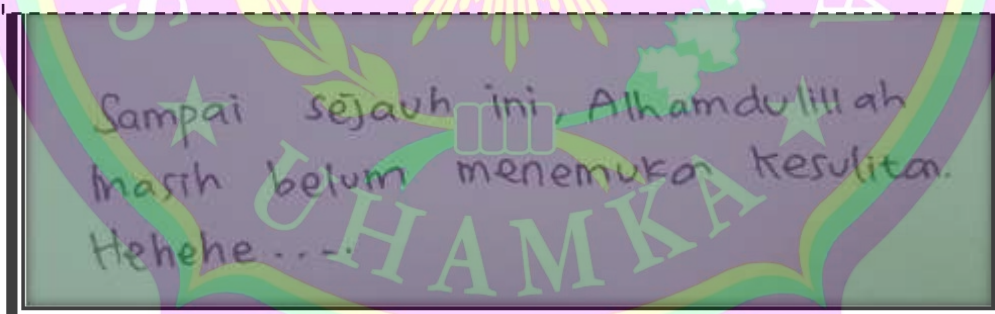
(image P. 13.5)

So far, I haven't got any difficulties. Tee hee...
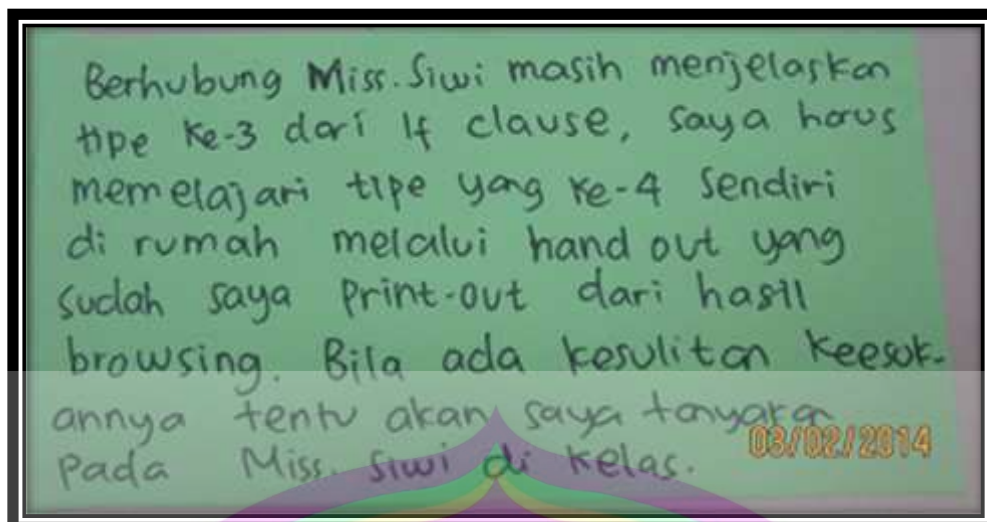
(image P. 13.6)

Since the lecturer is still explaining type 3 of If Clauses, I must learn type 4, next type, with myself at my house by doing some exercises on hand-outs that I printed from internet browsing. If there are some difficulties I will have, then I will ask them on next meeting to my lecturer in the classroom.
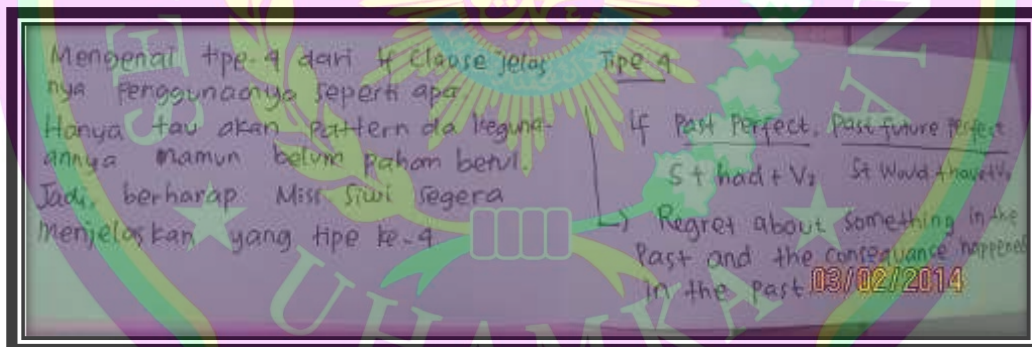
(image P. 13.7)

Talking about this type, actually have known the pattern of its type but I haven't known exactly how and when to use it. So, I expect that soon the lecturer will explain it more.

What I just knew is:

Type 4:

If past Perfect, Past Future Perfect

Regret about something in the past and the consequence happened in the past.
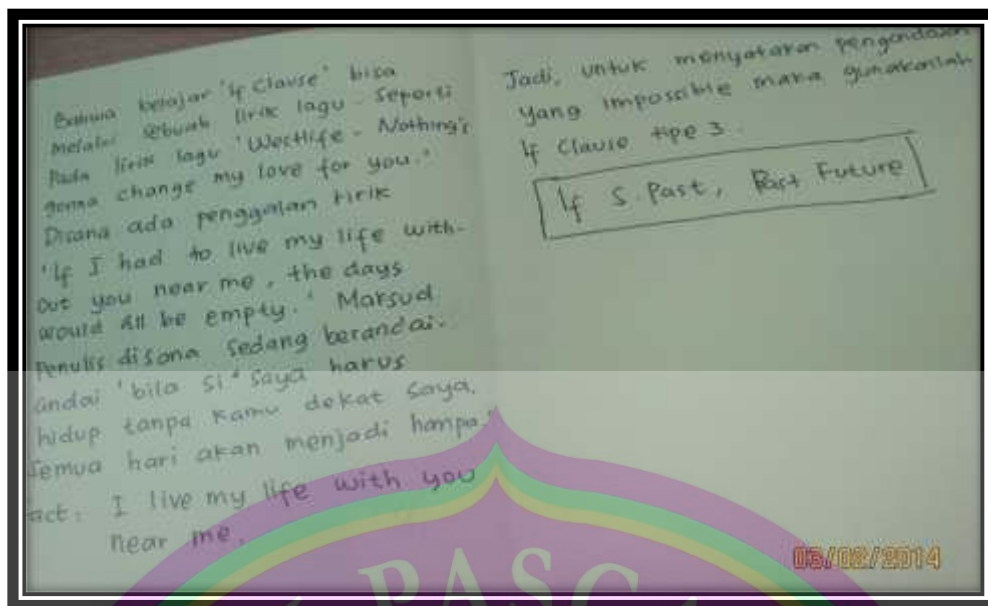
(image P. 13.8)

That I can learn If Clause from a lyric of a song, like on the lyrics of Westlife titled Nothing's Gonna Change My Love For You. On that lyric, there are pieces said "If I had to live my life without you near me, the days would be empty." It means the song writer imagined it is impossible to him if he should live without his lover cause the fact he can't live without her.

So, to express something that is impossible; then; use this type of If Clauses:

If S. Past, Past Future
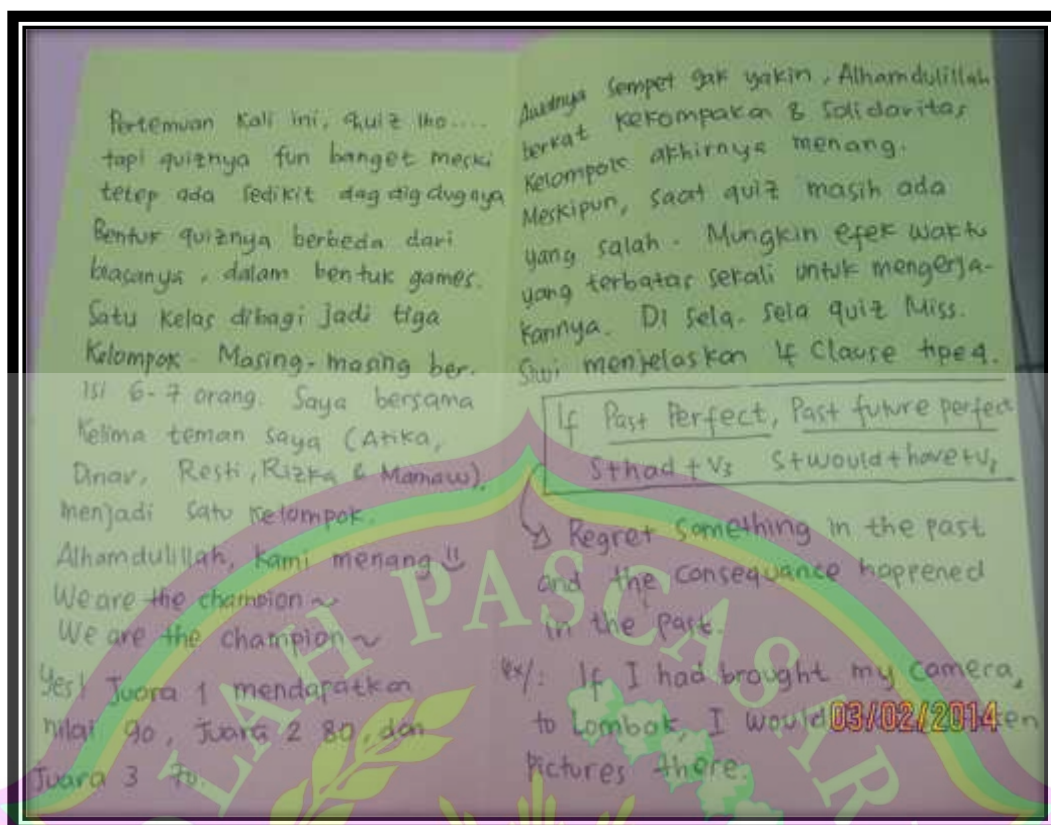
(image P. 13.9)

On this meeting, we had a quiz…… But the quiz was so fun, though there was something that made me nervous. The form of the quiz was different from the previous quizzes. It was like a game. The number of the students in the class was divided into three groups. Each group consisted six to seven students. I went round with five of my friends (Atika, Dinar, Resti Rizka and Mamaw). Thanks God, we won the quiz. "We are the champion~ We are the champion~ " Yes, the first winner got 90 score, second place got 80 and the third 70.

At the beginning, we were not sure but *Alhamdullillaah* with team work and solidarity and finally we won though we did a few mistakes. It might have happened because of limited time. In the middle of the quiz, the lecturer explained a bit about If Clause Type 4:

If Past Perfect, Past Future Perfect

S + had + V3 , S + would + have +V3

Regret something in the past and the consequence happened in the past.
Example:
If I had brought my camera to Lombok, I would have taken pictures there.

(image P. 13.10)

The mistakes of mine was when I put If Clause (the dependent clause), I put a word 'would'. And it can't be like that though there were some people using that kind of style too. But it is commonly accepted in descriptive rules. That's language. Dynamic.

Di tipe 4 ini kan, mengekspresi-
kan Sebuah Penyesalan di masa
lalu tapi konsekuensinya juga ter-
jadi di masa lalu bukan sekoang.
Sering banget nih kayak gini
Besok - besok kalau mau regret
gunakan If clause aja.
Biar nyeselnya ada manfaatnya
Juga sambil belajar
Hehehe . . . . .
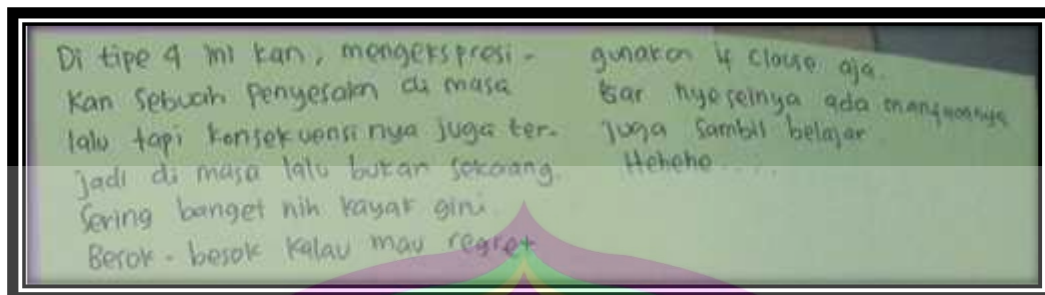
(image P. 13.11)

In this type 4, it is used to express regret at the past time. But because of that regret, one had got the consequence in the past time too, not in the present. Woaah, unrealizingly I always regret something. Later, if I would like to regret any past thing, I would like this kind of pattern to regret something..

