

**THE ABILITY OF THE ELEVENTH YEAR STUDENTS OF MADRASAH
ALIYAH SALUMAKARRA LUWU REGENCY IN USING
CONDITIONAL SENTENCES**



A THESIS

Submitted to the English Language of S1 Tarbiyah Department
of State College for Islamic Studies of palopo in Partial
Fulfillment of Requirement for S.Pd
Degree in English Education

By,

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**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT STATE
COLLAGE FOR ISLAMIC STUDIES (STAIN) PALOPO
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CONSULTANT APPROVAL

Thesis Entitled : The Ability of the Eleventh Year Students of Madrasah Aliyah Salumakarra Luwu Regency in Using Conditional Sentences.

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CURRICULUM VITAE



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ABSTRACT

Juzniati, 2014. *“The Ability of the Eleventh Year Students of Madrasah Aliyah Salumakarra Luwu Regency In Using Conditional Sentences”*. Thesis, English Studies Program Of Education Department Of State College For Islamic Studies (STAIN) palopo. Consultant I, Dr. Masruddin, S.S.,M. Hum. And Consultant II, Muh. Irfan Hasanuddin, S. Ag., M.A

Keywords: The Ability of Students, Conditional Sentences, Madrasah Aliyah Salumakarra.

This research aimed to give a description of the difficulties which are encountered by the second year students Madrasah Aliyah Salumakarra luwu Regency in Using Conditional Sentences. There are two problem statements on this research; they are how is the students' Ability of Madrasah Aliyah Salumakarra Luwu Regency in Using Conditional Sentences? And, what factors influence the Students 'Ability in constructing English Conditional Sentences?

This research applied descriptive method. And used three kinds of instruments in collecting data, they are interview, Test and Questionnaire. Test which is used To find out the students 'Ability in Using Conditional Sentences; and Questionnaire to find out some factors influence the students in constructing English to use Conditional Sentences. The data of tainted from the test were tabulated, then analyzed percentage.

The Analysis of data analysis the researcher found that in the second year students of MA Salumakarra Luwu Regency has low ability to construct conditional sentences, as follows: 1). Their Ability in using Conditional Sentences is 'Very poor' where the mean score just 3,13 2). The factor that make the students' difficulties in learning Conditional Sentences namely, some students that never get material about conditional Sentences. 3). and the other the factor that influences the student in learning conditional Sentences namely The are less interested in learning English and there are not enough Media or facilities.

CHAPTER I

INTRODUCTION

A. Background

Language is a tool of communication. By communicating, we pass information back and forth and help each other see the world from another point of view.¹ It is agreed that, English is used as an international language; therefore it is necessary for Indonesian students to learn it before they come to know other language. In English is used as foreign language. That's why the government of Indonesia has placed it in the Educational of Indonesia's curriculum.

English has an important role in human activities, especially to communicate to each other. English is taught from junior high school to university. Therefore, English becomes the compulsory subject in the school Indonesia. If the foreign language has been understood by the students of Indonesian they can read various kinds of sciences which have been written in English.

In order to convey meaning, English as foreign language must have the knowledge of the word and sentence; they must understand how word is segmented. Thus, grammatical competence enables speakers to use and understanding English structure accurately and unhesitatingly, which contributed to their fluency.²

¹J. Jerome Zolten and Gerald M. Phillips, *Speaking to an Audience*, (1st Edition; Indianapolis: ITT Bobbs-Merril Educational Publishing Company, 1985), h. 5.

²Jack C Ricard, *Methodology in Language Teaching (An Anthology of Current Practice)*, (Cambridge University Press, United State of America, 2002), p. 207.

Without knowing one of the elements, the students cannot do anything. Although, the students know about the conditional sentences but they have problem in their structure so that, made difficult in constructing sentences. There are a lot of students who have learned English for many years but they cannot speak English well because their structure is still poor.

According to Schmitt, structure is another important part or component of language. The structure of language, sometimes referred to as grammar, is the way in which word is put together to form phrases or sentences.³

In addition to the four skills, grammar is the most important factors which determine the achievement of the students. When the grammar is understood then the grammar of a language without having to ask a teacher or look in a book.⁴ However, grammar can also be handicap for most students, particularly in Indonesia. English grammar involves some forms, such as a term of tense. The forming sentences based on time, and the definition is the description or exploration of when an accident, an activity and an action is happened. So think of grammar as something good, something positive, and something that you can use to find your way like a sign post or a map.⁵

³Conrad J Schmitt. *Invitation to Language Foreign Language Exploratory Program*, (USA; Glencoe McGraw;1998),p.21

⁴Masruddin, *A Teaching Book And Exercises Error Analysis*, (English Study Program of Tarbiyah Department: Palopo, 2009), p. 10.

⁵ *Ibid*, p. 14

Grammar is important subject to be learnt. But, most of students have difficulties in learning grammar because there are some tenses in English and there are not tenses in Indonesian language system. Therefore, students have to develop their knowledge by studying grammar to use conditional sentence.

Conditional sentence are sentences expressing factual implications, or hypothetical situations and their consequences. They are so called because the validity of the main clause of the sentence is *conditional* on the existence of certain circumstances, which may be expressed in a dependent clause or may be understood from the context. Because conditional sentences are quite complex in both form and meaning, they have a problem for most learner English. If you have a good understanding of the English tense system and of the modal auxiliaries, you will find it easier to understand and use conditional sentences. All conditional sentences contain a dependent clause and an independent clause. The dependent clause usually begins with *if*; it expresses a condition. The independent clause expresses a result of the condition. The *if*-clause is usually first, but the order of the clauses is usually not important. Thus, these sentences have basically the same meaning.

In preliminary research in Madrasah Aliyah Salumakarra, before teaching and learning activities, the researcher performs an interview about conditional sentence. The aim of the interview is to measure whether or not the students are familiar with the conditional sentences. It involves the whole students in the class that consisted of 30 students.

One of the elements of structure becoming the main hindrance for the students of Madrasah Aliyah Salumakarra is the uses of conditional sentences. As we know that, the English conditional sentence is one part of grammar that has three types only. English conditional sentences have Two parts clause, they are dependent clause and independent clause.

The characteristic of students Madrasah Aliyah Salumakarra are different. Some of students are interesting in studying English, and other students are still confused and difficult to understand English grammar, especially in using conditional sentence. In using of it, the students of Madrasah Aliyah Salumakarra still get confused to arrange conditional sentences. The students of Madrasah Aliyah Salumakarra often made mistake in constructing sentences especially conditional sentences. And also the Students of Madrasah Aliyah Salumakarra confusing about the types of conditional. Even though some of them have to courses, the teachers of English in Madrasah Aliyah Salumakarra have to explain the kinds or forms of structure especially the forms of conditional sentences. Therefore, the researcher would like to show the errors made by the students of Madrasah Aliyah Salumakarra when they are using conditional sentences.⁶

Based on the statements above, the researcher was interested in conducting a research on title “The Ability of the Eleventh Years Students of Madrasah Aliyah Salumakarra Luwu Regency in Using Conditional Sentence.

⁶Mutiah Zahra, Guru Madrasah Aliyah Salumakarra, wawancara pada tanggal, 7 Juli 2013.

B. Problem Statement

Based on the descriptions and explanations above, the research would like to formulate the problems as follow:

1. How is the students' ability in Using Conditional Sentence?
2. What factors influence the Students' ability in constructing English Conditional Sentences?

C. Objective of the Research

The objective of this research is:

1. To find out the students' ability in Using Conditional Sentence.
2. To find out some factors influence the students in constructing English Conditional Sentences.

D. Significance of the Research

The result of this research is to be useful information for the students Eleventh Years Students of Madrasah Aliyah Salumakarra Luwu Regency who will improve their English Grammar through conditional sentence especially the result of this research be useful:

1. To give information to the English teacher who will improve their Students' ability in English especially in Using Conditional Sentence.
2. To give contribution to the students of English in general especially for the students of Madrasah Aliyah Salumakarra Luwu Regency.
3. To stimulate other researchers who want to conduct the further research.

