

**SOME PROBLEMS IN LEARNING CONDITIONAL SENTENCE
FACED BY SECOND GRADE STUDENTS OF SMU
MUHAMMADIYAH SAWANGAN**

A “Skripsi”

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CHAPTER I

INTRODUCTION

This chapter presents background of the study, scope and limitation of the study, formulations of the problem, objectives of the study, significance of the study and operational definitionS.

A. Background of the Study

Linguistics is the scientific study of human language. Linguistics has a subject matter, which is language. Language has already been defined differently by linguists according to various points of view. In general, it is defined as a means of communication by which people can communicate with others to transfer idea, thoughts, feelings, attitudes, or messages.

Language has four skills, they are: Listening, Speaking, Reading and Writing. Language also has components which are Phonology, Morphology and Syntax (Grammar).

Those language components can't be separated from the language skills. For example: someone who wants to write English Newspaper has to master the English vocabulary. This example shows that vocabulary effect the writing skill. Those four sub skills are very important to support the mastery of the language skills for someone who studies the language.

English is one of the international languages that is used by many people in the world and in many areas of everyday life. Therefore, using English is the easiest way to communicate with people from other countries about many aspects in human life such as technology, economy, social, and politics. For Indonesia, English is a foreign language. Learning a foreign language is an integrated process that the learner should study the four basic skills: listening, speaking, reading, and writing. We use it to understand our world through listening and reading and to communicate our feeling, need, and desires through speaking and writing. By having more knowledge about language skills we have

much better chance of understanding and being understood and getting what we want and need from these around us.

English has a structure and rule which is different from other language. Some students often make some mistakes when they try to understand a foreign language. To get a clear understanding, they must know its rule and structure.

This writing will focus on conditional sentences. Conditional sentence is one of English grammar. To understand conditional sentences for Indonesian students seem difficult since the grammatical rule in terms the verb form of English and Indonesian language is totally different. In Indonesian language, there is no differences in verb form whether it is conditional sentence type I or conditional sentence type II or conditional sentence type III, but in English, there are differences when the verb is used for conditional sentence type I, II and III.

For example:

1. If you *study hard* you *will pass* in the examination.

(Conditional Sentence Type I)

2. If you *studied hard* you *would pass* in the examination.

(Conditional Sentence Type II)

3. If you *had studied hard* you *would have passed* in the examination.

(Conditional Sentence Type III)

These examples show us that in English Conditional Sentence there is a change in verb form between Conditional Sentence Type I, II and III. But in Indonesian language, of course, there is no change in verb form in Conditional Sentence. So it can make the students confused to understand English Conditional Sentence.

Because of this, the writer interested in observing this case at Second Grade Students of SMU Muhammadiyah Sawangan. The writer takes the title **“Some Problems in Learning Conditional Sentence Faced by Second Grade Students of SMU Muhammadiyah Sawangan”**.

B. Scope and limitation of the study

This “Skripsi” focuses on analyzing some problems to the second year students of SMU Muhammadiyah Sawangan at the even semester 2009/2010 academic year in learning conditional sentences. To make a description of this “Skripsi” deeper, the problems will be limited in conditional sentences in three types: type I, type II, type III.

C. Formulation of the Problems

Based on the background presented above, the writer is interested in analyzing some problems in learning conditional sentences faced by Second Grade Students of SMU Muhammadiyah Sawangan.

The problems of this research can be formulated into specific questions below:

1. Are there any problems in learning conditional sentence faced by Second Grade Students of SMU Muhammadiyah Sawangan?
2. Which is the most difficult type of English Conditional Sentence for Second Grade Students of SMU Muhammadiyah Sawangan?

D. Objective of the Study

In line with the formulation of problems mentioned above, the objective of the study as follows:

1. To know some problems in learning conditional sentence faced by Second Grade Students of SMU Muhammadiyah Sawangan.
2. To know which the most difficult type of English Conditional Sentence for Second Grade Students of SMU Muhammadiyah Sawangan is.

E. Significance of the Study

The finding of this study can provide the informartion for three important group of people, namely; (a) for the senior high school English teachers of

secondary level, (b) for the senior high school students of secondary level, and (c) for the further researchers. They are described as follow:

1. The results of this study are useful for the English teachers at senior high school level to get clearly information about conditional sentences and how they are used in teaching-learning process. From this study, they can get available information that is useful to improve their teaching-learning quality.
2. The results of this study also useful for the students to improve their understanding and be able to distinguish the use of conditional sentences accurately.
3. For the further researchers; this “skripsi” is hope can give more knowledge and benefit references for everyone as the basic information of data to conduct the further study.

F. The Operational Definition

The following terms are given to make the readers have the same perception for some definitions in this study to avoid misunderstanding, so the terms here are need to be defined as follows:

- ***Conditional Sentence*** means the sentence which contains “if clause” and “result clause”¹.
- ***SMU Muhammadiyah Sawangan*** SMU is the acronym of Senior High School that refers to “Sekolah Menengah Umum”, under the private institutional “Muhammadiyah”, which is located in Jl. Abdul Wahab Sawangan. It’s also under the supervision of the National Education Department of Indonesia (“Departemen Pendidikan Nasional”).