Terkadang saya masih suka
bingung nih ms, ketukar tukar
yang tipe 4 ini kan seharusnya
If Past perfect, Past future Perfect
eh, saya malah suka terbalik
Hehehe . . . .
Itu saja si miss.
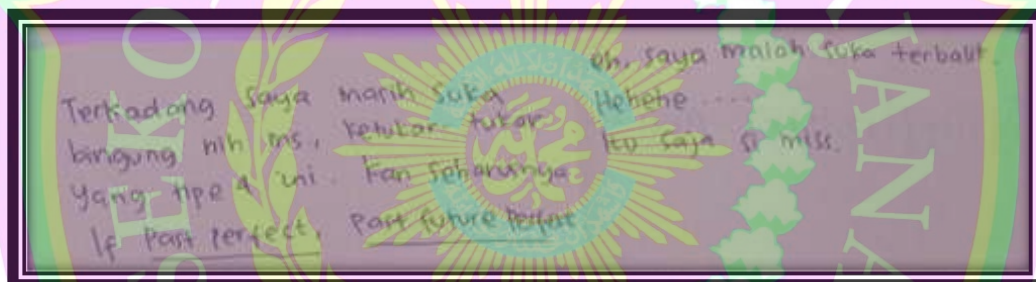
(image P. 13.12)

*Sometimes, I am still puzzled and I often invert the pattern. It should be If **Past Perfect**, **Past Future** Perfect*
*And I invert it into **Past Perfect**, If **Past Future Perfect***
That's all. Hihi
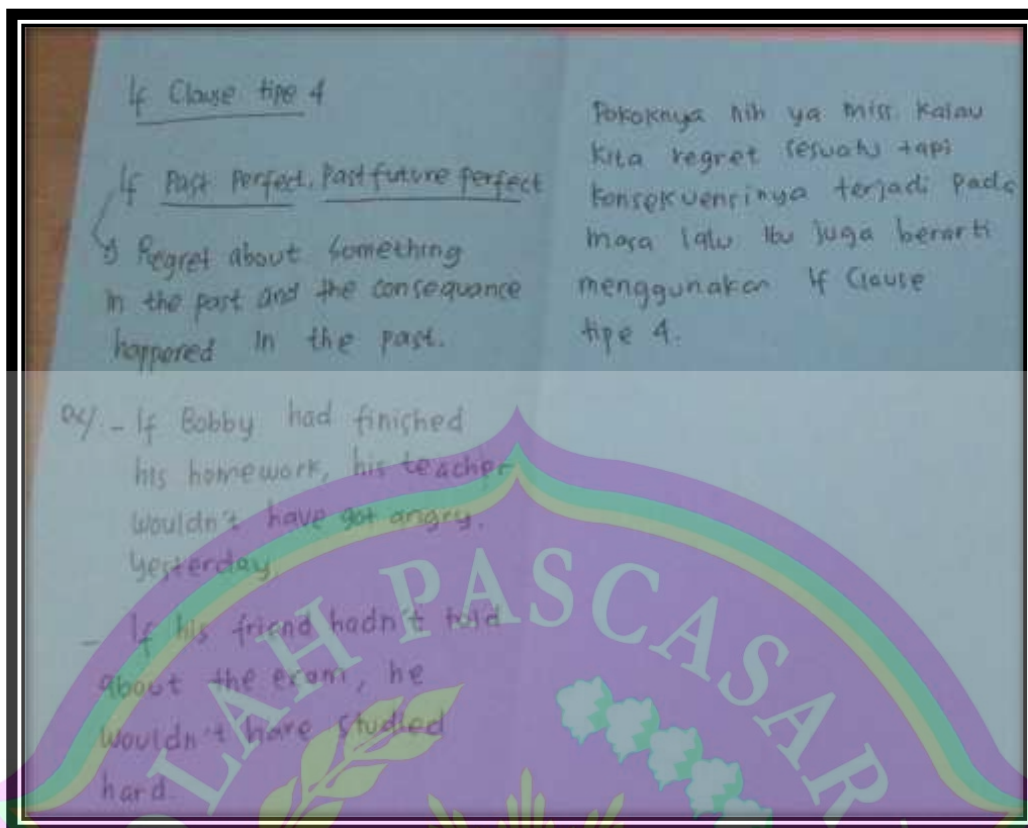
(image P. 13.13)

*If Clause type 4. If **Past Perfect**, **Past Future Perfect***
(Regret about something in the past and the consequence happened in the past)
Example:
If Bobby had finished his homework, his teacher wouldn't have got angry yesterday.
If his friend hadn't told about the exam, he wouldn't have studied hard.
The point is if we regret something but it causes the past result so we use this type, If Clause Type 4.
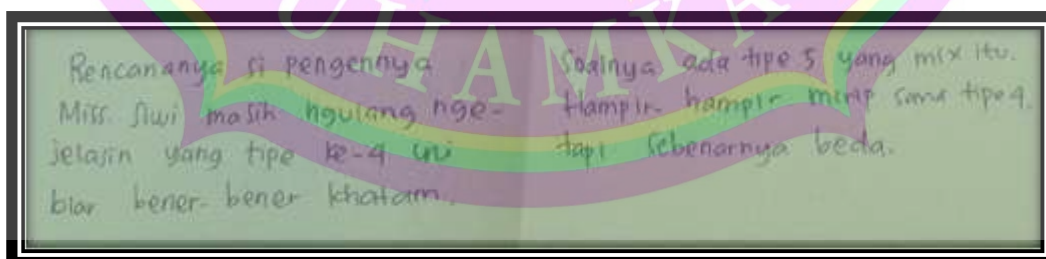
(image P. 13.14)

On the next meeting, I do hope that the lecturer would review the type 4 again until I do understand how to use it correctly because there will be next type, type 5, mixed conditional sentences that are similar to the type 4.

209
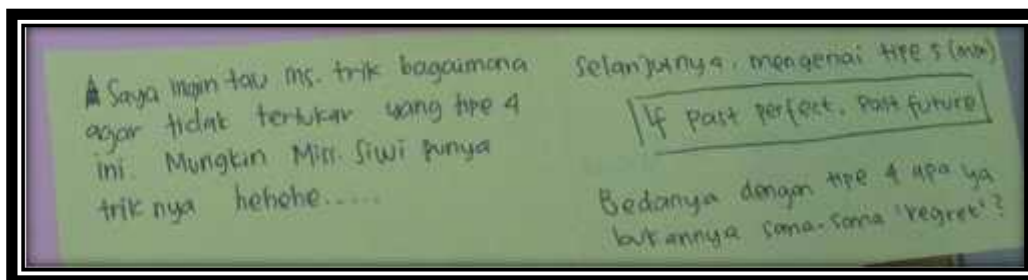
(image P. 13.15)

I would like to know the trick or easier way to memorize the patterns because I occasionally invert the incorrect pattern. Maybe, the lecturer knows it?? Tee hee. Next, I also would like to know type 5

If Past Perfect, Past Future

What is their difference? Isn't about regret too?
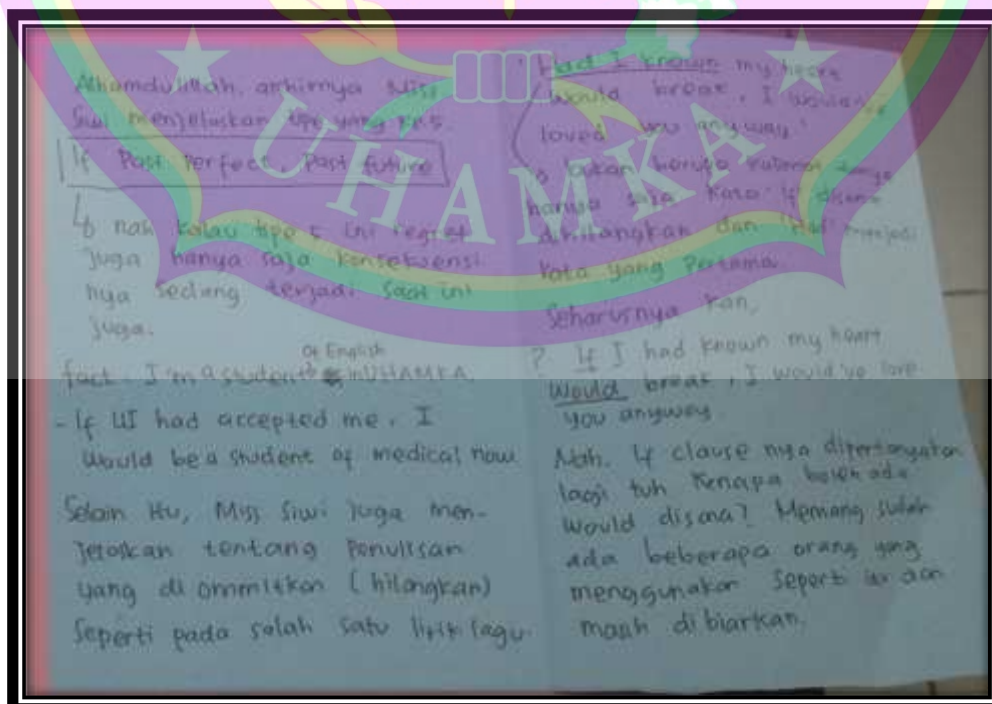
(image P. 13.16)

Alhamdulillaah, finally the lecturer explained type 5.

<div style="border:1px solid">

If Past Perfect, Past Future

</div>

This type 5 is also used to tell about regret, but it is mixed as the consequence exists in the present. Since it is impossible to do, the main clause uses past future

Fact: I'm a student of English in UHAMKA.

If UI had accepted me, I would be a student of medical now.

Besides, the lecturer also explained that the word can be omitted, like a lyric of Trisha Yearwood:

<u>Had I known</u> my heart would break, I would have loved you anyway.

The pattern looks like a question word, but it is not. If the word is omitted, the auxiliary is put in front of the subject and it looks like a question sentence. If the word 'IF' is written, then it will be:

<u>If I had known</u> my heart <u>would</u> break, I would've loved you anyway.

That's what I would like to ask, why there is a word "would" again in that sentence? It is acceptably used.

(image P. 13.17)

On the previous example: Fact: He wears glasses

If He hadn't like watching Barney very close to monitor, he weren't wearing glasses.

Another example:

Fact: Ultraman rides a bike

If Godzila hadn't stunned him, he were not riding a bike.

That is incorrect, it should be:

If Godzila hadn't stunned him, he wouldn't ride a bike.

Fact: Spiderman is doing that. It can't be:

If he hadn't made any destruction last night, he would do that.

Because Spiderman is doing activity now, means that it is on progress. So, it should be changed into progressive one too, but past progressive because it is impossible to do anymore.
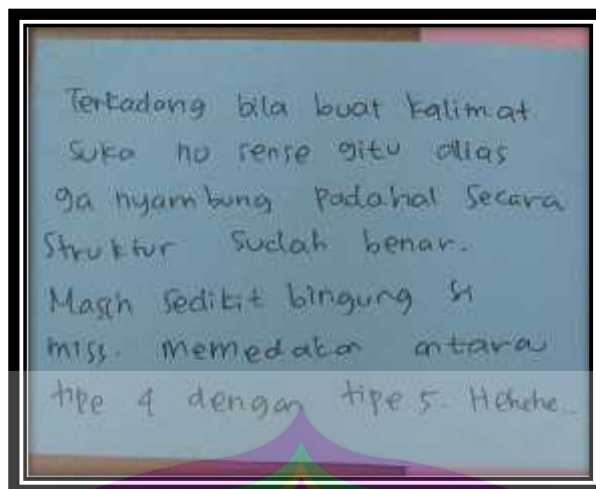
(image P. 13.18)

Once in a while, I made some meaningless sentences though the structure of the sentences was right. It is a bit confusing how to differ type 4 from type 5. Hehehe..
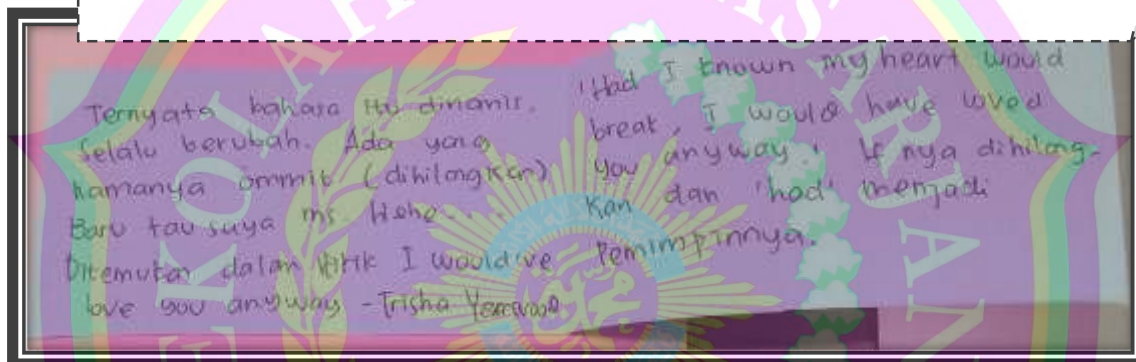
(image P. 13.19)

I knew that language is dynamic, it can change. I also know that the style of writing If Clause, we can omit the word "IF", but of course we must pay attention to the rule if we do it. I just know it. Hehehe. . . . It is found in a song of Trisha Yearwood 'Had I known my heart would break, I would have loved you anyway.' The word 'IF' is omitted and auxiliary 'had' is put forward.
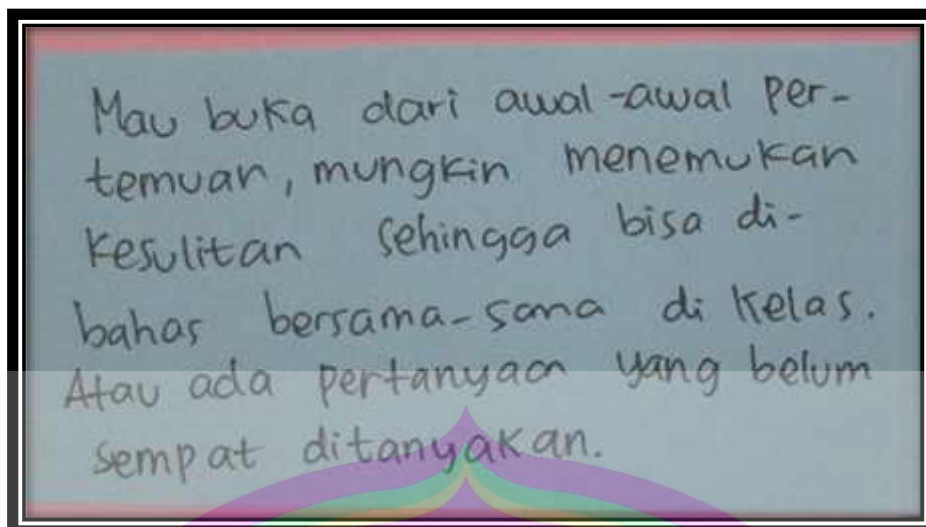
(image P. 13.19)

I plan to look up more information from my previous notes, perhaps I will find some difficulties so that I can discuss them together in the class or perhaps I will have found some questions that I haven't asked yet.
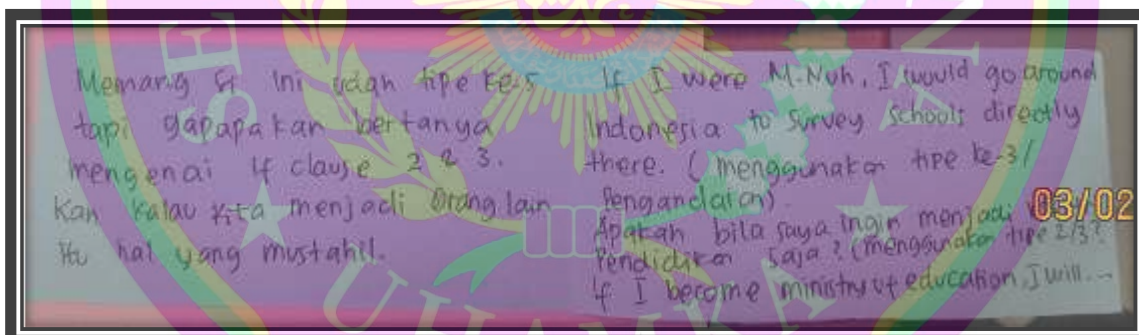
(image P. 13.20)

Well, though the discussion is about type 5 but I do want to ask more about If Clause Type 2 and 3. It is impossible if we become another person. Example:

If I were M.Nih, I would go around Indonesia to survey schools directly (Using type 3)

Is it used only when the context I would become a minister of education? (She meant: Is it okay if we use in another context?)