E. The Scope of the Research

This research is focused on analyzing the common mistakes and some factors influence in construct English conditional Sentences type 1, type 2 and type 3 that made by the Eleventh Years Students' of Madrasah Aliyah Salumakarra Luwu Regency.

F. Definition of Terms

In order to avoid misunderstanding of each word used in the topic of this thesis, the writer would like to describe some important words use in the topic as follows:

1. Analysis is:

- The separation of intellectual or substantial whole into constituents for individual study, compare synthesis.
- A statement of the results of such study.⁷
- Separation of a materials or abstract entity into its constituent elements, ESP, a method of studying its nature or determining its essential features.⁸

2. Common is:

- Belonging equally to two or more, share by all alike.

⁷William Morris, *The Glorier International Dictionary*, (America Houghton Miffling Company, 1984), p. 147.

⁸ Random Webster's house, *School and office Dictionary*. Second edition (New York; USA 2002), p.18.

- Most widely known or occurring most frequently, ordinary, the common crowd.⁹

- Belonging to or shared by all in question. Belonging equally to an entire community, nation, or culture; a common language.

3. Conditional Sentences is:

- A sentence containing two clauses Dependent Clause beginning with **if** and a Main clause to the **If** clause.¹⁰

- Two clauses a dependent of clause and a main clause. The If clause states a condition, and the main clause states a result.¹¹

Azar, defines that a conditional sentences typically consists of an if – clause (which presents a condition) and a result clause, Example: if it rains, the streets get wet.¹²

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⁹ *Ibid*, P. 268.

¹⁰ Dixon Robert J. *English Grammar*. English America; Regent Publishing Company. inc .1987) P. 97

¹¹ Milada Broukal, *Grammar Form and Functional 3*, (New York; MC Graw-Hill Companies, 2005), p. 406.

¹² Betty S. Azar, *Understanding and Using English*. Third Edition. America; Longman 1999)

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

1. Zulaihan in his thesis “*An Error Analysis on the Use of Conditional Sentences Made by the Students of English Literature Study Program of Jenderal Soedirman University*” Finds that most common interlingual error are using the simple present Tense in the place of the past simple tense in conditional, using the wrong subject Verb agreement.¹

2. Rahmawati in her thesis “*The Error Analysis of English Conditional Sentences made by the first year Students of SMA Negeri I Bontobahari Bulukumba (Makassar)*”.Stresses that, errors are difficult to completely. She interference as a factor which is largely responsible for language misuse and other related errors.²

3. Hidayati in her thesis “*Some Problems in Learning Conditional Sentence Faced by the Second grade students of SMU Muhammadiyah Sawangan*. She concluded that Students did not have more effort to learn about conditional sentence outside the class students faced the difficulties in changing verb form in conditional sentence could not Memorize the formula of conditional sentence type I,II and III.³

¹Zulaihan, *An Error Analysis on the Use of Conditional Sentences Made by the Students of English literature Study Program of Jenderal Soedirman University, a Thesis SI* (Purwakerto, 2009).

²Rahmawati, *The Error analysis of English Conditional Sentences made by the first year students of SMA Negeri I Bontobahari Bulukumba*.Makassar.(UNHAS Makassar 2000).

³Hidayati, *Some Problem in Learning Conditional Sentence Faced by the Second Grade Students of SMU Muhammdiyah Sawangan*, A Thesis SI,(UIN Syarif Hidayatullah Jakarta, 2010).

Based on the research and experience above that telling about Conditional sentence therefore in this case, the writer interest to conduct a research about the Ability of the Eleventh Year Students of Madrasah Aliyah Salumakarra Luwu Regency in Using Conditional Sentence.

B. Grammar Concept

1. Definition of Grammar

In linguistics, grammar is the set of structural rules that governs the composition of clauses, phrases and words in any given natural language. The term grammar is often used by non-linguists with a very broad meaning. As Jeremy Butterfield puts it: "Grammar is often a generic way of referring to any aspect of English that people object to."⁴

However, linguists use it in a much more specific sense. Speakers of a language have in their heads a set of rules for using that language. This is a grammar, and the vast majority of the information in it is acquired, at least in the case of one's native language, not by conscious study or instruction, but by observing other speakers; much of this work is done during infancy. Learning a language later in life usually involves a greater degree of explicit instruction.⁵

⁴Jeremy Butterfield, *The English Language Laid Bare*, (Oxford University Press, Oxford, 2008), p. 142.

⁵William O'Grady & Michael Dobrovolsky, *Contemporary Linguistics: An Introduction*. (Francis; Longman, 1996), p. 4.

The term "grammar" can also be used to describe the rules that govern the linguistic behavior of a group of speakers. The term "English grammar", therefore, may have several meanings. It may refer to the whole of English grammar—that is, to the grammars of all the speakers of the language—in which case, the term encompasses a great deal of variation. Alternatively, it may refer only to what is common to the grammars of all, or of the vast majority of English speakers (such as subject–verb–object word order in simple declarative sentences). Or it may refer to the rules of a particular, relatively well-defined variety of English (such as Standard English).⁶

An English grammar is a specific description, study or analysis of such rules. A reference book describing the grammar of a language is called a "reference grammar" or simply "a grammar." A fully explicit grammar that exhaustively describes the grammatical constructions of a language is called a descriptive grammar. This kind of linguistic description contrasts with linguistic prescription, an attempt to discourage or suppress some grammatical constructions, while promoting others. For example, preposition stranding occurs widely in Germanic languages and has a long history in English. John Dryden, however, objected to it (without

⁶Janet Holmes, *An Introduction to Sociolinguistics* (second ed; Harlow Essex: Longman, 2001), p. 73.

explanation), leading other English speakers to avoid the construction and discourage its use.⁷

So we can take conclusion that Structural grammar is a means of analyzing written and spoken language. It is concerned with how elements of a sentence such as morphemes, phonemes, phrases, clauses and parts of speech are put together. Under this form of linguistic analysis, it is how these elements work together that is most important, as the relationships between the elements typically have a greater meaning than any of the single elements. The study of this method therefore is an important tool for improving clarity in communication.

2. Approach in Teaching Grammar

In teaching, there are many theoretical approaches that have been developed to promote the students' success in learning grammar. In TESOL (Teaching English to Students of other Languages), there are two main theoretical approaches for the presentation of new English grammar structures or functions to ESL/EFL students: inductive approach and deductive approach.

a. Deductive Approach

The deductive approach represents a more traditional style of teaching in that the grammatical structures or rules are dictated to the student, because the

⁷ Rodney Huddleston and Geoffrey K. Pullum, *The Cambridge Grammar of the English Language*, (Cambridge: Cambridge University Press, 2002), p. 627.

students learn the rule and apply it only after they have been introduced to the rule.⁸

Thornberry explains that in deductive approach starts with the presentation of a rule and followed by example which the rule is applied.⁹

In addition, deductive approach is learners are taught rules and given specific information about the language, and then the students are expected to apply when they use the language.¹⁰ The researcher concluded that deductive approach is the conventional method which commonly used by teacher in last period and in deductive approach the teacher should explain the rules clearly because he as the learning centre.

b. Inductive Approach

Ruth Wajnryb states that inductive approach is such as communication one, learners are not taught grammatical rules directly, but are left to induce the rules from their use of the language.¹¹

In other hand Scott Thorn Burry explains that inductive approach starts with some examples from which a rule is inferred, learners can study without having met

⁸Approach in Teaching Grammar, online, <http://www.teflcertificatecourses.com/tefl-articles/tesol-inductive-deductive-approaches.php> accessed on 02 Juli 2013.

⁹Scott Thornbury, *How to Teach Grammar*, (Malaysia: Pearson Education limited, 2006), p.29

¹⁰Ruth Wajnryb, *Classroom Observation Tasks*, (United Kingdom: Cambridge University Press, 1992), p. 85.

¹¹ Ruth Wajnryb, *Op. Cit*, p. 85.

the rule, they study examples and from these examples derives an understanding of the rule. From the statement above, the writer concludes that inductive approach is improvement of the deductive approach; English teacher used some methods to improve the teaching strategy.

Regardless those two approaches, teacher actually can use either deductive or inductive approach based on the teaching learning context which may include student learning style because there is no single approach will be appropriate for all grammar items and for all learners.