¹ Betty Schramper Azar, *Fundamentals of English Grammar* (New Jersey: Prentice Hall, Inc., 1992), p. 389.

CHAPTER II

THEORITICAL FRAMEWORK

In this chapter, the writer tries to give clear description of theoretical framework which is covering of (A) teaching English at senior high school, (B) curriculum and syllabus, (C) instructional English material for SMU in the latest syllabus, (D) some definitions of learning, (E) some definitions of sentence, (F) the types of conditional sentences: (1) conditional sentence type I, (2) conditional sentence type II, (3) conditional sentence type III.

A. Teaching English at Senior High School (SMU)

In our country, English is considered as a foreign language because it is taught as a school subjects and it is not widely used by the people in the country. English is a compulsory subject that should be mastered by the students from the junior high school up to the university level.

In this study, the writer focuses on the teaching English at SMU that is aimed to develop those skills in order students able to communicate in positive literacy covering *performative, functional, informational, and epistemic*. In *performative*, people are able to read, write, listen, and speak with the symbols which are used. In *functional*, a person is able to use the language to fulfill their life needs, such as reading newspapers, etc. In *infomational*, people are able to access the knowledge by using language skills. Whereas in *epistemic*, people are able to use the knowledge in the target language by using English.

According to the School-Level Curriculum- *Kurikulum Tingkat Satuan Pendidikan*- (KTSP is used for the next term), English subject at SMU is intended to the students to have a skill of (a) communicating in spoken and written to get informational literacy level, (b) enhancing national competition in global society, and (c) developing of students' understanding between language and culture¹.

¹ Anonymous, *Standar Isi dan Standar Kompetensi Lulusan Untuk Satuan Pendidikan Sekolah Menengah Atas (SMA) / Madrasah Aliyah (MA) Beserta Peraturan Pelaksanaannya (Peraturan Menteri Pendidikan Nasional Republik Indonesia No. 22, 23, dan 24 Tahun 2006)* Jakarta, Departement Pendidikan Nasional. Unpublished.

B. Material, Curriculum and Syllabus

Language is one of the means of communication which is commonly used by human beings. It is the most important means of communication and widely used by people all over the world.

Instructional materials are partially related to syllabus while syllabus and curriculum are different but closely related matters. This close relation is the reasons why the two are sometimes used synonymously by some experts. In present context, materials are an important component within the curriculum. They are used to achieve the instructional objectives which have been formulated. Therefore, instructional materials used for teaching learning process must be selected carefully. They must be in consonant with the curriculum so that the instructional objectives can be achieved. This is in line with what Kasbollah (1993) suggest that the material selection should be based on the instructional objectives, the needs of the learners and on the local situation where the learners are studying².

According to Richards and Rodgers (1986), the roles of instructional material within a functional / communicative methodology might be specified as follows:

1. Materials will focus on the communicative abilities of interpretation, expression and negotiation.
2. Materials will focus on understandable, relevant and interesting exchange of information rather than on the presentation of grammatical form.
3. Materials will involve different kinds of texts and different media, which the learners can use to develop their competence through a variety of different activities and tasks.

Materials are an important component within the curriculum. They are used to achieve the instructional objectives which have been formulated. Therefore, instructional materials used for teaching learning process must be selected carefully. Since the roles of instructional materials are very important to achieve the instructional objectives, it is hoped that the teachers be more selective and creative in selecting the most appropriate materials for their students.

² Kasbollah. K, *Teaching Learning Strategy*, (Malang: English Dept. IKIP 1993), p. 47

Curriculum derived from Greek, it means “a running course or race course, especially a chariot race course”. It is also derived from France “Courier” which means “to run”. Then that meaning used for “courses” or the subject which followed by the pupil or students to achieve the certificate³.

Besides, Ralph Tylor stated curriculum is all of the learning of students which is planned by and directed by the school to attain its educational goals while Saylor and Alexander defined curriculum as a plan for providing sets of learning opportunities for persons to be educated but the familiar definition of curriculum is all the experiences that pupils have under the guidance of the school⁴.

Related to that definition, Richards and Rodgers said in their book that “experiences is the best of all school...the ideal curriculum consists of well-selected experiences”⁵. Besides, in the constitution of National Education System section 1, verse 9 with No. 2/1989, states that:

“Kurikulum adalah seperangkat rencana dan pengaturan mengenai isi dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan kegiatan belajar mengajar”⁶.

However, curriculum cannot be separated from syllabus. Harmer illustrated syllabus as what know what students need to know about the language they are learning but before we start to teach them, we will have to decide which parts of this knowledge we want them to have and when. How is the language to be organized and what skills should be concentrate on? This organization is call syllabus. He also said that syllabus may depend to a large extent on the needs of the students who are going to be taught⁷.