PARTICIPANT-17
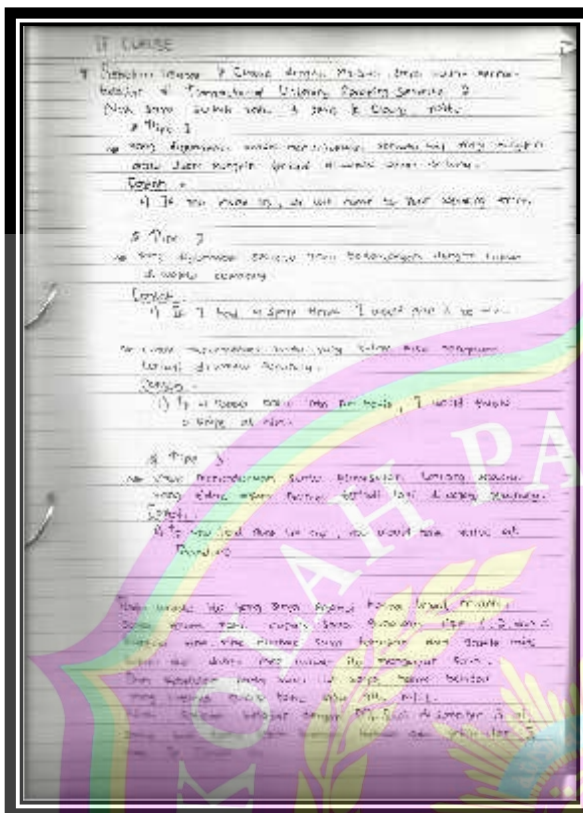
(image P. 17.1)

Before learning If Clause with Ms. Siwi, I learned this clause from Transactional Listening Speaking subject in the second semester.

Type 1: which is used to express something possible or impossible in the future.

Example:

If you invite us, we will come to your wedding party.

Type 2: which is used to express about opposite fact that happens in present.

Example:

If I had a spare ticket, I would give it to him.

To show something that we do not hope in the present

If a robber came into my house, I would throw a knife at him.

Type 3

To show regret that never happens in the future.

Example:

If you had gone by car, you would have arrived at (in) Bandung

At that time, what I got from examples I haven't known how and when to use these types, type 1,2, and 3. I got those explanation above from the internet not from the lecturer that taught me. And I just thought that at that time knowing them was enough without understanding it. And now I know more about how and when to use them.
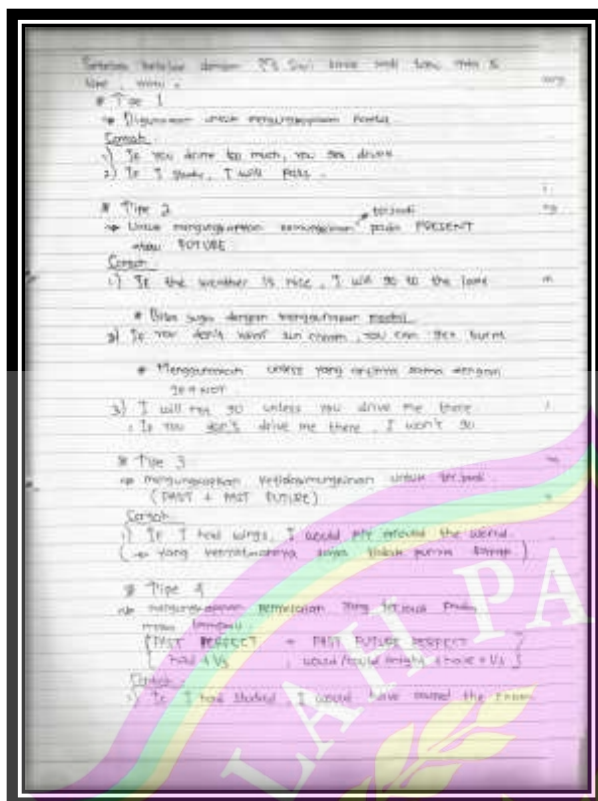
(image P. 17.2)

AFTER I LEARNED I GOT THESE THINGS

Type 1:
To express about a fact. Example: If you drink too much, you get drunk

If I study, I will pass.

Type 2
To tell about the present or future possibility.
Example:

If the weather is nice, I will go to the lake.
It can also use other modal verbs If you don't wear sun cream, you can get burnt. I know how to use the word 'unless' which has the same meaning as "if not". Examples:

I will not go unless you drive me there.
If you don't drive me there, I will not go.

Type 3:
To express about the impossible present condition.

If I had wings, I would fly around the world.
(It is impossible to ha[[en because the speaker has no wings.)

Type 4
To express about regret, a thing should or not have done in the past.

If I had studied, I would have passed the exam.
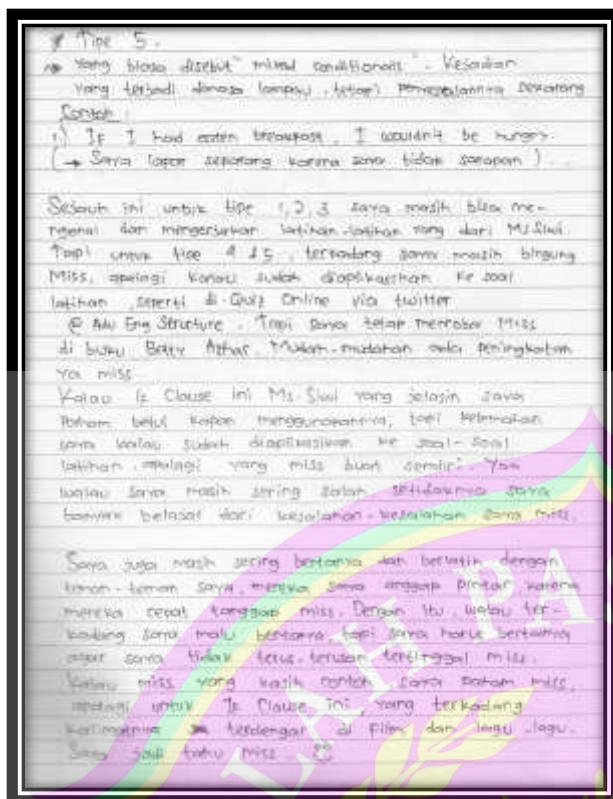
(image P. 17.3)

Type 5

It is normally called as mixed conditional sentences. The condition happened in the past but its result is happening in the present. This type is also categorized as unreal condition. Example:

If I had eaten breakfast, I wouldn't be hungry.

The condition tells that now the speaker is hungry as s/he did not eat breakfast.

So far, to these types (1,2, and 3) I am still able to know and practice with hand-out from the lecturer gave. But, for the rest types, 4 and 5, it is somewhat hard for me to catch what it means. I am truly confused when it is applied to some exercises or quizzes, like online quiz on twitter @AdvEngStructure. But I tried some taks that are available in Schrampher's book. I hope I will achieve the progress.

In addition, I do understand when the lecturer explains me a lot, but it is hard for me to understand some practices. I assumed that it happened because I seldom use those rules in contextual situation. So that I often make any mistakes. I also must question more often to my friends who are smarter than me and we normally do some tasks together. Honestly, I am little bit shy if I have to ask something, but I must do that in order not to be left behind. Moreover, I also learn from the examples that the lecturer gave and from watching movies and listening to music.

216
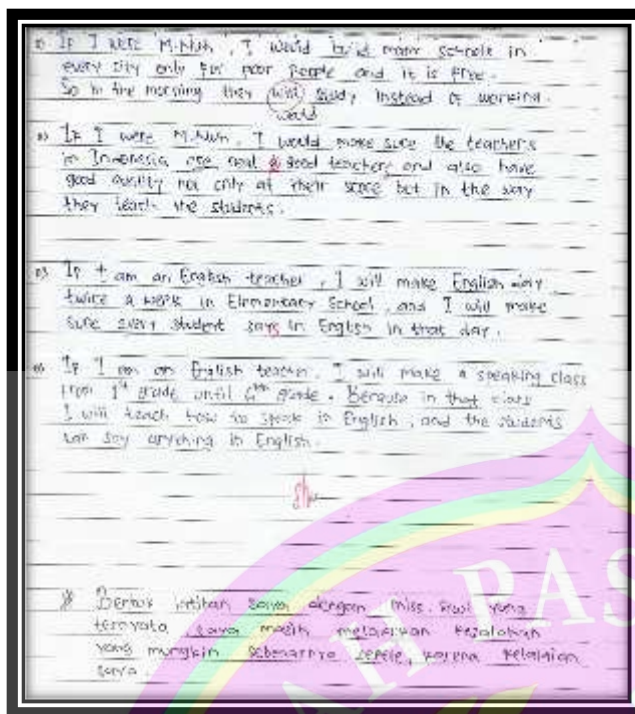
(image P. 17.4)

- If I were M.Nuh, I would build many schools in every city only for people and it is free. So in the morning they will study instead of working.
- If I were M.Nuh, I would make sure the teachers in Indonesia are real a good teacher and also have a good quality not only at their score but in the way they teach the students.
- If I am an English teacher, I will make English day twice a week in Elementary School, and I will make sure every student say English in that day.
- If I am an English teacher, I will make a speaking class from 1st grade until 6th grade. Because in that class I will teach how to speak in English and the students can say anything in English.

Those are the examples of my mistakes. It can be inferred that I always do trivial things which lead me to do some mistakes.

(image P. 17.5)

Trisha Yearwood
I Would've loved you anyway
If I'd've known the way that this would end
If I'd've read the last page first
If I'd've had the strength to walk away
If I'd've known how this would hurt

Chorus:
*I would've loved you anyway
I'd do it all the same
Not a second I would change
Not a touch that I would trade
Had I known my heart would break
I'd've loved you anyway

It's bittersweet to look back now
At memories withered on a vine
Just to hold you close to me
For a moment in time

Back to Chorus*

Even if I'd seen it comin'
You'd still have seen me runnin'
Straight into your arms

Back to Chorus*

She is talking about a past love

That is the song that the lecturer played to introduce the If Clause for type 4.
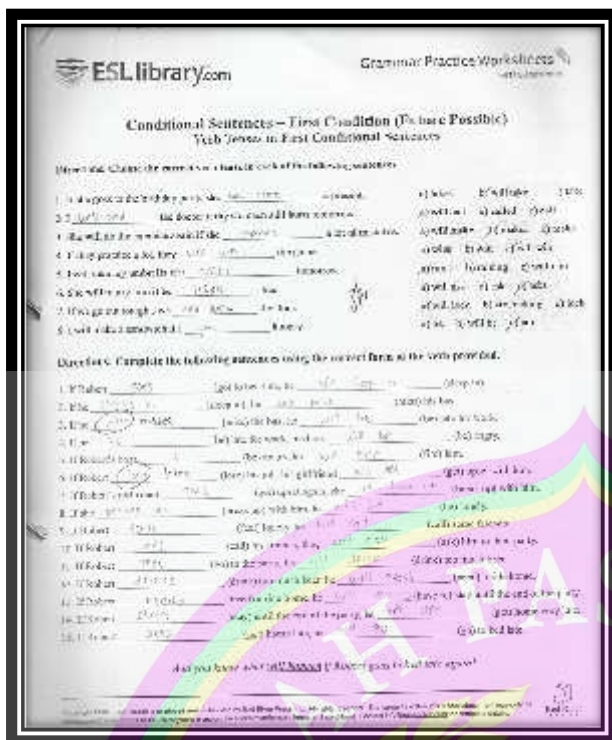
(image P. 17.6)
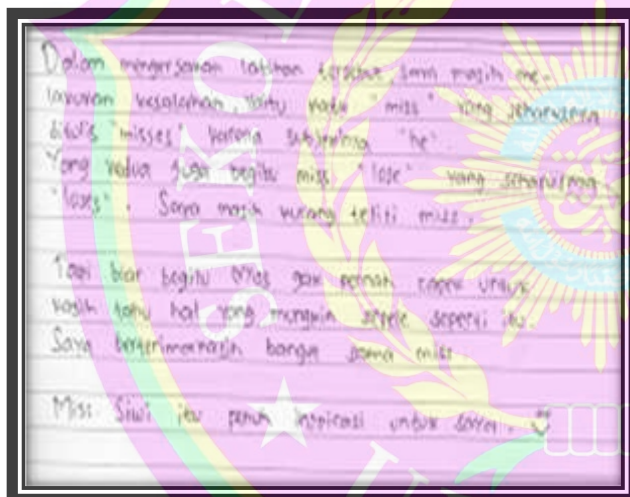
(image P. 17.7)

In doing exercises from ESL library (attached) I still did many mistakes. I wrote 'miss' which was supposed to be misses because the subject is 'he'. So is the second mistake. I was totally careless in doing some practice. But I am glad that the lecturer explained and reminded me always patiently. Thank to lecturer. You are my inspiration

PARTICIPANT-18

219

The Use Of Learnes' Diaries As An Application Of Metacognitive Strategies ..., Fidaniar Tiarsiwi, MPB. Inggris, 2016.