C. Conditional Sentence

1. Definition of Conditional Sentence

Before the writer discusses about the use of conditional sentence, the writer would like to explain the definition of conditional sentence.

Conditional sentences are sentences, expressing factual implications, or hypothetical situations and their consequences they are so called because the validity of the main clause of the sentence is *conditional* on the existence of certain circumstances, which may be expressed in a dependent clause or may be understood from the context.

According to Wardiman in his book gives definition of the conditional sentence that “conditional sentence is sentence consisting of two clause, a dependent clause beginning with if and main clause answer to the if clause”¹²

Then another research divides the conditional sentences into two parts: the- if clause and the main clause.¹³

A Clause may be defined in the same way as sentence: it is a full predication that contains a subject and a predication with a finite verb. There are two kinds of clause uses, independent and dependent.¹⁴

The independent clause is a full predication that may stand alone as a sentence, the dependent clause has a special introductory word that makes the predication “dependent” on independent clause.

In constructing sentences, the function of clauses also denotes some information which relation to the use of verbs (the uses of the tenses), auxiliaries, adverbs, intensifiers and conjunction. Then another writer divides the conditional sentences into two parts: the-if clause the main clause.¹⁵

It is clear that, English conditional sentences must be used with various kinds of tenses, especially the main clause. In order to get a clear understanding to the use

¹² Wadirman Artono, *Bahasa Inggris Berdasarkan Kurikulum*, (Ganexa Exact Bandung; 1984), p. 207.

¹³ Thomson A.J. and Martinet, A.V. *A Practical English Grammar*. Twelfth Impression, Oxford University Press. 1995).P.197.

¹⁴ Marcella Frank, *Modern English*. New York: Practice- Hall.inc.1972),P.222.

of conditional sentences in various kinds of tenses, let's pay attention to the following examples.

CONDITIONAL SENTENCE

MAIN CLAUSE

SUBBORDINATE CLAUSE

- | | | |
|--|----|----------------------|
| a. I will go to school | IF | the rain stops |
| b. He would buy a car | IF | he had money |
| c. They would have come | IF | you had invited them |
| d. I will invite him to the party | IF | I see him. |
| e. She would forgive her husband everything IF only he would come back to her. | | |

Based on the explanation above, we can understand that, a clause contains a subject and a verb. it is also used to show the relation of auxiliary, inflection endings, and tenses in constructing some sentences.

Learn English must have a clear concept of tense before construct sentences. in learning conditional sentences, tense becomes the main factor in constructing sentences.

Tense involves a certain verb that must be used in constructing sentence. A sentence be constructing well without verbs. Therefore, tense stand for a verb from that cannot be separated with time relation¹⁶.

According to Hornby writes about verb that "the word tense and time must not be confused. The time stands for a concept which all mankind is familiar. It is

¹⁶ Fuad Mas'ud, *Essentials of English Grammar*, (Third edition; BPFE Yogyakarta, 2005), p. 170

something independent of language, the word tense stands for a verb form of series of verb used to express a time relation. Tenses vary different in languages. Tense may indicate whether and action, activity, or state is past, present, or future. Tenses may also indicate whether and action, activity, or state is, was, or will be complete, or whether it is, was, will be in progress over a period of time.¹⁷

It means that, tense show some activities, actions, or state that can be done past tense, present and future. Those activities cannot run well without verbs because verb becomes the heart of making good sentence. verb also contains some inflection endings.

As we have known that conditional sentences forms are not many but just three. It means those that, the verbs use in those tenses (conditional) are not the same. Because each tense has a special rule to be obeyed in constructing sentences. English conditional sentence using three kinds of verb, namely present tense, past tense, and past participles. It is the principal part of English verb to build sentences.

Lambert, state about the parts of the verbs that all English verbs have three forms which not very regularly. These are called the principal parts, namely present tenses, past tense and past participle.¹⁸

In constructing sentences, we must take care of the requirements that will be fulfilled the sentences. A statement must include subject – verb – object because they

¹⁷ Hornby, *A Guide to Pattern and Usage In English*, (London; Oxford University Press, 1997), p. 89.

¹⁸ Lamberts, *A short Introduction to English Usage*, (New York; Mcgrawhill Book Company, 1975), p. 14.

are very important in constructing sentences. The meaning of a sentence will be vague if one of those requirements is lost in the statement.

In order to get a descriptive sentence, we must forget to use a suitable verb according to its pattern. A suitable descriptive grammar of grammar will include statements which will form a sentence pattern subject, verb, and object.

It is clear that in constructing a sentence must include a kind of verb – subject – or object in each sentence. English verb consists of three parts namely infinitive, past tense, and past participle. From those parts, the English verb is divided into two parts again. It is especially for “past tense” namely “regularly and irregular verbs”.

In order to know a suitable use of verb in each conditional sentence, let's pay attention to the following sentences.

Example:

If he passes all his exams, he will graduate in July.

If he knew her, he would tell her the messages.

She would have come if you had invited him.

Having known all the explanation above, the writer concludes that learning English conditional sentences can not be aspirated use of tenses because each tense can show a different function of verb, auxiliary, inflection ending in constructing sentences.

2. The Forms of conditional Sentences

It is agreed that in constructing conditional sentences cannot be separated use of tenses. Therefore it is necessary for use to memorize the variation of tense in order that we can attain a good sentences.

Thomson divides conditional sentences as follows: “There are three kinds of conditional sentences. Each kind contains a different pair of tenses. With each type certain variations are possible but students who are studying the conditional for the first time should ignore these and concentrate on the basic forms”.¹⁹

The forms of the conditional sentences are as follows:

a. Conditional type 1 (Real Condition)

- Forms

The verb in the if-clause is in the Present and the verb in the main clause is in the future simple.

Examples:

If I see Tom, I will give him your message.

You will graduate in july, if you pass all your exams.

If he saves his money, he will be rich.

I'll call her tomorrow if she is out.

If he is working, I shall not disturb him.

I will visit him if I have time.

¹⁹ *Op. Cit*, p. 194.

b. Conditional Type 2 (Present unreal condition)

- Forms

The verb in the if-clause is in the past simple tense and the verb in the main clause is would infinitive.

Example:

If he had a garden, he would grow roses.

I'd give up my job if I won \$ 50.000.

If you saw him now, you wouldn't recognize him.

She would pass her examination if she studied hard.

If Damyes arrived, we would start this meeting.

c. Conditional Type 3 (Past unreal condition)

- Forms

The verb in the if – clause is in the past perfect tense (had + past participle), and the verb in the main clause is would perfect infinitive.

Example:

If you had invited him, he would come.

I would have succeed if I had studied more.

If you had tried hard enough, you would have found a job.

If I were you, I would not go .

They would have come if they had had lunch.²⁰

²⁰*Ibid*, p.195

3. The Function of Conditional Sentences

We have known that English conditional forms are not many but there are three forms only, namely conditional type 1, 2, and 3. In order we are able to understand the function of each conditional sentences, we must learn for its basic variation of usage.

It is very important because by seeing the basic variation usage of each conditional, we are able to determine which conditional sentences has to be changed in its verbs, auxiliary, and is added with inflectional endings.

a. Conditional Type 1(Present Real Condition)

Variation of the basic form.

1) In the if – clause, instead of the present simple, can use the present continuous.

Example:

If you are looking for tom, you'll find him up stairs.

2) In the clause, instead of will, can use may/can for permission.

Example:

If you eat all your dinner, you can have a chocolate.

Or may /might / could for possibility:

If its foggy tonigh, the plane may be late.

if the ice is thick, we can walk across.

Or any ekspression of command, device, suggestion, or request:

If you are tired, sit down. (command or advice).

If you aren't too busy, would you help me with this? (request).

3) In the clause can also use two simple present tenses to express automatic or habitual results.

Example:

If you press this button, the light goes on. (automatic result).

If you argue with him, he gets angry. (habitual result)

b. Conditional type 2 (present unreal condition)

Variation of the basic form

1) In the if – clause, we use past continuous.

Example:

I am going by bus, if I were going by car, I'd offer you a lift.