Curriculum is very vital to lead teaching-learning process and to organize all components involved in educational program systematically. Following curriculum

³ S. Nasution, *Penegmbangan Kurikulum*, (Bandung: PT Citra Aditya Bakti, 1993), p.9

⁴ Drs. Abdullah Idi, M. Ed, *Pengembangan Kurikulum, Teori dan Praktik* (Jakarta: Gaya Media Pratama, 1999), p. 4-5

⁵ Jack C. Richards and Theodores S. Rodgers, *Approaches and Method in Language Teaching*, (New York: Cambrige University Press, 1986), p. 69

⁶ Drs. Harsono Tjokrosujoso, M. Pd. *Kurikulum 1994 dan Penegembangan Materi Bahasa Inggris SLTP dan SMU*, (Institut Keguruan dan Ilmu Pendidikan Malang, 1996), p. 3

⁷ Jeremy Harmer, *The Practice of English Language Teaching*, (UK: Longman, 1991), p. 25

in important in order to gain the instructional objectives in the teaching-learning activities.

In line with the change of time, the progress of science and technology also increase. Consequently, the society's needs toward the progress of science and technology increase so that the students' needs also change. To meet such a change, the curriculum must also be changed because curriculum is a reflection of situation in a certain period of time. Therefore, a perfect curriculum has never been found.

As we know that curriculum is applied in Indonesia now (School-Level Curriculum-*KTSP*-) is the development of Competency Based Curriculum –*KBK*- (*KBK* is used for the next term). So, the syllabus is designed by the school level.

C. Instructional English Material for SMU in the Latest Syllabus

One of the principles in effective teaching is known the subject well enough so that the teachers can conduct unit plans and assignments, research activities, a variety of lessons, problem solving, and can locate material and guide students to it without omission or lack of sureness. Therefore, the teacher has to know and master the instructional materials because it is very important in teaching and learning activity. Besides, it is also needed to achieve the instructional objectives.

In line with the statement above, the teacher has to be selective in giving the materials for the students. The materials are taught by the teacher should be based on the standard competencies and basic competencies for tenth grade students of senior high school at the even semester.

The basic competencies and indicators for English materials based on the latest English syllabus for the second grade students of SMU are stated as follows:

Table 2.1
The Basic Competencies and Indicators within the Syllabus For Second Grade
Senior High School Students in Even Semester

Kompetensi Dasar	Indicator	Materi pokok
Mendengarkan 7.1 Merespon makna dalam	Mendengarkan Mengidentifikasi hubungan antar pembicara Mengidentifikasi makna	- Teks monolog berbentuk spoof

<p>percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih</p>	<p>tindak tutur sikap terhadap sesuatu Merespon tindak tutur menyatakan sikap terhadap sesuatu Mengidentifikasi makna tindak tutur menyatakan perasaan sedih Merespon tindak tutur menyatakan perasaan sedih Mengidentifikasi makna tindak tutur menyatakan perasaan cinta Merespon tindak tutur menyatakan perasaan cinta Mengidentifikasi konteks situasi</p>	<ul style="list-style-type: none"> - Kosakata yang berhubungan dengan wacana - Language focus: <ul style="list-style-type: none"> - The expression of love/like and sadness - Grammar: <ul style="list-style-type: none"> - Simple, compound and complex sentences - Conditional Sentences
<p>7.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur:</p>	<p>Mengidentifikasi makna tindak tutur menyatakan perasaan malu Merespon tindak tutur menyatakan perasaan malu Mengidentifikasi makna tindak tutur menyatakan perasaan marah Merespon tindak tutur menyatakan perasaan marah Mengidentifikasi makna tindak tutur menyatakan perasaan jengkel Merespon tindak tutur menyatakan perasaan jengkel</p>	<ul style="list-style-type: none"> - Teks monolog berbentuk Spoof - Kosakata yang berhubungan dengan wacana - Language focus: <ul style="list-style-type: none"> - The expression of love/like and sadness - Grammar: <ul style="list-style-type: none"> - Simple, compound and complex sentences - Conditional Sentences

<p>menyatakan perasaan malu, menyatakan perasaan marah, dan menyatakan perasaan jengkel</p>		
<p>8.1 Merespon makna dalam teks fungsional resmi dan tak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</p>	<p>Mengidentifikasi topik sebuah teks fungsional pendek yang didengar</p> <p>Mengidentifikasi informasi tertentu teks yang didengar</p> <p>Mengidentifikasi tujuan komunikasi teks fungsional pendek yang didengar.</p>	
<p>8.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative, spoof,</i> dan <i>hortatory exposition</i></p>	<p>Mengidentifikasi main idea dari teks <i>hortatory exposition</i> yang didengar</p> <p>Mengidentifikasi tokoh dari cerita yang didengar</p> <p>Mengidentifikasi kejadian dalam teks yang didengar</p> <p>Mengidentifikasi bagian cerita yang lucu</p> <p>Mengidentifikasi solusi dalam sebuah cerita yang didengar</p> <p>Mengidentifikasi kasus yang didengar</p> <p>Mengidentifikasi argumen yang didengar</p>	
<p>Berbicara</p> <p>9.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi)</p>	<p>Berbicara</p> <p>Menggunakan tindak tutur menyatakan sikap terhadap sesuatu</p> <p>Merespon tindak tutur menyatakan sikap terhadap sesuatu</p> <p>Menggunakan tindak tutur menyatakan perasaan cinta</p>	<p>Bermain peran secara kelompok</p>