220

The Use Of Learnes' Diaries As An Application Of Metacognitive Strategies ..., Fidaniar Tiarsiwi, MPB. Inggris, 2016.
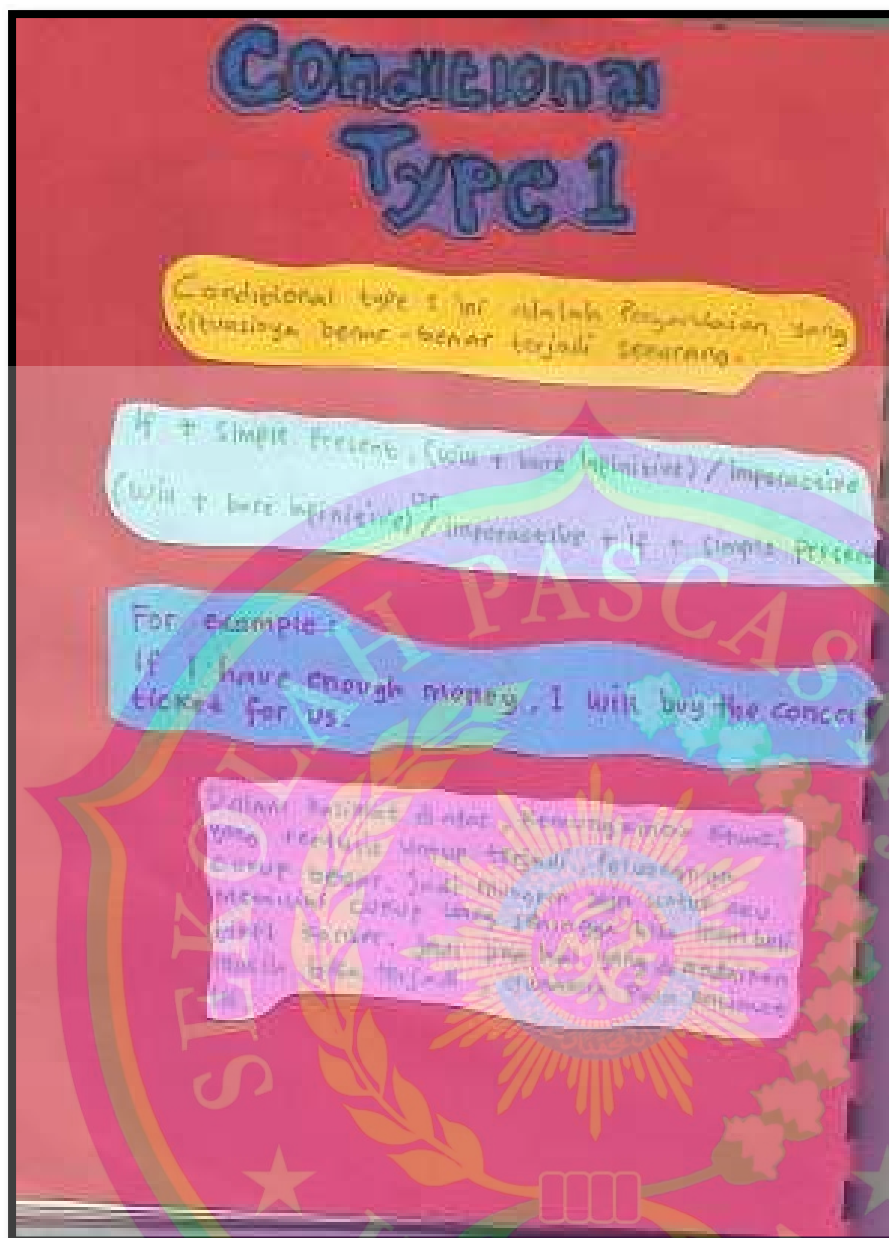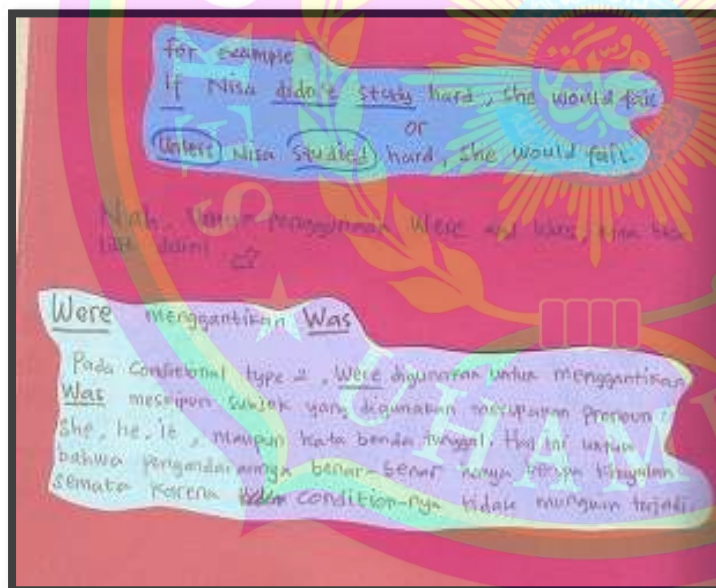
ADJECTIVE CLAUSE

PARTICIPANT-19

(image P. 19.0 1)

In this page, the writer only took notes the formulation of If clause and the function of its.

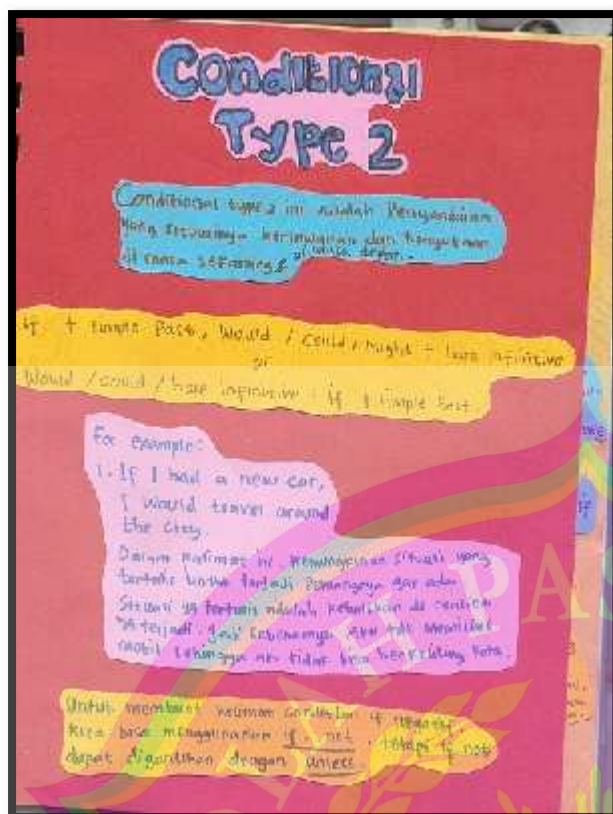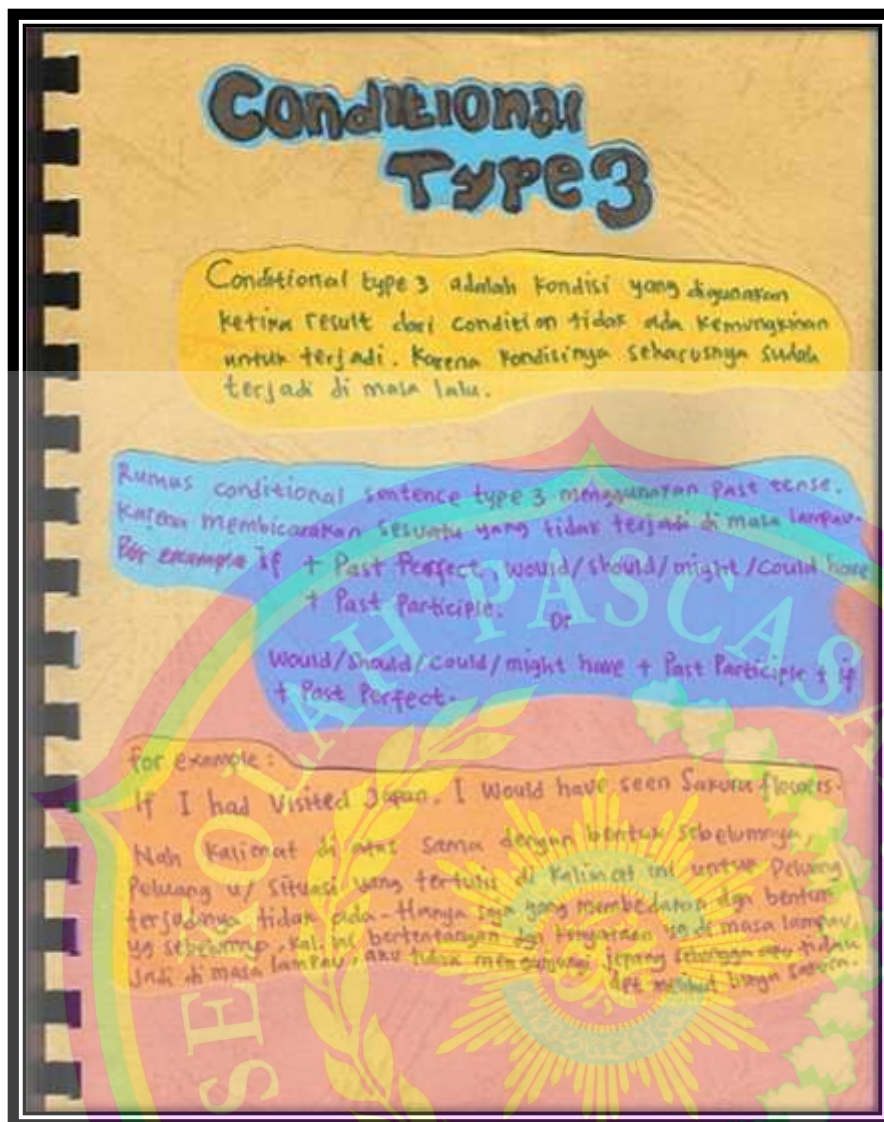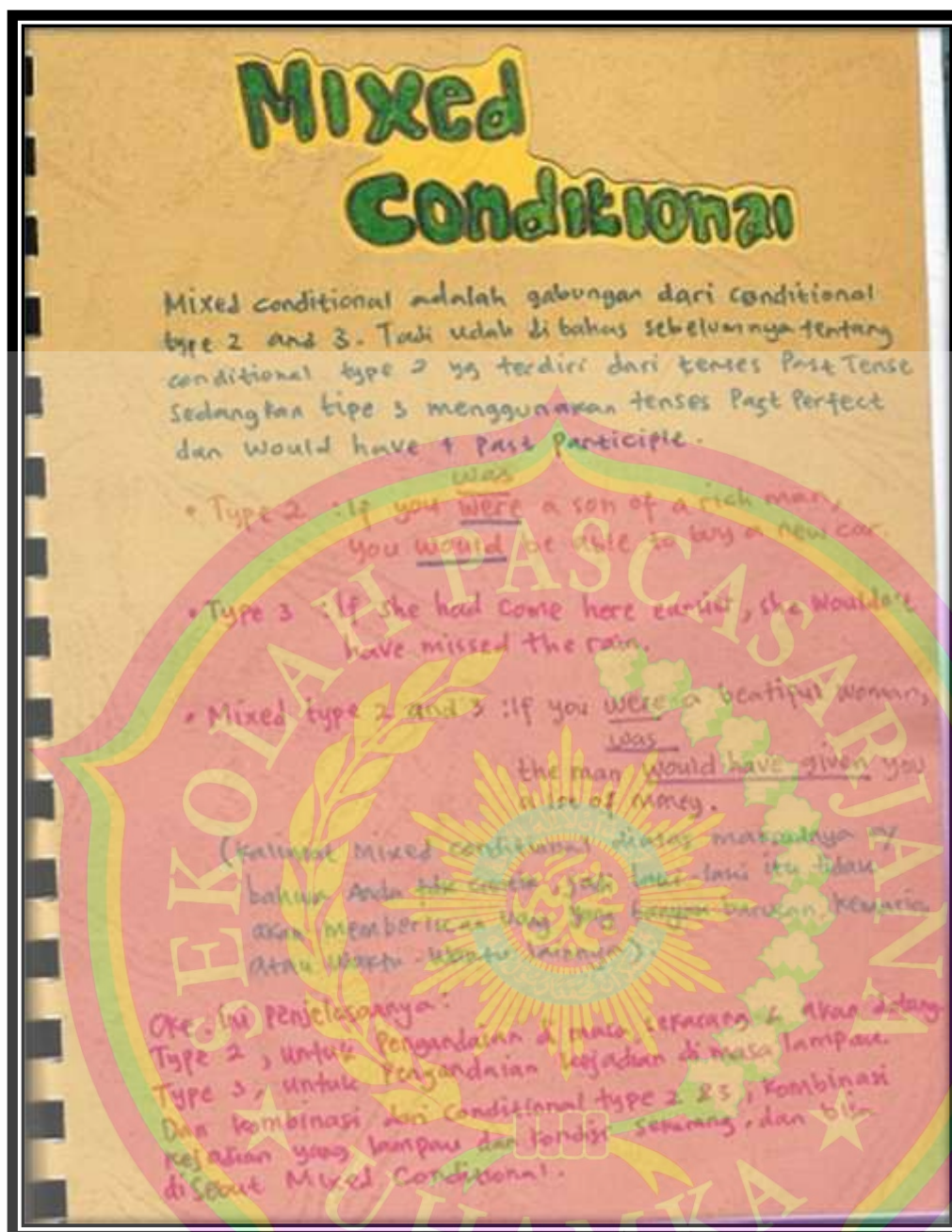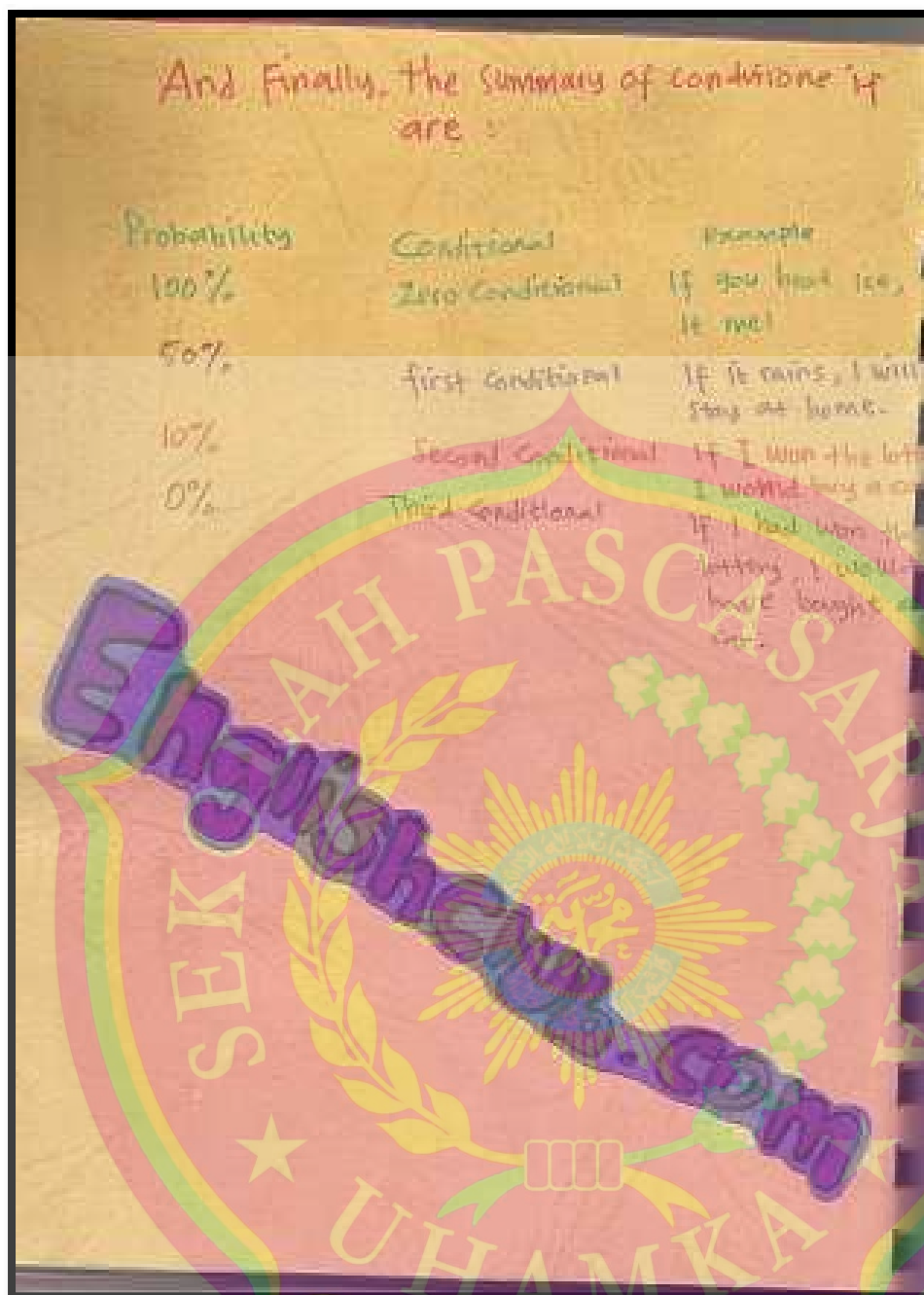In this page, the writer only took notes the formulation of If clause type 1 and the function of its.