2) In the main clause, can use 'might' or 'could' to express a possible result or ability?

Example:

If you wrote to him, he might answer. (possible result).

3) We can use would + continuous infinitive (= the continuous conditional).

4) We can also use Two past tense for automatic or habitual result in the past tense.

Example:

If anyone tried to speak in, the alarm went off.

if you dismissed one man, the others went on strike.

c. Conditional Type 3(Past Unreal Condition)

Variation of the basic form.

1) In the if – clause, we can use the perfect continuous

Example:

You were driving too fast. If you had been going more slowly, you'd Have been able to stop.

We can put had first and omit the if. But this is very formal construction.

Example:

Had the minister know all the facts, he would have acted directly.

2) In the main clause we can use might or could.

Example:

If you'd asked him, he might have helped you (possibility)

If you'd asked him, he could have helped you. (ability)

Compare to those examples, we are able to understand that the variation happen to each verb, auxiliary of the sentence. Of course, Those variation ambiguous for the students in making sentences. In other, the function of conditional sentences as follow:

d. Conditional Type One

Function:

It is used when think the action or situation in the if – clause is possible.

1) Affirmative sentences

Examples:

I will come here tomorrow if I have an opportunity.

If he passes all his exams, he will graduate in July.

I will phone you tomorrow if I have time.

If you are kind to me, I shall be kind to you.

If you have eaten this mango, you will know its taste.

If he works hard, he will be promoted.

2) Negative sentences.

Examples:

If it does not rain, I'll go to the library with him.

Conditional sentence type I has two kinds of auxiliaries, namely "will and shall". These auxiliaries must be used with infinitive to express what will happen in the future.

In simple present tense, there are two kinds of inflection endings namely "s" and "es". These inflections are used only after infinitive for the subjects of third person singulars in the positive statements. The only inflection in the present simple tense is the -s or -es of the third person singulars, but the students of English seem to have a great difficulty in remembering them.²¹

²¹Allen Stannard, *Living English Structure*, (Jakarta; Offset by PT. Dian Rakyat, 1995), p. 67.

c. Conditional type two

Function:

It is used when the statement is the if – clause is contrary to known fact. Positive sentence

- 1) If he knew her, he would tell her, the message.
- 2) He would see the film if it were exciting
- 3) If he studied, he would make much progress.
- 4) If I were a bird, I would fly somewhere
- 5) He would buy a bike if he had some money.

In the examples above there are various kinds of auxiliaries used in this conditional sentence namely, 'were and would'. But the main important in constructing sentences uses this conditional just one namely 'would'. It has become the main characteristic of auxiliary use only with this conditional form.

The word 'would' is derived from past future tense. Besides that, this conditional has two kinds of tenses namely 'past future' and 'simple past tense'. There are two kinds of verbs in simple past tense that is 'regular verbs and irregular verbs'.

It means that, the base form is simple present tense, (infinitive). In constructing sentences using regular verbs we must put inflection ending. The inflection ending used in this tense just two namely 'ed and d'. Those inflection endings are used only in the positive statement (sentence)

Example:

If he studied, he would make much progress.

Having seen the examples above, we are able to understand that the students like to use inflection endings “es” or “ing” to form sentences with this conditional. They are still less understand to put a suitable of inflection endings “ed or d” in the sentences.

Besides the regular verbs, this tense also has another form of verbs namely ‘irregular verb’. Irregular verbs has a special rulers to use, we cannot use them randomly. Thus in constructing sentences we must pay attention to the use of verbs in this conditional because irregular verbs has a special list of verbs which cannot be modified or cannot be added with inflection with inflection endings ‘ed or d’.

We cannot deny that “regular verbs” do not end with ed – d except the verbs which derive from ‘infinitive’ to form ‘past participle’. We just use inflection endings with infinitives while ‘irregular verbs’ cannot be added anything.

Example:

If he knows her, he would tell her the message.

If he knows her, he would tell her the message.

If he studying, he would make much progress.

If he studies, he would make much progress.

Having known the example above, it is clear that in constructing sentences using this conditional we must not forget to use inflection endings after certain verbs. Therefore, and inflection endings plays important role and cannot be separated from

the especially tenses. As it has been mentioned previously that verb is the heart of sentences, it means that inflection endings also shows a characteristics of certain tenses.

On the other hand, in constructing sentences we also use a kind of to be form namely 'were' this word is just used in conditional type 2 and 3. This case is explained by Stannard as in the statement below.

In type 2 and 3 of the conditional, the simple past or past perfect tense is used when we suppose what it is impossible. Those are really subjunctive but seeing that 'were' is the only visible be asked to differentiate between past subjunctive and indicative.²²

Example:

If I were a bird, I would fly somewhere.

f. Conditional type three

Function:

It is used when we refer to the past and to an action or situation that did not happen.

Examples:

He would have come if you had invited him.

If I had enough time, I would have typed these letters.

He would have refused her offer, if he had been in my place.

²² Allen Stannard, *Living English Structure*, (Jakarta; Offset by PT. Dian Rakyat, 1995), p. 14

It means that conditional type three uses two kinds of tenses namely perfect and past future perfect'. Especially for the past perfect is quiet to understand because it is used auxiliaries 'have participle' either in positive, negative or interrogative sentences. We cannot use invinitive with those auxiliaries.

We cannot deny that, past participle is also used with inflections ed or d but just a little. Because past participles has another form that cannot be added with endings. It is called 'irregular verbs'. Therefore, we must memorize some 'irregular's verbs'. Those are in the list of 'irregular verbs' of english gammar books.

Here conditional sentences are divided into three types based on their meanings: real, predictive, and imaginative conditional sentences.

1) Real conditional sentences can express generalizations and inferences.

a) Generalizations include facts that are always true and never change, and they include present or past habitual activities that are or were usually true.

Real conditionals expressing generalizations usually have the same tense (usually simple present or simple past) in both clauses. However, if the simple present tense is used in the if-clause, will + verb can be used in the main clause without changing the meaning.

Examples of real conditional sentences expressing facts:

If water boils, it turns to steam.

If water boils, it will turn to steam.

Examples of real conditional sentences expressing habitual activities:

If he eats breakfast, he feels better all day.

If he eats breakfast, he will feel better all day.

If he ate breakfast, he felt better all day.

These generalizations can also be expressed by using when or when ever instead of if:

When water boils, it turns to steam.

When he eats breakfast, he feels better all day.

When he ate breakfast, he felt better all day.

b) Inferences are often expressed in real conditional sentences.

Real conditionals expressing inferences usually have parallel verb phrases in both clauses. However, if a modal which explicitly expresses an inference (must or should, for example) is used in the main clause, parallel verb phrases are not used.

Examples of real conditional sentences expressing inferences:

If today is Wednesday, it is George's birthday.

If I can do it, anyone can do it.

If it is raining, the streets are getting wet.

If he was at school, he saw the accident.

If today is Wednesday, it must be George's birthday.

If I can do it, anyone must be able to do it.

If it is raining, the streets must be getting wet.

If he was at school, he must have seen the accident.

2) Predictive conditional sentences can express predictions and plans.

Predictive conditional sentences usually contain simple present tense in the if-clause and will or be going to in the result clause. However, a weaker modal of

prediction (May or should, for example) can be used in the result clause to express less certainty.

Examples of predictive conditional sentences:

If the exam is hard, many students are going to fail.

If Mary does well on the final exam, she will get an in the class.

If George does well on the final exam, he may get an in the class.

If Fred studies, he should pass the exam.

3) Imaginative conditional sentences are the most difficult for many learners of English because of the unusual relationship between form (the tenses used) and meaning.

In this type of conditional sentence, past tense refers to present or future time; past perfect tense refers to past time. Another problem for many learners of English is that *were* (not *was*) is used with singular subjects. *Be* is the only English verb with two past tense forms, but only one of them (*were*) is used in imaginative conditional sentences.

Imaginative conditional sentences can express hypothetical or contrary-to-fact events or states.

a) Hypothetical events or states are unlikely but possible in the present or future.

Imaginative conditional sentences expressing hypothetical events or states have a past tense verb in the if-clause and *would* + verb (or *might* or *could* + verb) in the result clause.