<p>resmi dan berlanjut (<i>sustained</i>) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih</p>	<p>Merespon tindak tutur menyatakan perasaan cinta Menggunakan tindak tutur menyatakan perasaan sedih Merespon tindak tutur menyatakan perasaan sedih</p>	
<p>9.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan</p>	<p>Menggunakan tindak tutur menyatakan perasaan malu Merespon tindak tutur menyatakan perasaan malu Menggunakan tindak tutur menyatakan perasaan marah Merespon tindak tutur menyatakan perasaan marah Menggunakan tindak tutur menyatakan perasaan jengkel Merespon tindak tutur menyatakan perasaan jengkel</p>	<p>Memberikan sebuah pengumuman lisan secara bergantian</p>

<p>perasaan malu, menyatakan perasaan marah, dan menyatakan perasaan jengkel</p>		
<p>10.1 Mengungkapkan makna dalam teks lisan fungsional pendek (misalnya <i>banner, poster, pamphlet</i>, dll.) resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari</p>	<p>Menggunakan bahasa lisan dalam menyampaikan teks fungsional pendek</p>	
<p>10.2 Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative, spoof</i>, dan <i>hortatory exposition</i></p>	<p>Menggunakan kalimat <i>past continuous</i> dalam menyampaikan spoof Melakukan monolog berbentuk <i>narrative</i> Melakukan monolog berbentuk <i>hortatory exposition</i> Menggunakan modal “<i>should</i>” untuk menyampaikan saran Melakukan debat</p>	
<p>Membaca</p> <p>11.1 Merespon makna dalam teks fungsional pendek</p>	<p>Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar Mengidentifikasi topic dari</p>	<p>Membaca nyaring bermakna sebuah <i>banner, psoter, pamphlet</i> secara individu</p>

<p>(misalnya <i>banner, poster, pamphlet</i>, dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</p>	<p>teks yang dibaca Mengidentifikasi informasi tertentu dari <i>banner, poster, pamphlet</i></p>	
<p>11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: <i>narrative, spoof</i>, dan <i>hortatory exposition</i></p>	<p>Mengidentifikasi makna kata dalam teks yang dibaca Mengidentifikasi makna kalimat dalam teks yang dibaca Mengidentifikasi setting dalam sebuah cerita narasi Mengidentifikasi komplikasi dalam sebuah cerita narasi Mengidentifikasi kejadian dalam teks yang dibaca Mengidentifikasi kasus yang dibahas dalam teks Mengidentifikasi argumen yang diberikan Mengidentifikasi saran yang diberikan Mengidentifikasi langkah-langkah retorika dari teks Mengidentifikasi tujuan komunikasi teks dibaca</p>	<p>Mendiskusikan isi teks yang dibaca secara berpasangan. Mendiskusikan ciri-ciri grammatikal yang digunakan dalam teks yang dibaca secara kelompok.</p>
<p>Menulis</p> <p>12.1 Mengungkapkan makna dalam bentuk teks fungsional pendek (misalnya</p>	<p>Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat Menulis gagasan utama Mengelaborasi gagasan utama Membuat <i>draft</i>, merevisi,</p>	<p>Menuliskan sebuah <i>banner, poster, pamphlet</i> secara berkelompok dan mempublikasikannya di lingkungan sekolah</p>

<p><i>banner, poster, pamphlet, dll.)</i> resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks</p>	<p>menyunting Menghasilkan <i>banner, poster, atau pamphlet</i></p>	
<p>12.2 Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative, spoof, dan hortatory exposition</i></p>	<p>Menggunakan kalimat <i>past continuous</i> dalam menulis <i>spoof</i> Menggunakan kalimat <i>kompleks</i> dalam membuat sebuah cerita Menggunakan modal "<i>should</i>" untuk menulis saran pada teks <i>hortatory exposition</i> Menghasilkan teks berbentuk <i>spoof</i> Menghasilkan teks berbentuk <i>narrative</i> Menghasilkan teks berbentuk <i>hortatory exposition</i></p>	

Adapted from SMA/MA English Syllabus 2006

D. Some Definitions of Learning

The term of learning is common to everyone's vocabulary. It is frequently used and may apply to numerous situations. During our lifetime we learn many things, including more directly observable behaviors, which are associated with emotions, values and attitudes. Learning does not even have to be intentional . It is demonstrated under such diverse conditions as performing athletic skills,

remembering past situations, disliking opponents in a game, and believing in the team.⁸

Habit means a usual behavior. Learning as a habit means that it should be a usual behavior for the students. Learning is an everyday life activity. Meanwhile, training means giving or practicing something to somebody in order to bring to a standard behavior. In terms of learning, training is used to raise and support the students' ability to get the goal of learning.