In this page, the writer only took notes the formulation of If clause type 2 and the function of its.

*In this page, the writer only took notes the formulation of If clause type 3 and the function of its.*

Mixed Conditional

Mixed conditional adalah gabungan dari conditional type 2 and 3. Tadi udah di bahas sebelumnya tentang conditional type 2 yg terdiri dari tenses Past Tense sedangkan tipe 3 menggunakan tenses Past Perfect dan Would have + Past Participle.

- Type 2 : If you were (was) a son of a rich man, you would be able to buy a new car.
- Type 3 : If she had come here earlier, she wouldn't have missed the rain.
- Mixed type 2 and 3 : If you were (was) a beautiful woman, the man would have given you a lot of money.

(kalimat Mixed conditional diatas maksudnya yaitu bahwa Anda tidak cantik. Jadi laki-laki itu tidak akan memberikan uang yang banyak baru-baru kemarin atau waktu-waktu kemarin).

Oke ini penjelasannya :
Type 2, untuk Pengandaian di masa sekarang & akan datang.
Type 3, untuk Pengandaian kejadian di masa lampau.
Dan kombinasi dari conditional type 2 & 3, kombinasi kejadian yang lampau dan terdiri sekarang, dan bisa disebut Mixed Conditional.

In this page, the writer only took notes the formulation of mixed type of If clause and the function of its.

And Finally, the summary of conditione if are :

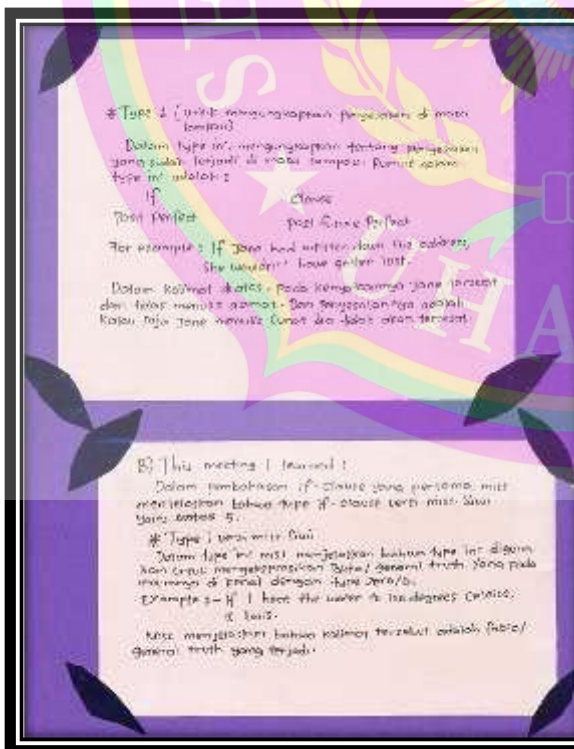| Probability	Conditional	Example
100%	Zero Conditional	If you heat ice, it mel
50%	first Conditional	If it rains, I will stay at home.
10%	Second Conditional	If I won the lot... I would buy a ...
0%	Third Conditional	If I had won the lottery, I would have bought ...

In this page, the writer only took notes the percentage of probability in using if clauses.

PARTICIPANT-20
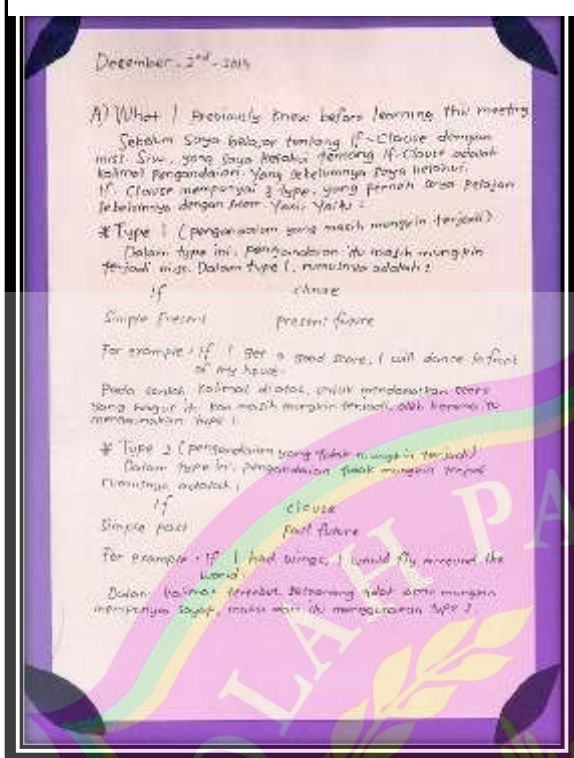
(image P. 20.1)

(image P. 20.2)

December, 2nd 2013

WHAT I PREVIOUSLY KNEW BEFORE LEARNING THIS MEETING

Before I learned if clauses what I previously knew was named as conditional sentences. I also knew that this clause has three types only. Here below what I learned before with Mrs. Yani in the class of Speaking:

➤ Type 1 (It's an open condition, what is said in the condition is possible) and the form is:

If Clause	Main Clause
Simple Present	Present Future

For example: If I get a good score, I will dance in front of my house.

On the context above, to get the score is a condition which is still possible, so that it uses type 1.

Type 3 (it is used to express regret in the past)

In this type, it tells about unreal things that didn't happen. We can still imagine what the consequences would have been. The form is:

If Clause	Main Clause
Past Perfect	Past Future Perfect

For example: If Jane had written down the address, she would not have gotten lost.

In the sentence above, the real fact is Jane did not write the address so that she got lost.

THIS MEETING I LEARNED

In this discussion, the first If Clause the lecturer explained that she had five types for If Clause.

Type 1 according to her version (also prominently known as type zero)

This conditional deals with "real" conditions. We don't call it "real" because it has already happened; we call it real because it *always* happens this way. We use this to state a fact.
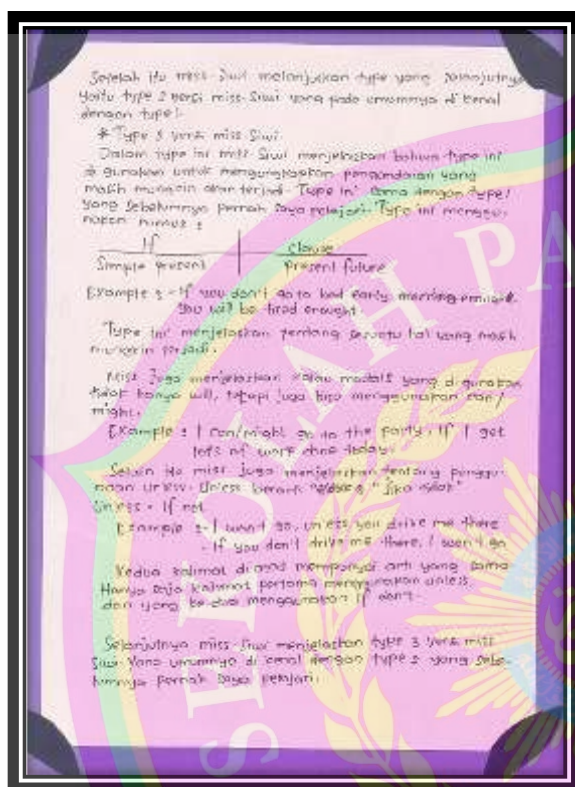
(image P. 20.3)

Afterward, the lecturer carried on her explanation with the second type which is also known as first conditional sentence. It is possible and also *very likely* that the condition will be fulfilled. And the form is what I wrote previously

If Clause	Main Clause
Simple Present	Present Future

Eg:

If you don't go to bed early morning enough, you will be tired enough.

In this case, the speaker believes that it could happen if one does not do that. Hence, s/he uses this type. The lecturer also explained that the modal verb used is not only will, but it can be "can", "might", "may". Example:

I can/might go to the party, if I get lots of work done today.

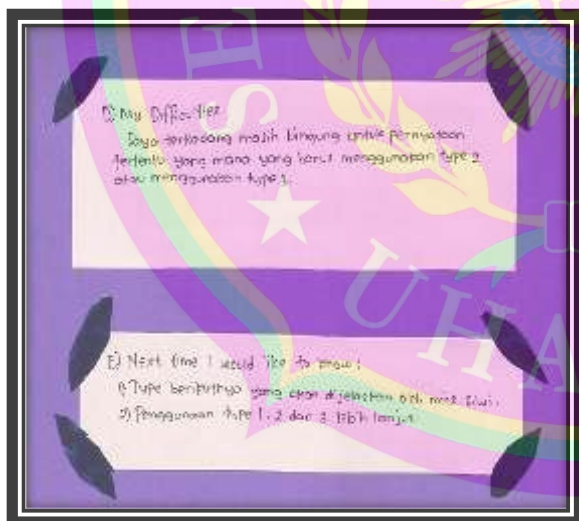Besides, I also know how to use "unless". That word means "If not". For example:

I won't go, unless you drive me there. (If you don't drive me there, I won't go.)

Both sentences have the same meaning but different in pattern. The first sentence uses the word "unless" while the second one uses the word "if don't".

Next, the lecturer would explain about the next types.
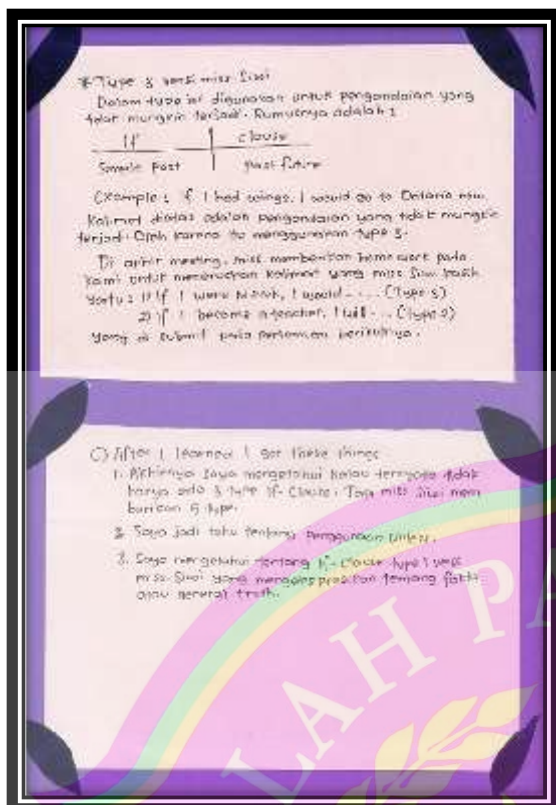
(image P. 20.4)

(image P. 20.5)

> *Type 3*

It is possible but very unlikely, that the condition will be fulfilled.