Examples of hypothetical conditional sentences (present and/or future time):

If George had enough money, he would buy a new car.

If I won the lottery, I would buy you a present.

If she knew the answer, she would tell us.

(George probably does not have enough money; I probably will not win the lottery; she probably does not know the answer.)

b) Contrary-to-fact events or states are either impossible in the present time or did not happen in the past.

Imaginative conditional sentences expressing present contrary-to-fact events or states have a past verb in the if-clause and would + verb (or might or could + verb) in the result clause. Some examples:

If I were you, I would not do that.

If she studied for exams, she would get better grades.

If it were raining, the streets would be wet.

(I am not you; she doesn't study for exams; it isn't raining.)

Imaginative conditional sentences expressing past contrary-to-fact events or states have a past perfect verb in the if-clause and would + have + verb (or might or could + have + verb) in the result clause.

Some examples:

If George had had enough money, he would have bought a new car.

If I had won the lottery, I would have bought you a present.

If she had known the answer, she would have told us.

(George did not have enough money; I did not win the lottery; she did not know the answer.²³

Besides that, There are 4 (four) types of conditional sentences, including mixed conditional.

1. Conditional Sentence Type 1

The if-clause is in the present tense, the main clause uses *will* and the infinitive, or simple present.

Conditional Sentence Type 1			
Type 1	Simple present	Simple present	True in the present or possible in future
	If you <i>work</i> hard,	you <i>succeed</i> . Simple future you <i>will</i> <i>succeed</i> .	It's possible to happen in the future

When do we use conditional sentence type 1?

a. We use conditional sentence type 1 to talk about possible situations in the present or future.

If you *leave* earlier, you *will not be* late.

If you *open* the windows, the room *will get* some fresh air.

b. We often use conditional type 1 to talk about facts or processes:

²³*Type of Conditional Sentence*, Online: [http://faculty.deanza.edu/flemingjohn/stories/storyReader\\$18](http://faculty.deanza.edu/flemingjohn/stories/storyReader$18), Accessed on 31st 2013.

If you *heat* water to 100 degrees, it *will boil*.

If we *stare* into the sun, we *will hurt* our eyes.

2. Conditional sentence type 2

The if clause is in the simple past or the past continuous tense, the main clause uses *would* and the infinitive, or *would be* and the present participle (verb - ing).

Conditional Sentence Type 2			
Type 2	Simple past	would + simple form	Untrue in the present
	<p>If you <i>worked</i> hard,</p> <p>Past continuous</p> <p>If it <i>were not</i> raining now,</p>	<p>you <i>would succeed</i>.</p> <p>would be + present participle</p> <p>I <i>would be going</i> out for a walk.</p>	<p>Fact: You don't work hard, so you don't succeed</p> <p>Fact: It's raining now, so I'm not going out for a walk.</p>

When do we use conditional sentence type 2?

Conditional sentence type 2 is used to talk about actions or situation that are not taking places in the present or future, but we can imagine the probable result.

a. if we did not live in a big city, we would not have to breathe polluted air every day.

(in the truth, we live in a big city)

b. If he were here, I would tell him about my plan (in truth, he isn't here)

3. Conditional Sentence Type 3

If the clause is in past perfect continuous tense, the main clause uses would have an past participle (Verb 3), or would have been and present participle (verb-ing)

Conditional Sentence Type 3			
Type 3	Past perfect If you <i>had worked</i> hard,	would have + past participle you <i>would have succeeded.</i>	Untrue in the past Fact: You didn't work hard, so you didn't succeed.
	Past perfect continuous If it <i>had not been raining</i> yesterday afternoon,	would have been + present participle I <i>would have been going</i> out for a walk.	Fact: It was raining yesterday afternoon. I was not going out for a walk.

When do we use conditional sentence type 2?

Conditional sentence type 3 is used to talk about actions or situation that didn't or were taking places in the past, but we can imagine the probable result.

- a. If you had come to the party last night, you would have met my cousin. (in the truth, you didn't come to the party last night)
- b. If he had not been late this morning, his teacher would not have punished him. (in the truth, he was late).

4. Mixed Conditional Sentence

Mixed conditional sentence is a combination of conditional sentence type 2 and conditional sentence type 3.

Mixed Conditional Sentence			
Mixed Type	Simple past	Would have + past participle	Untrue in the present or future.
	If I <i>were</i> a		Fact: I am not a bird, so I didn't
	bird,	<i>I would have flown</i> to	fly to your place.
	Past perfect	your place last night.	Untrue in the past.
	If you <i>had</i>	Would + simple form	Fact: You didn't work hard.
	<i>worked</i> hard,	<i>you would succeed.</i>	Now, you don't succeed.

When do we use mixed conditional sentence?

Mixed conditional sentence is used to talk about action or situation that did not take or were not taking places in the past, but we can imagine the probable result in the present, or action or situation that do not take place in the present, but we can imagine the probable result in the past.

- a. If you lived near the factory, you would have heard the sound of explosion. (In truth don't live near the factory. Therefore, you didn't hear the sound of the explosion)

b. If he had not been late this morning, he would be permitted to join the test. (in truth he was late. Therefore he is not permitted to join the test).²⁴

4. The Classification of Conditional Sentence

The various ways of classifying conditional sentences are as follows:

a. Implicative and predictive

A conditional sentence expressing an *implication* essentially states that if one fact holds, then so does another. (If the sentence is not a declarative sentence, then the consequence may be expressed as an order or a question rather than a statement.) The facts are usually stated in whatever grammatical tense is appropriate to them; there are not normally special tense or mood patterns for this type of conditional sentence. Such sentences may be used to express a certainty, a universal statement, a law of science, etc. (in these cases *if* may often be replaced by *when*):

- 1) If you heat water to 100 degrees, it boils.
- 2) If the sea is stormy, the waves are high.

They can also be used for logical deductions about particular circumstances (which can be in various mixtures of past, present and future):

- a) If it's raining here now, then it was raining on the west coast this morning.
- b) If it's raining now, then your laundry is getting wet.
- c) If it's raining now, there will be mushrooms to be picked next week.
- d) If he locked the door, then Kitty is trapped inside.

²⁴ Swan. M, *Practical English Usage*, (Oxford University Press: Oxford, 1980),p. 27

A *predictive* conditional sentence concerns a situation dependent on a hypothetical (but entirely possible) future event. The consequence is normally also a statement about the future, although it may also be a consequent statement about present or past time (or a question or order).

If I President, I'll lower taxes.

If it rains this afternoon, everybody will stay home.

If it rains this afternoon, then yesterday's weather forecast was wrong.

If it rains this afternoon, your garden party is doomed.

What will you do if he invites you?

If you see them, shoot!

b. Counterfactual

In a *counterfactual* conditional, a situation is described as dependent on a condition that is known to be false, or presented as unlikely. The time frame of the hypothetical situation may be past, present or future, and the time frame of the condition does not always correspond to that of the consequence. For example:

If I were king, I could have you thrown in the dungeon.

If I won the lottery, I would buy a car.

If you had called me, I would have come.

If you had done your job properly, we wouldn't be in this mess now.

The difference in meaning between a "counterfactual" conditional with a future time frame, and a "predictive" conditional as described in the previous section, may be slight. For example, there is no great practical difference in meaning between

"If it rained tomorrow, I would cancel the match" and "If it rains tomorrow, I will cancel the match".²⁵

It is in the counterfactual type of conditional sentence that the grammatical form called the conditional mood (meaning something like the English "would ...") is most often found. For the uses of particular verb forms and grammatical structures in the various types and parts of conditional sentences in certain languages.



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²⁵*Ibid* .

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This research was descriptive method, it aim to explain the mistake made by the Eleventh Years Students of Madrasah Aliyah Salumakarra Luwu Regency in Using English Conditional sentences, especially the kinds of difficulties faced by the students in making sentences of conditional.

B. Population and Sampel

1. Population

The population of research were the students of Madrasah Aliyah salumakarra luwu regency in akademik year 2013/2014.

The total number are 30 students.

2. Sample

Sample was the type of population example as a representative used as object of the research.