Based on Linguists' point of view there are some definitions of learning that might be useful to support this study, such as Lester D. Crow and Alice Crow who stated that: "Learning is the acquisition of habits, knowledges and attitudes. It involves new ways of doing things, and it operates in an individual's attempts to overcome obstacles or to adjust to new situations. It represents progressive change in behavior as the individual reacts to a situation or situations in an effort to adapt his behavior effectively to demands made upon him. It enables him to satisfy interests or attain goals."⁹

Hilgred in Alisuf Sabri's book "*Psikologi Pendidikan Berdasarkan Kurikulum Nasional*", stand for effort to get a progressive change, an individual should be trained through training procedures, whether in the laboratory or in the natural environment. Without the training procedure, an individual can not get the change.¹⁰ In line with Hilgred's idea, James O. Whittaker added that, beside a training, an individual experience also supports the progressive change.¹¹

In other case, learning is not only emphasized on habit and training. However learning could be defined as to observe, to read, to imitate, to try something else, to listen, to follow direction as Harold Spears stated.¹²

⁸ Robert N. Singer, *Motor Learning and Human Performance, An Application to Motor Skills and Movement Behaviors Third Edition* (New York: Macmillan Publishing) p. 1

⁹ Lester D. Crow and Alice Crow, *Educational Psychology* (New York: American Book Company: 1988) p. 225

¹⁰ Alisuf Sabri, *Psikologi Pendidikan Berdasarkan Kurikulum Nasional* (Jakarta: Pedoman Ilmu Jaya: 1996) p. 97

¹¹ Sumadi Suryabrata, *Psikologi Pendidikan* (Jakarta: PT. Raja Grafindo: 2002) p. 156

¹² Alisuf sabri, *op.cit.*, p. 97

E. Some Definitions of Sentences

As Linguists express their opinion, are started below: Sentence is defined as a group of words expressing a complete thought or a group of words that begins with a capital letter and ends with a period.¹³ And, another meaning of sentence, as A. S. Hornby stated in his dictionary "*Oxford Advanced Learner's Dictionary of Current English*" is the largest grammatical unit consisting of phrases and or clause used to express a statement, question, command, etc.

Meanwhile, traditional grammar defined sentence in two ways. First is by meaning. In this term, sentence is a complete thought. And the second is by function. In this term, sentence consists of a subject or a predicate. According to Marcella Frank, sentence is a full predication containing a subject plus a predicate with a finite verb.¹⁴

Based on this definition, sentence classified into four kinds. First kind is simple sentence. Simple sentence is a sentence which has only one full predication in the form of an independent clause. For example: the man stole the jewelry. The second is compound sentence. It is a sentence that has two or more full predications. One of these is an independent clause (or main clause) and one or more these are dependent clause (or subordinate clauses). For example: the man who stole the jewelry hid it in his home. And the last is a compound-complex sentence. It is a sentence which has two or more independent causes and one or more dependent clauses. For example: the man stole the jewelry and he hid it in his home until he could safely get out of town.¹⁵

Conditional sentence, as the writer discusses in this writing, includes in the complex sentence.

¹³ Mas'ud Mada, Dictate English Syntax Part I (Jakarta: 1995) p. 3

¹⁴ Marcella Frank, *Modern English; A Practical Reference Guide* (New Jersey: Prentice Hall: 1982) p. 220

¹⁵ *Ibid.*, p. 222-223

F. Types of Conditional Sentences

There are three kinds of conditional sentence in English. Each kind contains a different pair of tenses. With each type certain variations are possible but students who are studying the conditional sentence for the first time should ignore these and concentrate on the basic forms. In this skripsi, the writer uses the term “if clause” and “main clause” as A. J. Thompson and A. V. Martinet stated in their book “*A Practical English Grammar*”, although another term also used in this clause. Betty Schramper Azar used term “if clause” and “result clause”.¹⁶

1. Conditional Sentence Type I:

Conditional sentence type I is a sentence that expresses a future-possible condition refers to an action that may or may not take place in the future. The present tense of the verb is used in the if clause, and the future tense is used in the main clause. The if clause may precede or follow the main clause.¹⁷

In this type, it is possible to fulfill the conditional expressed in the “if-clause”. The verb in the if-clause in the present tenses; the verb in the main clause is in the future simple. It doesn’t matter which come first.¹⁸

The Formula:

If + Simple Present, will – future

Example:

If I pass the exam (in the future), I will continue to university.

If it is snowing (right now), I will drive you home.

If I am wrong (general fact) I will buy you a soft drink.

¹⁶ Betty Schramper Azarrr, *Fundamentals of English Grammar* (New Jersey: Prentice Hall: 1992) p. 389

¹⁷ George E. Wishon and Julia M. Burks, *Let’s Write English* (New York: Litton Educational Publishing, Inc.: 1980) p. 249

¹⁸ A. J. Thompson and A. V. Martinet, *A Practical English Grammar* (New York: Oxford University Press: 1986) p. 197

This type of sentence implies that the action in the if-clause is quite probable. The meaning here is present or future, but the verb in the if-clause is in a present, not a future tense

2. Conditional Sentence Type II:

This kind of conditional sentence describes a situation which does not exist or is unreal¹⁹. Such conditions are either impossible to realize or are not likely to be realized in the near future. It doesn't expect that the condition in the if clause to become a fact.²⁰

The verb in the if-clause is in the past tense; the verb in the main clause is in the conditional sentence.

The Formula:

If + Simple Past, Past Future

Example:

If I sold my boat, I would take you to dinner.

If it were snowing, I would drive you home.

If I lived in Japan, I would eat Sushi often.