If Clause   **Main Clause**

Simple Past   **Past Future**

Example:

If I had wings, I would go to Ontario now.
That is impossible to do as the speaker has no wings.

AFTER I LEARNED I GOT THESE THINGS:

1. *Finally I know that If Clause does not have only three types but also 5.*
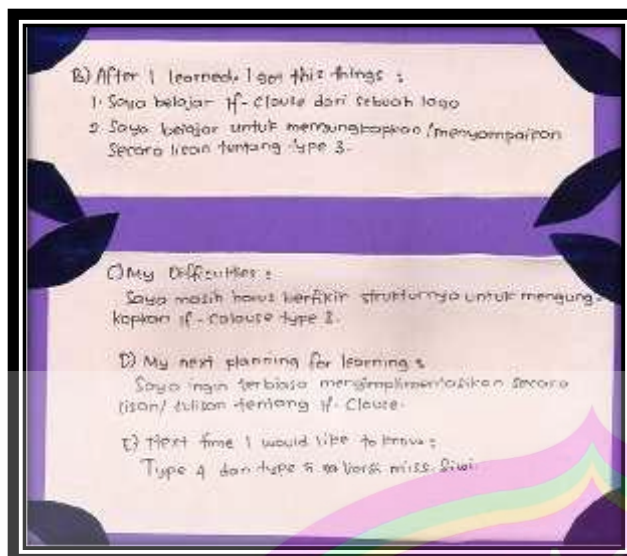2. *I know how to use the word "unless"*

I know that the first type here (type zero) is used when we are describing the general truth

MY DIFFICULTIES

I am sometimes still confused to differ from some statement which must use type 2 or type 3.

NEXT TIME I WOULD LIKE TO KNOW

1. *The next type that would be explained by the lecturer*
2. *The use of type 1, 2, 3 and for more.*

(image P. 20.6)

AFTER I LEARNED, I GOT THESE THINGS

1. I learned If Clause from a song

2. I learned to express / convey orally about type 3
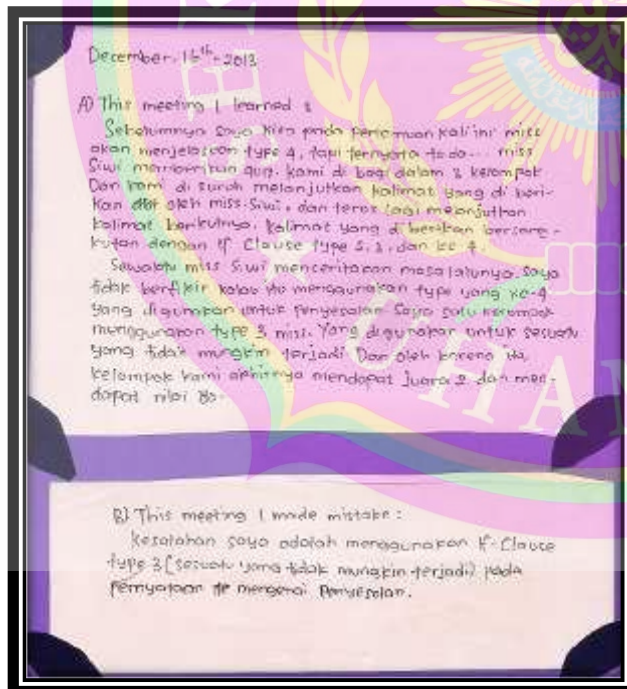
MY DIFFICULTIES

I keep thinking about the structure of expressing If Clause type 3

MY NEXT PLANNING FOR LEARNING

I wish I could get accustomed to implementing both in oral or written form about If Clause.

NEXT TIME I WOULD LIKE TO KNOW

Type 4 and Type 5 that the lecturer would introduce to the students.

(image P. 20.7)

December, 16th 2013

THIS MEETING I LEARNED

On this meeting, I thought that the lecturer would give me explanation about the type 4, but apparently.. ta da. The lecturer conducted the quiz. We were divided into three groups. We were commanded to continue the sentences by using the prompts that the lecturer gave.

The clauses were not structured by one type but also they consisted of type 2, 3 and 4.

When the lecturer told about her past, I didn't realize that the example given used type-4 which is used to express regret. While my team used typed 3, so that we lost and just got second position in this game.

THIS MEETING I MADE MISTAKES

The mistakes I did was when I used Type 3 of If Clause (unreal present condition). Meanwhile, I used that type for expressing unreal past condition (to tell about regret)
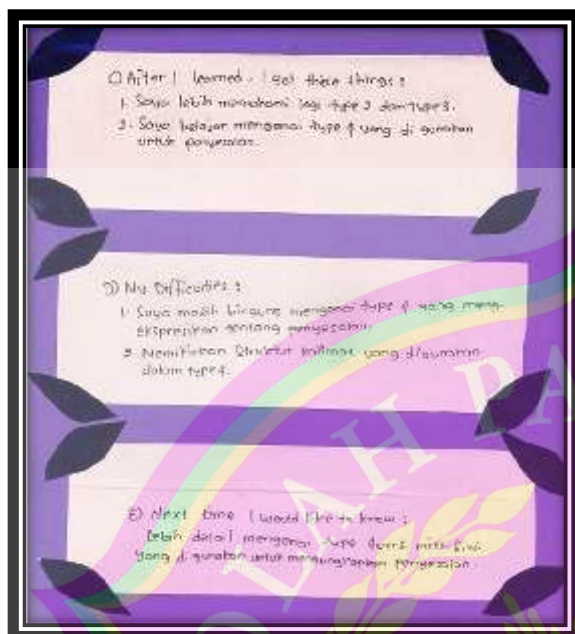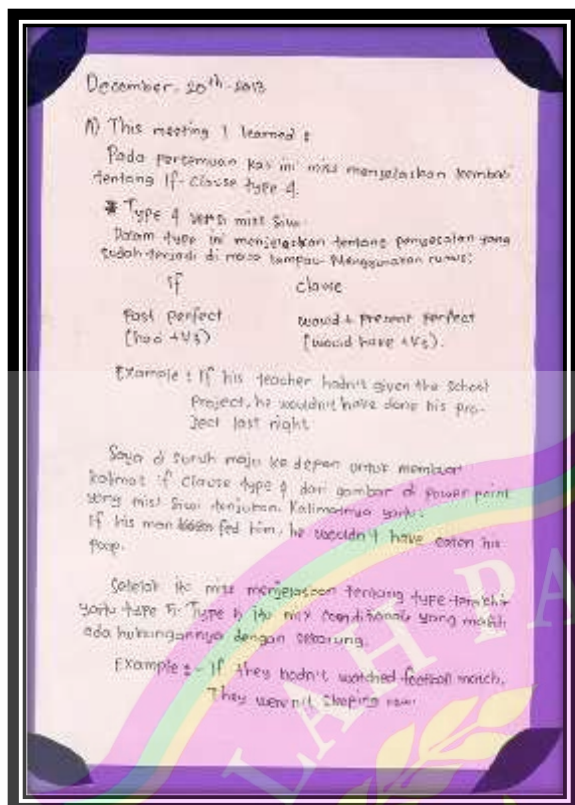
(image P. 20.8)

AFTER I LEARNED, I GOT THESE THINGS

1. I know more about type 2 and type 3
2. I learn about type 4which is commonly used to express about regret

MY DIFFICULTIES

1. Being a bit confused for type 4
2. Considering the structure if a sentence using this type

NEXT TIME I WOULD LIKE TO KNOW

I would like to know more details more details about type 4

234

(image P. 20.9)

December, 20th 2013

THIS MEETING I LEARNED

In this meeting, the lecturer reviewed type 4 of If clause

Type 4

This type is used when we are talking about unreal past situation

If Clause   **Main Clause**

Past Perfect   Past Future Perfect

(had+V3)   (would+have+V3)

Example:

If his teacher hadn't given the school project, he would not have done his project last night.

I was asked to come forward to make a sentence of this type based on the pictures given.

And I wrote:

If his man fed him, he wouldn't have eaten his poop.

Afterward, the lecturer explained about type 5. This type is mixed conditional sentences to talk about a condition in the past and the consequences in the present. Example:

If they hadn't watched football match, they were not sleeping now.
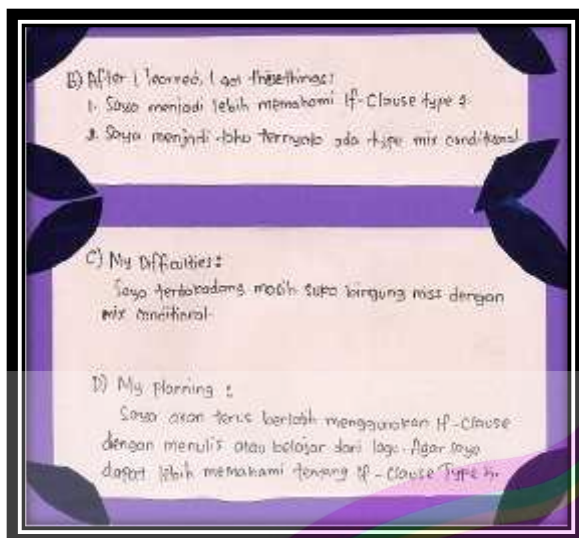
(image P. 20.10)

AFTER I LEARNED, I GOT THESE THINGS

1. *I know more about type 4*

2. *I know that there is a mixing time in If Clause*

MY DIFFICULTIES

Once in a while, I am puzzled with mixed conditional sentence.

MY PLANNING

I am going to get more practices by writing more often and listening lots of songs consisting If Clause, so that I can analyze the use of theirs.

APPENDIX IV

PHOTOGRAPHS

Researcher's Intervention.

The researcher gave an instruction and guide to the participants to write their diaries.

Researcher's Intervention.

The researcher gave an instruction and guide to the participants to write their diaries.

Researcher's Intervention.

The researcher gave an instruction and guide to the participants to write their diaries.

Researcher's Intervention.

The researcher gave an instruction and guide to the participants to write their diaries.

Researcher's Intervention.

The researcher gave an instruction and guide to the participants to write their diaries.

Students' activity in the language laboratory.

They had an instruction to ask information from their friends. The questions related to 'If Conditional Context'.

Students' activity in the language laboratory.

They had an instruction to ask information from their friends. The questions related to 'If Conditional Context'.

Students' activity in the language laboratory.

They had an instruction to ask information from their friends. The questions related to 'If Conditional Context'.

Students' activity in the language laboratory.

They had an instruction to ask information from their friends. The questions related to 'If Conditional Context'.

Students' activity in the classroom.

They had a quiz. They were randomly divided into three groups. They were asked to continue the prompt that the lecturer gave by using If Conditional Sentences. Those who got more correct and appropriate sentences in five minutes would get the best score.

Students' activity in the classroom.

They were discussing and writing one by one clause to continue the prompts.

Students' activity in the classroom.

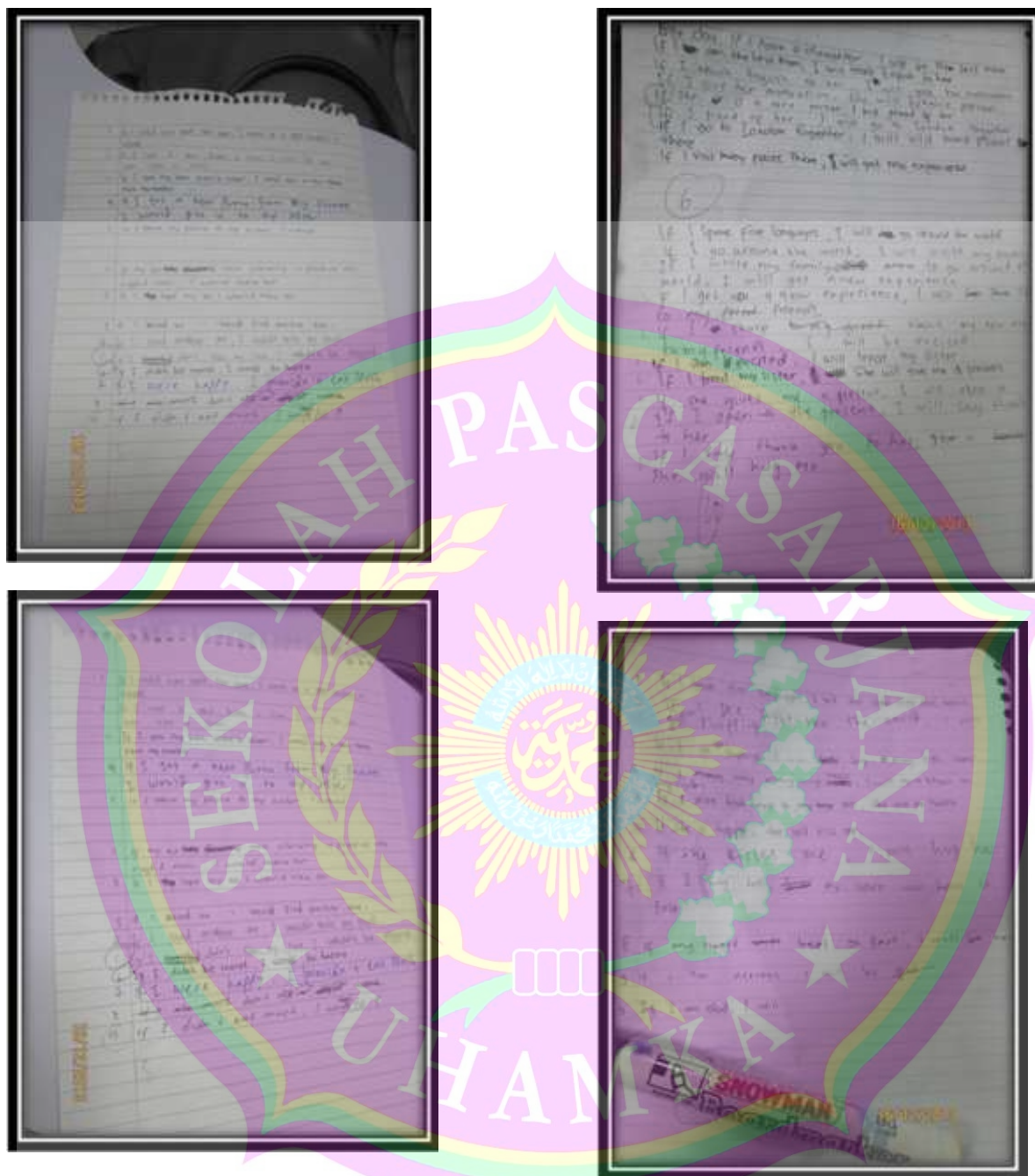They were discussing and writing clauses to continue the prompts.