The sample of the Research was taken all the students in the population. They were treated in the implementation of the research. The number of the Students in the sample were 30 persons.

C. Instrument of the Research

In conducting this research, the researcher used some instruments in collecting the data during the process of the research. Instruments of the research used the writer to the data in the Eleventh Year Students of Madrasah Aliyah Salumakarra luwu regency, are three kinds:

1. Interview
2. Objective Test
3. Questionnaire

So, the researcher formulated each of them, as follows:

a. Interview

Guided interview is a test which was given to the students or samples where its content is some questions or instructions were answered by the students and written by the researcher the writer interviewed the teachers of English about the teaching problems and the influencing factors, for example: the method Used and some difficulties faced in presenting the materials.

b. Objective test

The objective test of this research compares of multiple choice and completion which consist of 20 items. This test will give 30 students, and they have to answer it in an hour. The aim of test is to find out the mistakes made by the students in Using conditional sentence.

Before the student's give their answer to the test, the researcher will give some distributions or explanations how to do the items. If they have finished to answer it, the researcher will collect it and analyze the mistakes made by them.

Then the result of these scores classify into five classification as follows:

- 1) Excellent = 9,5 – 10 is classified as excellent
- 2) Very Good = 8,6 – 9,5 is classified very good
- 3) Good = 7,6 – 8,5 is classified as good
- 4) Fairly good = 6,6 – 7,5 is classified as fairly good
- 5) Fairly = 5,6 – 6,5 is classified as fairly
- 6) Fairly poor = 3,6 – 4,5 is classified as fairly poor
- 7) Poor = 0 – 3,5 is classified as poor¹

c. Questionnaire

The questionnaire was used to explain the influencing factors faced by the students in learning conditional sentences. This test consisted of 12 items and those items are tabulated.

D. Procedure of collecting Data

In collecting the data, the researcher interviewed the English teachers concerning the teaching on English language, especially the use of conditional sentences and the factors and the problem faced by the students of Madrasah Aliyah Salumakarra Luwu Regency.

¹ Rahmawati Upa', *The Ability of the Second year Students of SMK Telkom Palopo in Using Possesive Case*, A Theseis S1 (STAIN Palopo, 2006), p. 25.

After that, the researcher will distribute the test to the students of the second year of Madrasah Aliyah Salumakarra Luwu regency, the test is intended to find out the mistakes made by the students. And then, the researcher distributed questionnaire to the students. The questionnaire aim is to explain the influencing factors faced by the students in learning conditional sentences.

Finally, the result of the instruments of the research will be collected, how after the respondents had finished their work.

E. Technique of Data Analysis

The researcher applies a descriptive method to analyze the data collected from objective test; the researcher used interview and questionnaire. The data from questionnaire will be tabulated and then analyzed into percentage. In order to know the mean score of the test the researcher applied the following formula:

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{Total Number of Subject}} \times 10$$

- Calculating the mean score of the students

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

Where

\bar{X} = Mean Score

$\sum X$ = Total score

N = Total Number of Subject

- Classifying the students' score by using percentage below:

$$P = \frac{F}{N} \times 100\%$$

Where

P = Percentage

F = Cumulative Frequency

N = Total Number of students².

To understand the level of the students' score the following classification were used:

- 1) Excellent = 9,5 – 10 is classified as excellent
- 2) Very Good = 8,6 – 9,5 is classified very good
- 3) Good = 7,6 – 8,5 is classified as good
- 4) Fairly good = 6,6 – 7,5 is classified as fairly good
- 5) Fairly = 5,6 – 6,5 is classified as fairly
- 6) Fairly poor = 3,6 – 4,5 is classified as fairly poor
- 7) Poor = 0 – 3,5 is classified as poor³

² Ridwan, *Dasar – Dasar Statistika*, (Bandung : Alfabeda, 2003), p.41.

³ Rahmawati Upa', *The Ability of the Second year Students of SMK Telkom Palopo in Using Possesive Case*, A Theseis S1 (STAIN Palopo, 2006), p. 25.

d. To Analyze the questionnaire about the ability and factor influenced the students in using elliptical construction in sentence, the researcher uses frequency (%) of students' response.



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CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In the previous description, it had been explained that the data analysis in this research used descriptive quantitative. That description explains the result of using Conditional sentences and questionnaire. The data was analyzed and performed in the following table.

1. Conditional Sentence Test.

Table 4.1
The students' score in Conditional Sentence

No	Students	Correct Answer	Score
1	Student 1	4	2
2	Student 2	7	3,5
3	Student 3	4	2
4	Student 4	6	3
5	Student 5	10	5
6	Student 6	5	2,5
7	Student 7	4	2
8	Student 8	6	3
9	Student 9	3	1,5
10	Student 10	6	3
11	Student 11	3	1,5
12	Student 12	3	1,5
13	Student 13	6	3
14	Student 14	3	1,5

15	Student 15	6	3
16	Student 16	3	1,5
17	Student 17	7	3,5
18	Student 18	8	4
19	Student 19	7	3,5
20	Student 20	3	1,5
21	Student 21	8	4
22	Student 22	7	3,5
23	Student 23	6	3
24	Student 24	15	7,5
25	Student 25	6	3
26	Student 26	8	4
27	Student 27	7	3,5
28	Student 28	4	2
29	Student 29	15	7,5
30	Student 30	8	4
N = 30			94

The table showed that just 2 students got 'fairly good' score, 5 students got 'poor' and 23 students got 'very poor'. It means that the score of the students in learning conditional sentence were the unexpected score.

Table 4.2
The Score Classification in Using Conditional Sentence

No	Classification	Score	Frequency	Percentage
1	Excellent	9,6 – 10	-	0%
2	Very good	8,6 – 9,5	-	0%
3	Good	7,6 – 8,5	-	0%
4	Fairly good	6,6 – 7,5	2	6,67%
5	Fairly	5,6 – 6,5	-	0%
6	Poor	3,6 – 5,5	5	16,67%
7	Very poor	0 – 3,5	23	76,67%
Total			30	100%

The table 4.2 showed that 2 students (6,67%) got 'Fairly good' 5 students (16,67%) got 'poor' and there were 23 students (76,67%) got 'very poor' or unexpected score. It means that, the ability of Madrasah Aliyah Salumakarra in answering question was very poor and got unexpected score. This was proved by the mean score of the students as calculated in the following

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

$$= \frac{94}{30}$$

$$= 3,13$$

2. Questionnaire

The result of questionnaires were explained in the following table

Table 4.3
The Lesson of Conditional Sentence

No	Statement	Item of choice	Frequency	Percentage
1	Do you always get	Always	4	13%
	lesson about	Seldom	18	60%
	conditional sentence	Never	8	27%
	in the school			
Total			30	100%

From the students' answer in table 4.3 showed about the lesson of conditional sentence that always given to the students in the school. Where there were 4 students (13%) chose 'always' there were 18 students (60%) chose 'seldom' and there were 8 students (27%) chose 'never'. So, we can take conclusion that the students of Madrasah Aliyah Salumakarra are seldom in getting lesson about conditional sentence in the school when they studying English.

Table 4.4
The difficulties of Conditional Sentence

No	Statement	Item of choice	Frequency	Percentage
2	Do you think that conditional sentence is difficult for your level?	Very difficult	1	3%
		Difficult	25	84%
		Easy	4	13%
Total			30	100%

The students' statement in the table 4.4 showed that conditional sentence was difficult for the students especially at Madrasah Aliyah Salumakarra. This case could be showed by the students answer in the table of questionnaire. There was 1 student (3%) chose 'very difficult' 25 students (84%) chose 'difficult' and there were 4 students (13%) chose 'easy'. It means that conditional sentence were difficult for the students.

Table 4.5
The Student Comprehension of Conditional Sentence

No	Statement	Item of choice	Frequency	Percentage
3	Have you understood well the lesson of conditional sentence that is given to you?	Understand	1	3%
		Not Yet	21	70%
		Didn't understand	8	27%
Total			30	100%

Based on the table 4.5 showed about the student's comprehension in studying conditional sentence in the class. There was 1 student (3%) gave answer 'understand' 21 students (70%) chose 'not yet' and there were 8 students (27%) chose 'didn't understand'. So the researcher can take conclusion that the ability of the students in Madrasah Aliyah Saluakarra studying conditional sentence is needed to be increased.