There is no difference in time between the first and second types of conditional sentence. They refer to the present to future, and the past tense in the if-clause is not a true past but a subjunctive, which indicates unreality (as in the first example above).²¹

3. Conditional Sentence Type III:

This conditional sentence indicates past time and indicates an unreal and unfulfilled situation.²² The verb in the if-clause is in the past perfect tense; the verb

¹⁹ Marcella Frank, *Modern English, Exercise for Non-Native Speakers Part II: Sentences and Complex Structures* (New Jersey: Prentice-Hall, Inc.,: 1982) p. 33

²⁰ George E. Wishon and Julia M. Burks, *op.cit.*, p. 250

²¹ A. J. Thompson and A. V. Martinet, *op. cit.*, p. 198

²² George E. Wilshon and Julia M. Burks, *op. cit.*, p. 251

in the main clause is in the perfect conditional. The time is past and the condition cannot be fulfilled because the action in the if-clause didn't happen.²³

The Formula:

If + Past Perfect, Past Future Perfect Tense

For Example:

If I had lived in China as a child, I would have spoken Chinese long time ago.

Conditional Sentence Type III refer to situations in the past. An action could have happened in the past if a certain condition had been fulfilled. Things were different then, however. We just imagine, what would have happened if the situation had been fulfilled.

²³ A. J. Thompson and A. V. Martinet, *op. cit.*, p. 200

CHAPTER III

RESEARCH PROCEDURE

This chapter will explain about research design, place and time of study, population and sample, research instrument, technique of data collecting and technique of data analysis.

A. Research Design

The design of this study is descriptive evaluative in form of *Quantitative Research* about analysis on student's problems in learning conditional sentences at second year students of SMU Muhammadiyah Sawangan. The descriptive study is designed to get the empirical data from the students and is directed toward determining the nature situation as it exists at the time of the study. This study is also called evaluative because it tries to evaluate objectively about students' difficulties in learning conditional sentences, and it is called a quantitative because the writer uses some numerical data which is analyzed statistically.

This study is aimed at describing and evaluating about (1) the students' problems in learning conditional sentences, (2) the causes of students' problems in learning conditional sentences.

To avoid bias, the researcher tries to evaluate the real condition as objectively as possible. She takes a position as outsider who sees the objective condition of SMU Muhammadiyah Sawangan.

B. Place and Time of Study

In writing this skripsi the writer did both library research and field research. The field research carried out at SMU Muhammadiyah Sawangan.

The field research started on August 15th 2010. On August 15th 2010, the writer did an observation and asked for permission to the school principal. Later he gave the written test and questionnaire to the students of the school to obtain data to be analyzed. The written test and questionnaire are taken on 16th August 2010 and has been analyzed for three days.

C. Population and sampling

The population of this research is the second grade students of SMU Muhammadiyah Sawangan. There is only one class with 36 students.

To decide the sample of this study is taken on the basis of purposive sampling. In purposive sampling the writer establishes a set of criteria or list and attribute that the study must process, then the writer searches the subjects who match with the criteria.¹ In the descriptive research, it is desirable to have a minimum of 15 % sample out of the population. The writer took 30 students as the samples because the population is only 36 students in one class

D. Research Instrumentation

The research instrument which is used in this research are a written test and questionnaire.

1. The written test:

To know which the most difficult type of English Conditional Sentence for second grade students of SMU Muhammadiyah Sawangan is, the writer used the written test. The test consists of 20 questions which is divided into two parts. The first part is “Fill in The Blank Spaces”. The second part is multiple choices.

1. Fill in The Blank Spaces

- Number 1 – 4 : Conditional Sentence Type I
- Number 5 – 7 : Conditional Sentence Type II
- Number 8 – 10 : Conditional Sentence Type III

2. Multiple Choice

- Number 1 – 3 : Conditional Sentence Type I
- Number 4 – 7 : Conditional Sentence Type II
- Number 8 – 10 : Conditional Sentence Type III

¹ Suharsimi Arikunto. *Procedure Penelitian*. Rieneka Cipta. P. 128

2. The Questionnaire:

To know some problems in learning conditional sentence faced by second grade students of SMU Muhammadiyah Sawangan, the writer used the questionnaire. The questionnaire consist of ten questions with only “yes” or “no” answer choices.

E. Technique of Data Collecting

To obtain data in this research, the writer gave the written test about all types of conditional sentences to any students to get scores. After that, the writer took 30 scores of samples to be analyzed

Beside that, the writer also gave the questionnaire to 30 students then he took 30 questionnaires of samples to be analyzed.

F. Techniques of Data Analysis

The obtained data of written test is analyzed to find out the most difficult type of English Conditional Sentence second grade students of SMU Muhammadiyah Sawangan. The writer used the average of the score to get the result. He used the formula:²

$$M_x = \frac{\sum X}{n}$$

M_x : The average

$\sum X$: The number of the scores

n : Number of cases

The mean of the scores as follow:

90 – 100 : Very Good

² Anas Sudjiono, *Pengantar Statistik Pendidikan*, (Jakarta: P.T. Raja Grafindo: 2001) p.

70 – 89	: Good
51 – 69	: Fair
< 50	: Fail

The obtained data of the questionnaire is analyzed to find out the problems faced by second grade students of SMU Muhammadiyah Sawangan in learning conditional sentence. The writer used the percentage of the students' answers to get the result. The formula is:

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

Notes:

P	=	Percentage
F	=	Frequency of the students answer
N	=	Number of sample

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter will explain about the research findings and the discussions.