Students' activity in the classroom.

They were discussing and writing If-clauses to continue the prompts.

Students' activity in the classroom.

They were discussing and writing If-clauses to continue the prompts.
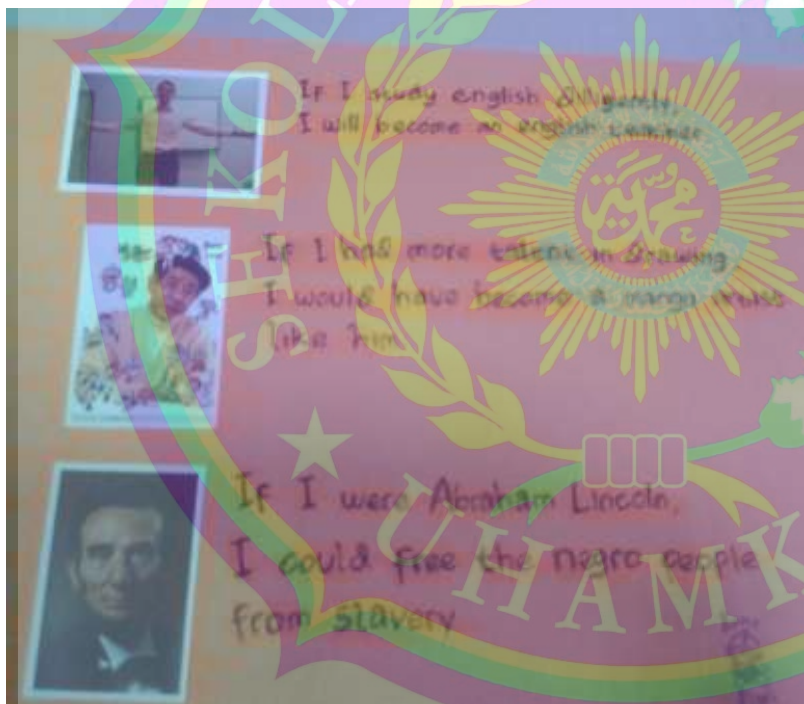
The students' handwritings or results of the quiz. Making If-Clauses

The students' group project in using If-Clauses

The students' group project in using If-Clauses

The students' group project in using If-Clauses

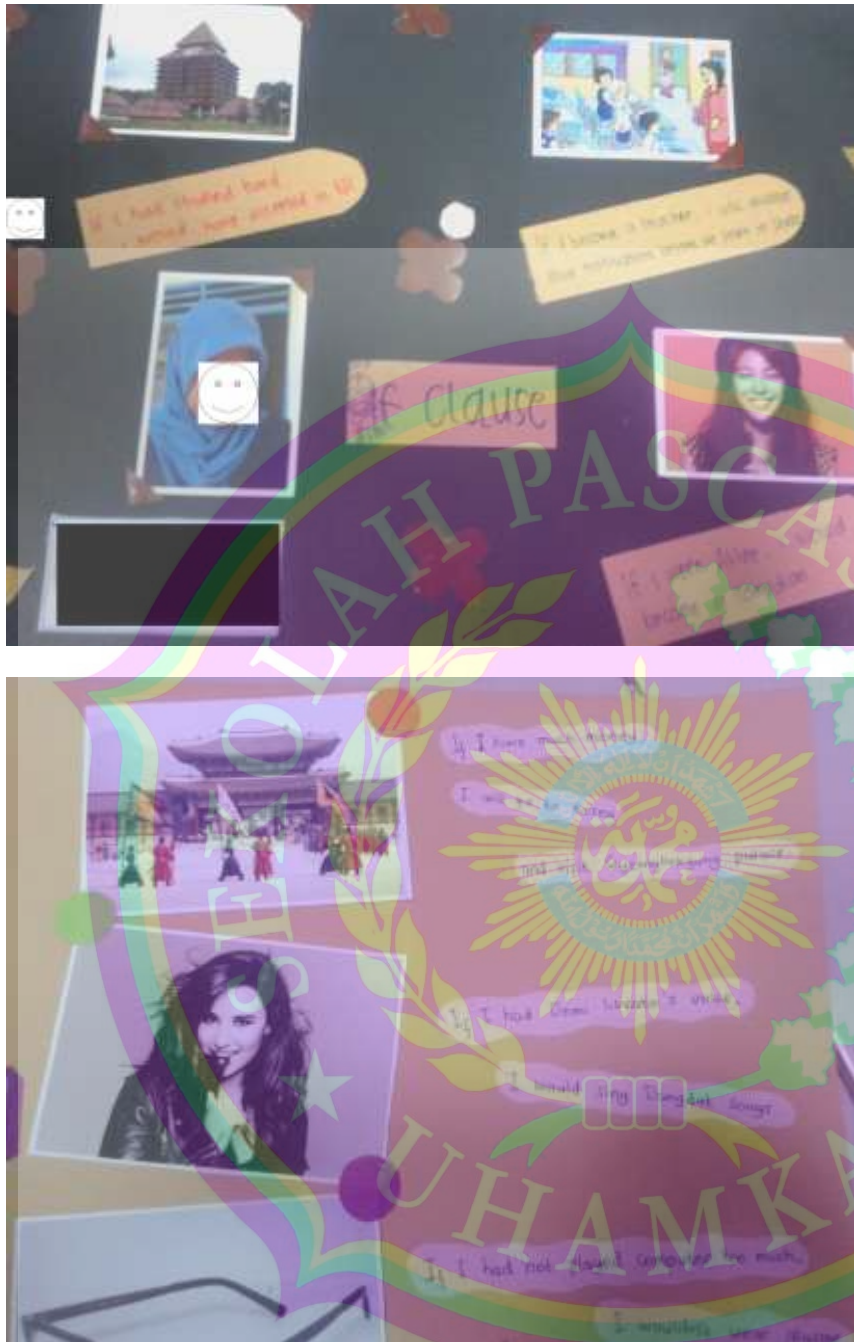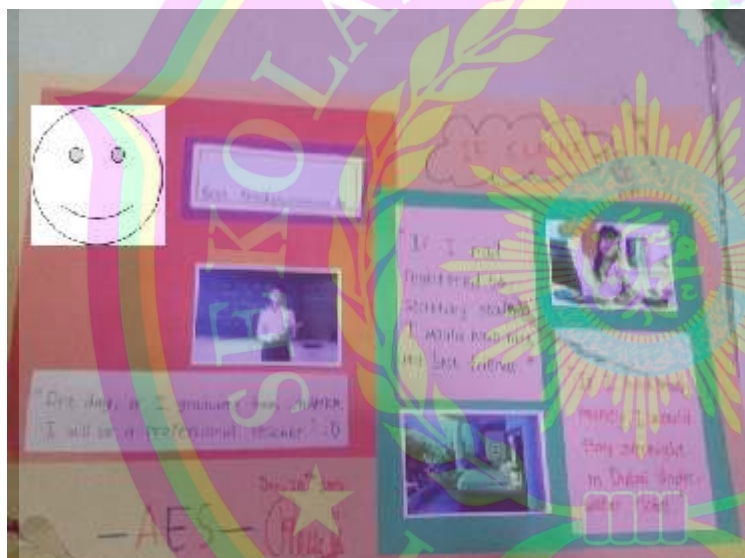The students' group project in using If-Clauses

The students' group project in using If-Clauses

The students' group project in using If-Clauses

The students' group project in using If-Clauses

The students' learner diaries for a semester

ADVANCED ENGLISH STRUCTURE

TENSES   GRAMMAR

STRUCTURE

BOGEY

WORDS

2

Now let's see the problem...

YOU WILL BE LIKE THESE:

Can you tell me what are they speaks?

??

ENGLISH LANGUAGE STUDENTS OF TEACHER TRAINING PROGRAM

3

4

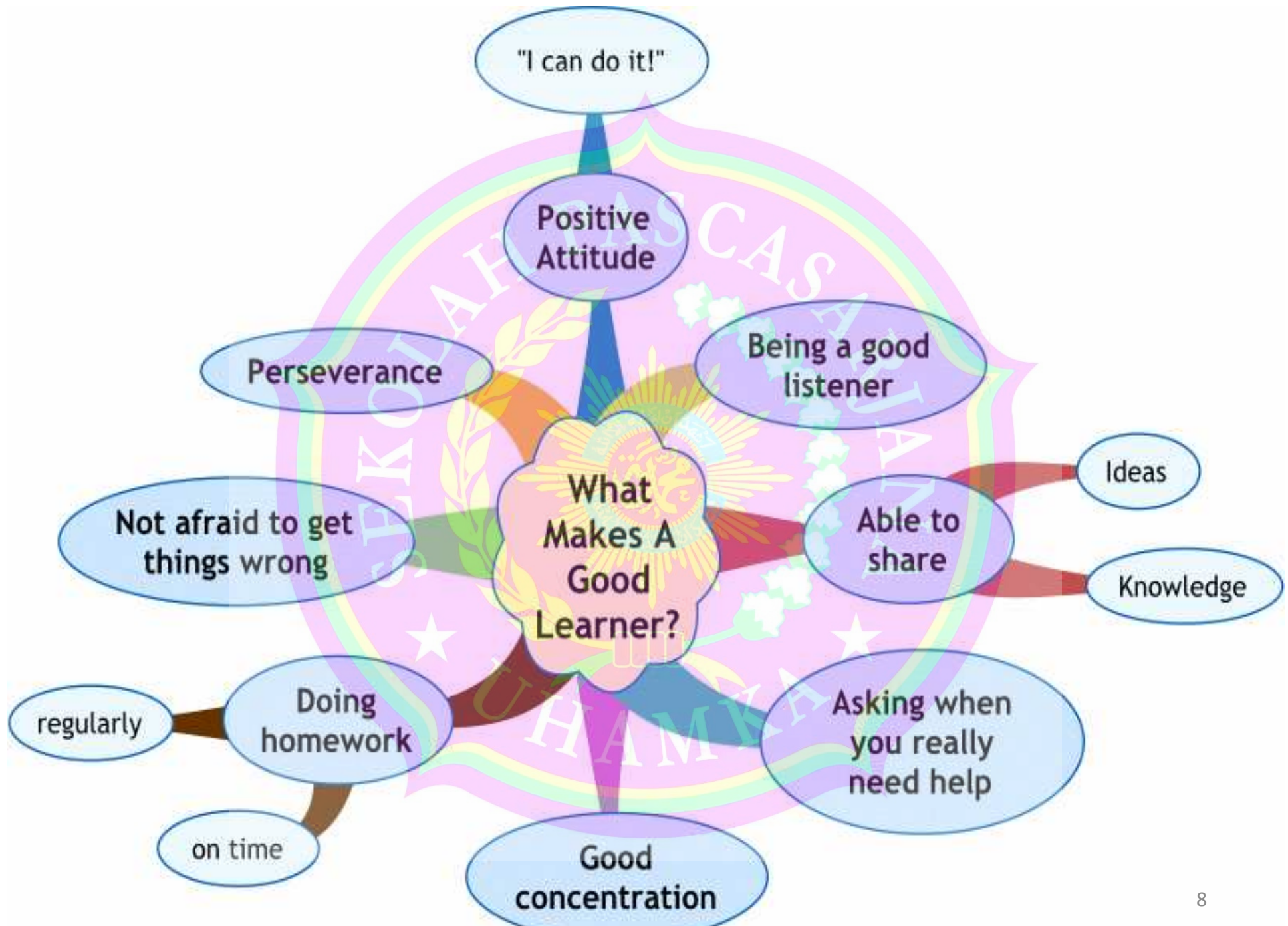"Learning language is like being in a theatrical play"

Teachers who Love teaching, teach children to LOVE Learning.

What Makes A Good Learner?

- "I can do it!"
- Positive Attitude
- Perseverance
- Being a good listener
- Not afraid to get things wrong
- Able to share
  - Ideas
  - Knowledge
- Doing homework
  - regularly
  - on time
- Good concentration
- Asking when you really need help

CHARACTERISTIC OF GOOD LEARNERS

Good language learners find a style of learning that suits them

When they are in a learning situation which they do not like, they are able to adapt it to their personal needs. They believe they can always learn something, whatever the situation

The Use Of Learnes' Diaries As An Application Of Metacognitive Strategies ..., Fidaniar Tiarsiwi, MPB. Inggris, 2016.

CHARACTERISTIC OF GOOD LEARNERS

Good language learners are actively involved in the language learning process.

Besides regular language classes, they create opportunities to use the language. They know practice is very important.

10

CHARACTERISTIC OF GOOD LEARNERS

Good language learners try to figure out how the language works.

They pay attention to form and look for patterns. They develop good techniques for improving their learning grammar and vocabulary. They welcome mistakes as a way of learning more about the language

CHARACTERISTIC OF GOOD LEARNERS

Good language learners know that language is used to communicate.

They speak and try to become fluent.
They look for opportunities to practise

CHARACTERISTIC OF GOOD LEARNERS

Good language learners are like good detectives.

They are always looking for clues that will help them understand how the language works. They make guesses and ask people to correct them if they are wrong. They compare what they say with what others say. They keep a record of what they have learned and think about it and monitor themselves.

CHARACTERISTIC OF GOOD LEARNERS

Good language learners realize that language learning is not that easy

They try to overcome their feelings of frustration and their lack of confidence. They are able to come to terms with the affective demands of language learning, ie they can manage their emotions. They are realistic in their setting of study goals.