Table 4.6
Difficulties in Learning Conditional Sentence

No	Statement	Item of choice	Frequency	Percentage
4	What is your difficulty in learning conditional sentence in the school?	Lack of Vocabulary	10	33%
		Seldom Practicing	5	17%
		Lack of material	15	50%
Total			30	100%

Table 4.6 showed that about the difficulties faced by the students of Madrasah Aliyah Salumakarra in learning conditional sentence in the class. There were 10 students (33%) chose 'lack of vocabulary' 5 students (17%) chose 'seldom practicing' and there were 15 students (50%) chose 'lack of material' about conditional sentence from their teacher.

Table 4.7
Taking a Course

No	Statement	Item of choice	Frequency	Percentage
5	Have you ever taken an English course?	Ever	5	17%
		Always	0	0%
		Never	25	83%
Total			25	100%

Table 4.7 showed about the students of Madrasah Aliyah Salumakarra who ever took English course. According to the Students' answer. There were 5 students (17%) chose 'ever' take English course, there was not students (0%) chose 'always' and there were 25 students (83%) chose 'never' take English course. So we can take conclusion that most of the student in Madrasah Aliyah Salumakarra had never taken English course.

There some reasons why they not taking a course that are:

1. They didn't have much money
2. This have is far from the course place
3. Because of motivation from parents and teachers
4. They don't have self confidence
5. There are not enough media or facilities.

Table 4.8
The Lesson of Conditional Sentence

No	Statement	Item of choice	Frequency	Percentage
6	Have you ever studied about conditional sentence in your English course?	Always	2	6%
		Seldom	5	17%
		Never	23	77%
Total			30	100%

The statement in the table 4.8 showed about the lesson of conditional sentence that was given to the student when they were taking English course. There were 2 students (6%) chose 'always' there were 5 students (17%) chose 'seldom' and There were 23 students (77%) chose 'never' study about elliptical construction in their course. It means that, most of the students in Madrasah Aliyah Salumakarra never study about conditional sentence in their course.

Table 4.9
The Student Ability after Studying Conditional Sentence

No	Statement	Item of choice	Frequency	Percentage
7	Your ability in English has improved after studying conditional sentence?	Very agree	15	50%
		Agree	14	47%
		Disagree	1	3%
Total			30	100%

Table 4.9 showed about the students' ability in English language studying conditional sentence. This could be showed by the students answer. There were 15 students (50%) chose 'very agree' 14 students (47%) chose 'agree' and just 1 student (3%) chose 'disagree'. So we can take conclusion that the students ability in English had been improved after they studying conditional sentence that was given from the researcher.

Table 4.10
The Student Level of Conditional Sentence

No	Statement	Item of choice	Frequency	Percentage
8	The lesson about conditional sentence is suitable with your level.	Very agree	11	37%
		Agree	17	57%
		Disagree	2	6%
Total			30	100%

Statement in the table 4.10 showed about the students' level in studying conditional sentence that was given. There were 11 students (37%) chose 'very agree' if the lesson of conditional sentence was suitable with their lever , 17 students (57%) chose 'agree' and there were 2 students (6%) chose 'disagree'. So according to the students answer in Madrasah Aliyah Salumakarra, the lesson about conditional sentence was suitable for their level.

Table 4.11
The Lesson of Conditional Sentence

No	Statement	Item of choice	Frequency	Percentage
9	The lesson of conditional sentence should be studied in senior high school.	Very agree	4	13%
		Agree	19	64%
		Disagree	7	23%
Total			30	100%

The table 4.11 showed about the lesson of conditional sentence should be studied in senior high school. There were 4 students (13%) chose 'very agree' 19 students (64%) chose 'agree' and there were 7 students (23%) chose 'disagree'. So we can take conclusion that the students of Madrasah Aliyah Salumakarra 'agree' if the lesson of conditional sentence just suitable for the student in Senior high school.

Table 4.12
The Student Interesting in Conditional Sentence

No	Statement	Item of choice	Frequency	Percentage
10	Do you like studying conditional sentence that have been given to you?	Very like	6	20%
		Like	23	77%
		Dislike	1	3%
Total			30	100%

Table 4.12 showed about the students' interesting in studying conditional sentence. This showed. Those there 6 students (20%) chose 'very like' 23 students (77%) chose 'like' and just 1 student (3%) chose 'dislike'. It means that the students of Madrasah Aliyah Salumakarra like studying conditional sentence that had been given to them.

Table 4.13
Students Activity

No	Statement	Item of choice	Frequency	Percentage
11	What is your activity in improving your English?	Taking a course	8	27%
		Reading English book	6	20%
		Memorizing vocabulary	16	53%
		Total		

Table 4.13 showed about the students activities of Madrasah Aliyah Salumakarra in improving their English. According to the students' answering. There were 8 students (27%) chose 'Taking a course' there were 6 students (20%) chose 'Reading English book' and there were 16 students (53%) chose 'memorizing vocabulary'. So that most of the student in Madrasah Aliyah Salumakarra improved their English by memorizing vocabulary.

Table 4.14
The Students Goal in Learning

No	Statement	Item of choice	Frequency	Percentage
12	What is your goal in learning English language?	Will know English	11	36%
		Can speaking	17	58%
		Going abroad	2	6%
Total			30	100%

The statement in the table 4.14 showed about the students' goal in learning English. There were 11 students (36%) chose 'will know about English' there were 17 students (58%) chose 'Can Speak English' and there were 2 students (6%) chose will 'going abroad'. It means that, most of the students in Madrasah Aliyah Salumakarra study English because they will be able in speak English.

B. Discussion

1. Based on the result of Interview

The researcher interviewed the teacher of English language at the Madrasah Aliyah Salumakarra Luwu regency, the researcher got information that the teacher of English faced some difficulties in teaching, because some of the students were not interested in learning English. Besides that, the students didn't have English book, so it influences in learning and teaching process. At school the text book is used by the

teacher namely “Bahasa Inggris 3 untuk SMA and Dasar-Dasar Penguasaan Bahasa Inggris”.¹

The time schedule of the English lesson is three hours a week or twice meetings. Besides on Sunday they join course or guidance. In this guidance students practiced the skill of reading, grammar, speaking and writing.

And then the researcher did interview to the students at the Madrasah Aliyah Salumakarra Luwu Regency, the researcher got information that the students were enjoy with material that given by researcher, they were easy to understand and accept the material well. But the time was not enough to study deeply. And other students said that this is very difficult to practice because they were still confused so they needed many times to study more. So that the researcher concluded Madrasah Aliyah Salumakarra needed more method or strategy.

2. Based on the Result of Objective Test.

Based on the result of data analysis, the researcher found out that the abilities of the students of Madrasaah Aliyah Salumakarra in using conditional sentence is classified ‘very poor’

It can be seen from the table 4.2, that there was no students got ‘excellent’ score, no students got ‘very good’ score, no students got ‘good’ score, and fairly good, 2 students (6,67%) and no students ‘fairly’. 5 students (16,67%) ‘Poor’ and there were 23 students (76,67%) got ‘very poor’ or unexpected score. It means that,

¹Mutiah Zahra. (An English Teacher,interview on 7 Juli 2013).

the ability of Madrasah Aliyah Salumakarra in using conditional sentence is 'very poor' and got unexpected score.

It is known that conditional sentences forms are not many but just three. It means those that, the verbs use in those tenses (conditional) are not the same. Because each tense has a special rule to be obeyed in constructing sentences. English conditional sentence using three kinds of verb, namely present tense, past tense, and past participles. It is the principal part of English verb to build sentences.

There are some aims' hoping for studying conditional sentence for the students especially for the Eleventh years students of Madrasah Aliyah Salumakarra such as: To raise awareness of the role that tense and context play in the formation of past conditional sentences by contrasting them with conditional sentences that refer to the present as well as looking at other examples of non-standard conditional constructions, To encourage learners to notice the relationship between clauses and the role of the main clause to express either present or past results in mixed conditionals and to practice more the three type of Conditional Sentence.