A. Research Findings

1. Written Test:

After finishing his field research by giving the written test about all types of conditional sentences, the writer took 30 of 36 students scores randomly. Then, he analyzed those scores in order to find out whether there are some grammatical problems faced by second grade students of SMU Muhammadiyah Sawangan in learning conditional sentences.

In this chapter, the writer gives the report about his research. The scores of the students can be seen on the table. There are four tables; tables 1 shows the students' scores of conditional sentences generally, table 2 for the students' scores of conditional sentences type I, table 3 for the students' scores of conditional sentences type II, and the last, table 4 for the students' scores of conditional sentences type III. Each table will be analyzed to get the average score.

Table 4.1
Students' Scores of Conditional Sentences Test

No.	Respondents	Score
1.	Student 1	60
2.	Student 2	70
3.	Student 3	75
4.	Student 4	60
5.	Student 5	35
6.	Student 6	75
7.	Student 7	15

8.	Student 8	15
9.	Student 9	0
10.	Student 10	5
11.	Student 11	10
12.	Student 12	10
13.	Student 13	25
14.	Student 14	10
15.	Student 15	20
16.	Student 16	25
17.	Student 17	75
18.	Student 18	80
19.	Student 19	60
20.	Student 20	40
21.	Student 21	5
22.	Student 22	25
23.	Student 23	75
24.	Student 24	20
25.	Student 25	10
26.	Student 26	75
27.	Student 27	85
28.	Student 28	65
29.	Student 29	50
30.	Student 30	40
	N: 30	Σx: 1215

$$\begin{aligned}
 M_x &= \frac{\sum X}{n} \\
 &= \frac{1215}{30} \\
 &= 40.5
 \end{aligned}$$

Table 4.2
Students' Scores of Conditional Sentence Type 1

No.	Respondents	Score
1.	Student 1	86
2.	Student 2	100
3.	Student 3	86
4.	Student 4	86
5.	Student 5	60
6.	Student 6	86
7.	Student 7	15
8.	Student 8	15
9.	Student 9	0
10.	Student 10	15
11.	Student 11	15
12.	Student 12	30
13.	Student 13	60
14.	Student 14	15
15.	Student 15	15
16.	Student 16	15
17.	Student 17	15
18.	Student 18	60
19.	Student 19	86
20.	Student 20	72
21.	Student 21	60
22.	Student 22	0
23.	Student 23	30
24.	Student 24	86
25.	Student 25	0
26.	Student 26	15

27.	Student 27	72
28.	Student 28	100
29.	Student 29	60
30.	Student 30	15
	N: 30	ΣX: 1370

$$M_x = \frac{\sum X}{n}$$

$$= \frac{1370}{30}$$

$$= 45.67$$

Table 4.3
Students' Scores of Conditional Sentence Type 2

No.	Respondents	Score
1.	Student 1	86
2.	Student 2	100
3.	Student 3	72
4.	Student 4	86
5.	Student 5	30
6.	Student 6	86
7.	Student 7	0
8.	Student 8	0
9.	Student 9	0
10.	Student 10	0
11.	Student 11	0
12.	Student 12	0
13.	Student 13	0

14.	Student 14	0
15.	Student 15	30
16.	Student 16	30
17.	Student 17	86
18.	Student 18	60
19.	Student 19	72
20.	Student 20	45
21.	Student 21	0
22.	Student 22	30
23.	Student 23	72
24.	Student 24	72
25.	Student 25	86
26.	Student 26	30
27.	Student 27	72
28.	Student 28	81
29.	Student 29	30
30.	Student 30	35
	N: 30	$\sum X = 1291$

$$\begin{aligned}
 M_x &= \frac{\sum X}{n} \\
 &= \frac{1291}{30} \\
 &= 43.03
 \end{aligned}$$

Table 4.4
Students' Scores of Conditional Sentence Type 3

No.	Respondents	Score
1.	Student 1	15
2.	Student 2	15
3.	Student 3	50
4.	Student 4	15
5.	Student 5	0
6.	Student 6	50
7.	Student 7	15
8.	Student 8	0
9.	Student 9	0
10.	Student 10	15
11.	Student 11	15
12.	Student 12	0
13.	Student 13	15
14.	Student 14	15
15.	Student 15	15
16.	Student 16	15
17.	Student 17	35
18.	Student 18	100
19.	Student 19	67
20.	Student 20	35
21.	Student 21	35
22.	Student 22	0
23.	Student 23	15
24.	Student 24	67
25.	Student 25	35
26.	Student 26	15

27.	Student 27	67
28.	Student 28	35
29.	Student 29	15
30.	Student 30	67
	N: 30	$\Sigma X: 838$

$$M_x = \frac{\Sigma X}{n}$$

$$= \frac{838}{30}$$

$$= 27.93$$

2. Questionnaire

The questionnaire that is given to the students about learning conditional sentence, can be seen bellow:

Table 4.5

Number of Students' Answers in The Questionnaire

No.	Questions	Answer	
		Yes	No
1.	Apakah anda menyukai pelajaran bahasa Inggris?	12 students	18 students
2.	Apakah anda memahami penjelasan guru tentang conditional sentence?	9 students	21 students
3.	Apakah anda suka bertanya jika tidak memahami penjelasan guru?	7 students	23 students
4.	Apakah guru memotivasi anda untuk belajar giat tentang conditional sentence di luar jam pelajaran bahasa	30 students	-