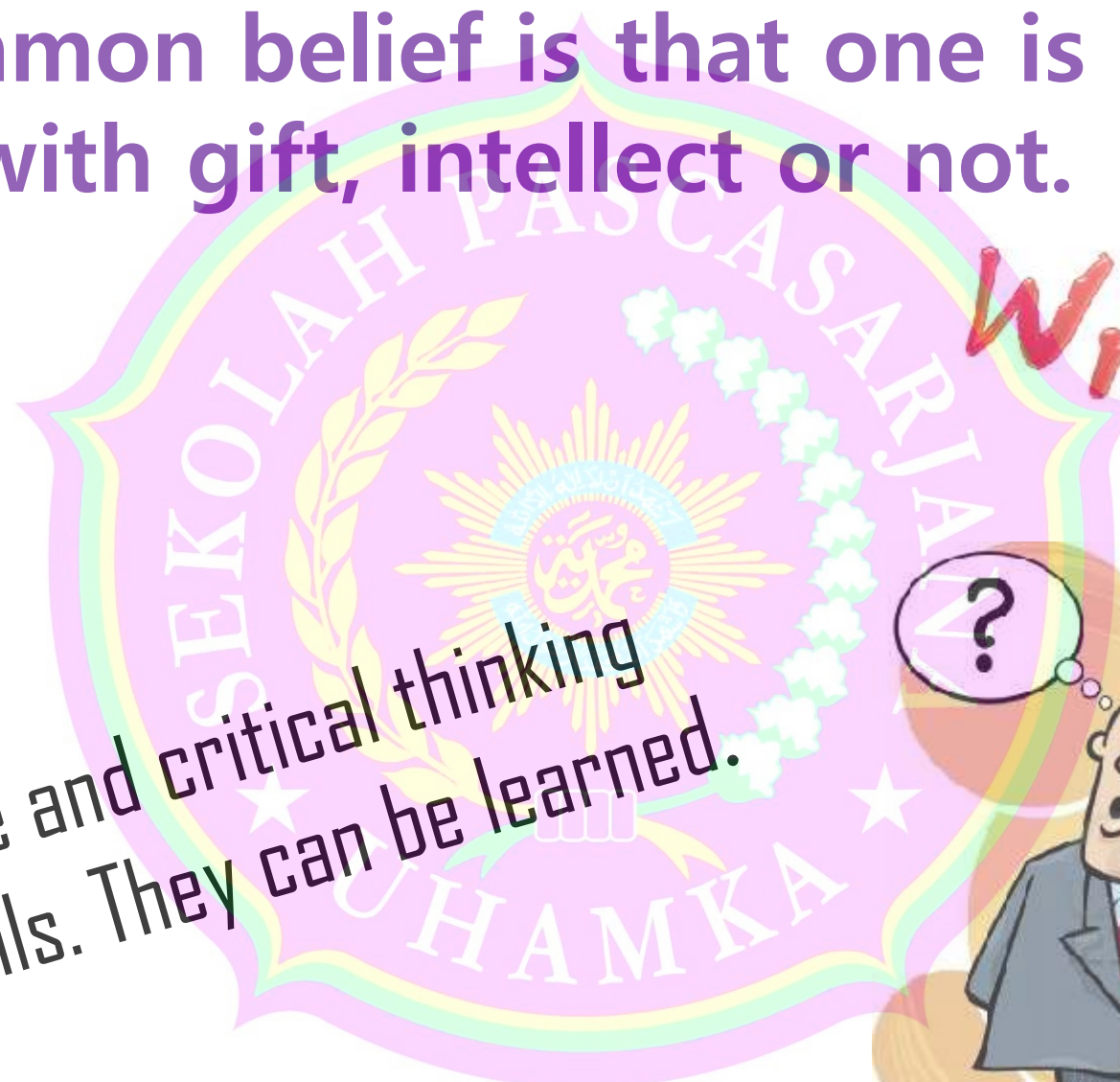# A common belief is that one is either born with gift, intellect or not.

Wrong!

Creative and critical thinking are skills. They can be learned.

16

Metacognitive Strategies

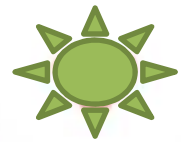**LEARNERS' REALIZATION**

&

LEARNERS' PROCESS STRATEGIES FOR CORRECTING SITUATION

17

The Use Of Learnes' Diaries As An Application Of Metacognitive Strategies ..., Fidaniar Tiarsiwi, MPB. Inggris, 2016.

AFTER

DURING

BEFORE:

What's the plan?
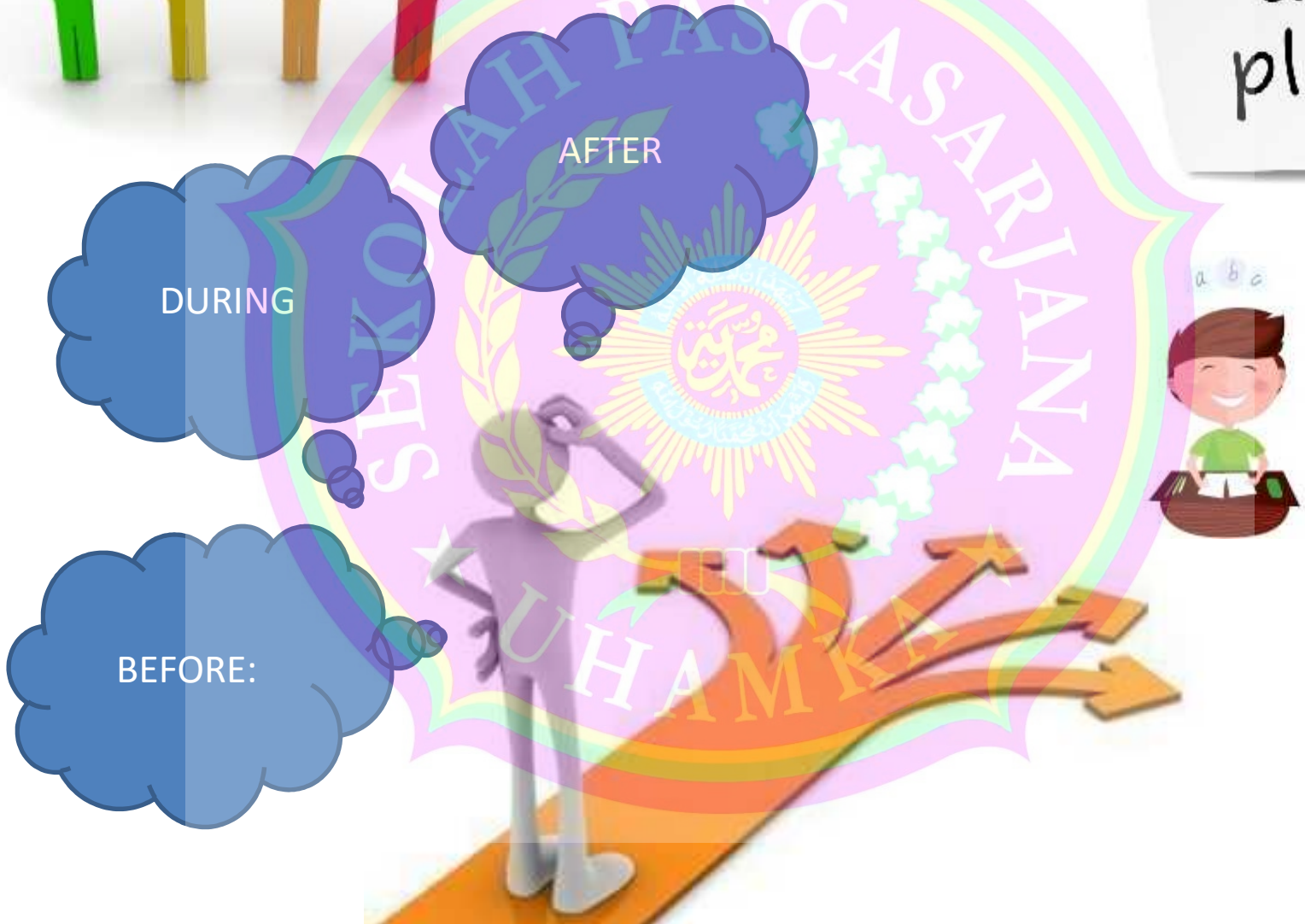
MONITOR

Checking
Questioning
Realizing

"**Good language learners**...monitor their own performance and revise it in order to progress towards an improved second language command."
(Stern, 1983: 411)

Evaluation

- ✓ OUTSTANDING
- ☐ Excellent
- ☐ Very Good
- ☐ Average
- ☐ Below Average

Evaluate

Evaluating is not exclusively teacher's role!

Students' ability to reflect on their own approaches to learning

DECIDING HOW WELL YOU ACQUIRED IT

LEARNER DIARIES

Go Deeper:
Metacognitive
Learning Skills

Dear Diary

Learner Diaries

An introspective tool

gain confidence

make sense of difficult material

generate original insights

excellent sources for self-assessment

23

What can I write about?

- Thoughts about activities tasks
- Annoying mistakes
- Annoying students
- Difficulties
- Achievements
- Objectives/plans
- Monitoring own performance
- Views and opinions

MY LEARNING GRAMMAR DIARY

Name: _____

This Week:	
What I previously knew before learning this chapter	
This chapter I learned	
This chapter I made mistakes	
After I learned this chapter, I got these things:	
My difficulties	
Next time, I would like to know:	
My plans for my next learning:	

(adapted: Harris)

What is the teacher going to figure out?

Reflection

Responsibility

STORIES HOBBIES REPTILES SCIENCE CIRCUS SPIDERS FANTASY MYSTERIES FUN BE A FRIEND ARTISTS POETRY COLLECTING

QUESTIONS

26

SEKOLAH PASCASARJANA

Nomor   : 508/B.04.02/2013
Lampiran : ---
Perihal   : *Izin Penelitian*

28 Dzulqaidah 1434 H
4 Oktober   2013 M

Yang terhormat,
Dekan FKIP UHAMKA
Jalan Tanah Merdeka-Ciracas, Jakarta

Assalamu'alaikum warahmatullahi wabarakatuh,

Pimpinan   Sekolah Pascasarjana Universitas Muhammadiyah Prof. DR.
HAMKA memohon kepada Bapak/Ibu kiranya berkenan memberikan izin
penelitian mahasiswa kami :

N a m a   : **FIDANIAR TIARSIWI**
NI M   : 1108066007
Program Studi   : Pendidikan Bahasa Inggris
Jenjang Pendidikan : Strata Dua (S2)
Semester   : Gasal
Tahun Akademik   : 2013/2014

untuk memperoleh data dalam rangka menyusun tesis sebagai salah satu
syarat penyelesaian Studi Magister di Sekolah Pascasarjana Universitas
Muhammadiyah Prof. DR. HAMKA dengan judul :
*"The Use of Learner Diaries as an Aplication of Metacognitive
Strategies in Learning Tenses on Students of English Teacher Training
program".*

Demikian permohonan ini kami sampaikan. Atas perhatian dan perkenan
Bapak/Ibu kami menyampaikan terima kasih.

Wabillahittaufiq wal hidayah,
Wassalamu'alaikum warahmatullahi wabarakatuh.

a.n.Direktur
Kaprodi Pend. Bhs. Inggris,

Dr. Santi C. Djonhar, MA.

Tembusan :
Yth.Direktur (sebagai laporan).

UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

KAMPUS B : Jl. Tanah Merdeka, Kp. Rambutan, Ciracas, Ps. Rebo Jakarta Timur

Telp. (021) 8400341, 7279 5551 Fax. (021) 8411531

SURAT KETERANGAN

Nomor 313 /J.02.03/B/2014

Assalamu'alaikum warahmatullahi wabarakatuh,

Pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Prof. DR. HAMKA menerangkan bahwa :

Nama   : **FIDANIAR TIARSIWI**
NIM   : 1108066007
Program Studi   : Pendidikan Bahasa Inggris
Jenjang Pendidikan : Strata Dua (S2)

Benar nama tersebut di atas telah melakukan penelitian untuk penulisan tesis dengan judul :

"The Use of Learner Diaries as an Aplication of Metacognitive Strategies in Learning If Clause on Sophomore Students of English Teacher Training Program UHAMKA 2013/2014 Academic Years"

Demikian keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Wabillahit taufiq walhidayah,
Wassalamu'alaikum warahmatullahi wabarakatuh,

Jakarta, 20 Rabiul Akhir 1435 H
         20 Februari   2014 M

a.n. Dekan
Wakil Dekan I,

Dr. Tri Wintolo Apoko, M.Pd.

CURRICULUM VITAE

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EDUCATIONAL BACKGROUND

Formal Education :
1. Sekolah Dasar Negeri Pedurenan Timur I Bekasi graduated in 1999
2. SMP PGRI 1 in Bekasi graduated in 2002
3. SMA Negeri 2 Bekasi graduated in 2005
4. *Sarjana Pendidikan Bahasa Inggris* Universitas Muhammadiyah Prof. DR. HAMKA graduated in 2009
5. *Magister Pendidikan Bahasa Inggris* Universitas Muhammadiyah Prof. DR. HAMKA, graduated in 2014

WORKSHOP/SEMINAR

1. Workshop *Keterampilan Mengajar Bahasa Inggris Khususnya* Pronounciation and Speaking *untuk Guru-Guru TK di DKI* Jakarta in 2006
2. Workshop *Pembuatan Modul dan Bahan Ajar Berbasis Kompetensi* in 2010 at UHAMKA
3. Workshop *Tinjaun Kurikulum, Pembuatan Silabus dan SAP* in 2011 in UHAMKA
4. International Seminar Brain-BASED LANGUAGE TESTING in 2011 at UHAMKA
5. Workshop adjudicator trainee of NUEDC di UNIKA Atmajaya in 2012
6. Workshop *Penerbitan dan Pengelolaan Jurnal Ilmiah Menuju Pengelolaan Jurnal yang Profesional* in 2012