Their ability is 'poor' caused by many factors, such as: Lacking of English book at their school, lacking of motivation from their parents, lazy (never use spare time to memorize vocabulary), and it's caused by their condition and individual problem in their life.

In researching is the students are seldom to study about conditional sentence. So most of the students are still confused about the conditional sentence and they think that conditional sentence is difficult for their level.

In other statement where the factor makes the students 'ability in using conditional sentence caused by the students vocabulary are still very low, lack of material and the students are seldom practicing about the lesson of conditional sentence.

The fifth statement said that there are still many students that never taking English course. Where English course is one of the effort to improve English study achievement, especially in using conditional sentence. Where by attending English course it can improve the students' motivation, interest, and self confidence, competition in learning and habit of the students in learning English. This case also is not released with the supporter factors such as facilities of learning or media of teaching.

Based on the explanation about the students' ability in using conditional sentence above, the researcher will conclude that one of important thing that teacher should have full attention in English teaching especially in teaching conditional sentence namely the teacher have to prepare an English book, giving motivation to the students in learning English language especially in memorizing English vocabulary and the students also have to take English course to improve their comprehension about English language.

3. Based on the result of questionnaire

Next researcher spread out the questionnaire to know the students' response toward use of conditional sentence to build up their ability. The researcher described the result of questionnaire, as follows:

Item 1 was “do you always get lesson about conditional sentence in the school.” There were 4 students (13%) chose ‘always’ there were 18 students (60%) chose ‘seldom’ and there were 8 students (27%) chose ‘never’. The researcher concluded that conditional sentence material still needed to add or to teach in their school because it was seldom to teach by teacher.

Item 2 was “do you think that conditional sentence is difficult for your level. There were 1 student (3%) chose ‘very difficult’ there were 25 students (84%) chose ‘difficult’ and there were 4 students (13%) chose ‘easy’. The researcher concluded that it was very difficult in theirs level.

Item 3 was have you understood well the lesson of conditional sentence that given to you. There were 1 student (3%) chose ‘understand’ there were 21 students (70%) chose ‘not yet’, and there were 8 students (27%) chose ‘Didn’t understand’. The researcher concluded that most of them were still didn’t understand about the material.

Item 4 was “what is your difficulty in learning conditional sentence in the school”. There were 10 students (33%) chose ‘lack of vocabulary’ there were 5 students (17%) chose ‘seldom practicing’ and there were 15 students (50%) chose ‘lack of material’. The researcher concluded that the student had difficult in learning conditional sentence.

Item 5 was “having you ever taken English course”. There were 5 students (17%) chose ‘ever’, there was no students chose ‘always’, and there were 25 students

(83%) chose 'never'. The researcher concluded that most of them never taken English course.

Item 6 was "having you ever studied about conditional sentence in your English course". There were 2 student (6%) chose 'always' there were 5 students (17%) chose 'seldom' and there were 23 students (77%) chose 'never'. The researcher concluded that most of them never got conditional sentence in course place.

Item 7 was "your ability in English has improved after studying conditional sentence". There were 15 students (50%) chose 'very agree', there were 14 students (47%) chose 'agree', and there was 1 student (3%) chose 'agree'. The researcher concluded that students were improved after studying conditional sentence.

Item 8 was "the lesson about conditional sentence is suitable with your level". There were 11 students (37%) chose 'very agree' there were 17 students (57%) chose 'agree' and there were 2 students (6%) chose 'disagree'. The researcher concluded that students very agree and agree if conditional sentence was suitable for them.

Item 8 was "the lesson of conditional sentence should be studied in senior high school". There were 4 students (13%) chose 'agree', there were 19 students (64%) chose 'agree' and there were 7 students (23%) chose 'agree'. The researcher concluded that conditional sentence should be studied in senior high school.

Item 10 was "Do you like studying conditional sentence that given to you". There were 6 students (20%) chose 'very like' there were 23 students (77%) chose

'like' and there was 1 student (3%) chose 'dislike'. The researcher concluded the students like to study conditional sentence.

Item 11 was "what is your activity in improving your English". There were 8 students (27%) chose 'taking course' there were 6 students (20%) chose 'reading English book' and there were 16 students (53%) chose 'memorizing vocabulary'. The researcher concluded one of way to improve their English was memorizing vocabulary.

Item 12 was "what is your goal in learning English language". There were 11 students (36%) chose 'will know English' there were 17 students (58%) chose 'can speaking' and there were 2 students (6%) chose 'going abroad'. The researcher concluded that the students used English language for speaking.

From the result of questionnaire above, the researcher concluded that the teacher in this school must be more active to teach English material to the student's especially conditional sentence because this material was no difficult in preached by teacher and most of student did not take course because they didn't have much money, this have is far from the course place, there are not enough media or facilities (see the table 4.7) and the students needed good method to build up their skill in grammar.



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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of data analysis and discussion above, the researcher takes some conclusion as follows:

1. Their ability in using Conditional Sentences is 'very poor' where the mean score just 3,13 (table 4.2)
2. The factor that make the students' difficulties in learning Conditional Sentences namely, some students that never get material about Conditional Sentences.
3. And the other the factor that influences the student in learning conditional sentences namely: They are less interested in learning English and the Facilitate is still not sufficient.

B. Suggestions

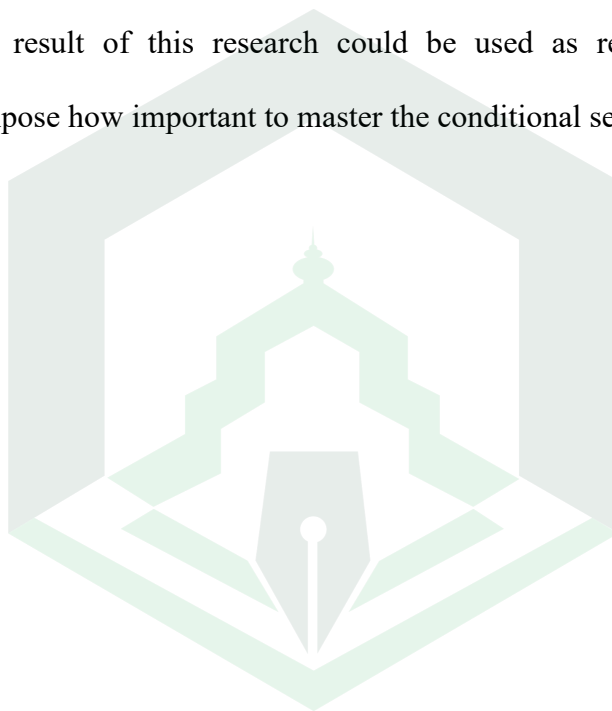
In effort to improve the students ability in using Conditional Sentences, the researcher give some suggestion, they are:

1. The teacher should use communicative approach method and direct method in teaching so that student can understand the conditional sentence.
2. The teacher should explain about the kinds of tenses used in each Conditional, including its patterns and function.

3. The students have to realize themselves about their obligation as students because even though the teacher has applied the best method in teaching and the parent give motivation, but if the students don't have any awareness it will be useless

4. The Teacher should prepare some manual books that can give contribution to English teaching of conditional sentences.

5. The result of this research could be used as reference for the next researcher to expose how important to master the conditional sentences.



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CURRICULUM VITAE



The writer, Juzniati, was born in Salumakarra Luwu Palopo, on Maret 16 1990. She is the fifth child from the Marriage of her Father, Konsi and her mother, Marawiah.

She graduated from Madrasah Ibtidaiyyah Salumakarra in Juni 2003. She then continued her study in Madrasah Sanawiyah Salumakarra for three years and Graduated in june 2006. After that she continued her study in MA Salumakarra graduated in june 2009. And then her Married in 19 Maret 2011 and his name Huband Islamuddin after that I have her Son Muh. Nizam Saputra. In the same Year she continued her study at STAIN Palopo registered as Student of English Department of Tarbiyah.

During her Study, she was joint in organization like IMM (Ikatan Mahasiswa Muhammadiyah) and then his leaves in Mandiri Dormitory in Balandai Jln. Bitti. Remain this word “Do something Good”