	Inggris di sekolah?		
5.	Apakah anda kesulitan dalam belajar conditional sentence?	25 students	5 students
6.	Apakah anda kesulitan dalam merubah bentuk kata kerja dalam conditional sentence tipe I, II dan III?	27 students	3 students
7.	Apakah anda hafal rumus conditional sentence tipe I, II dan III?	4 students	26 students
8.	Apakah anda mempelajari conditional sentence I, II dan III di luar jam pelajaran bahasa Inggris di sekolah?	4 students	26 students
9.	Apakah anda memiliki buku teks bahasa Inggris?	30 students	-
10.	Apakah anda mempelajari buku teks tersebut?	2 students	28 students

Table 4.6
Percentage of Students' Answers in The Questionnaire

No.	Questions	Answer	
		Yes (%)	No (%)
1.	Apakah anda menyukai pelajaran bahasa Inggris?	40	60
2.	Apakah anda memahami penjelasan guru tentang conditional sentence?	30	70
3.	Apakah anda suka bertanya jika tidak memahami penjelasan guru?	23	77
4.	Apakah guru memotivasi anda untuk belajar giat tentang conditional	100	0

	sentence di luar jam pelajaran bahasa Inggris di sekolah?		
5.	Apakah anda kesulitan dalam belajar conditional sentence?	83	17
6.	Apakah anda kesulitan dalam merubah bentuk kata kerja dalam conditional sentence tipe I, II dan III?	90	10
7.	Apakah anda hafal rumus conditional sentence tipe I, II dan III?	13.3	86.7
8.	Apakah anda mempelajari conditional sentence I, II dan III di luar jam pelajaran bahasa Inggris di sekolah?	13.3	86.7
9.	Apakah anda memiliki buku teks bahasa Inggris?	100	0
10.	Apakah anda mempelajari buku teks tersebut?	6.6	93.4

B. Discussion

1. Based on the table **4.1**, **4.2**, **4.3**, **4.4**, we can see that:

1. In the table **4.1** for conditional sentence in general, the average of students' scores is **40.5**
2. In the table **4.2** for conditional sentence type I, the average score is **45.67**
3. In the table **4.3** for conditional sentence type II, the average score is **43.03**
4. In the table **4.4** for conditional sentence type III, the average score is **27.93**

Those average scores indicates that:

1. Although some students got the high scores, but the others, in a great number, got lower scores. So, in general, their scores are

failed.

2. Those tables also show that conditional sentence type III becomes the most difficult for them. Different from type I and type II that average score is **45.67** and **43.03**, the average score for the type III is **27.93**

2. Based on table **4.5** and **4.6**, there are some problems in learning conditional sentence faced by second grade students of SMU Muhammadiyah Sawangan.

The problems are:

1. Students did not understand about teacher's explanation in teaching conditional sentence.
2. Students did not more learn about conditional sentence outside the class.
3. Students faced the difficulties in changing verb form in conditional sentence type I, II and III.
4. Students could not memorize the formula of conditional sentence type I, II and III.
5. Students did not ask to the teacher when they were not understand about the teacher's explanation.

CHAPTER V

CONCLUSSION AND SUGGESTIONS

This chapter presents the conclusions and suggestions from the research findings based on the study conducted at SMU Muhammadiyah Sawangan.

A. CONCLUSION

Based on the research conducted at SMU Muhammadiyah Sawangan, the writer would like to conclude that some of the students in SMU Muhammadiyah Sawangan have some problems in using English Conditional Sentences such as:

1. The average score of Conditional Sentence Type III is **27.93**, it is the lowest average score
2. The second lowest average score is the average score of Conditional Sentence Generally with **40.5**,
3. The third is Conditional Sentence Type II with **43.03**
4. And the fourth is Conditional Type I with **45.67**.
5. Students did not understand about teacher's explanation in teaching conditional sentence.
6. Students did not have more effort to learn about conditional sentence outside the class.
7. Students faced the difficulties in changing verb form in conditional sentence type I, II and III.
8. Students could not memorize the formula of conditional sentence type I, II and III.
9. Students did not ask to the teacher when they did not understand about the teacher's explanation in the class.

Those results indicate that the second grade students of SMU Muhammadiyah Sawangan faced some problems in learning conditional sentence.

B. SUGGESTIONS

In line with the research findings previously, here are some suggestions that can be given in relations to the writer conclusion and hopefully can take the benefit to anyone who read this skripsi. The suggestions are as follow:

1. The teacher should ask the students to increase their efforts to master conditional sentence and the teacher should teach effectively and also clearly about grammar especially conditional sentence.
2. The teacher improves him/herself in mastering the material and using the substitution technique to overcome the students' problem in learning conditional sentence, the teacher should explaining first and then give an example about conditional sentence, so after that they can give an exercise to the students.
3. The students should increase their effort in improving their knowledge and subject that they learn when they are studying the foreign language, because the foreign language is not as simple as like their mother tongue, there are many rules that should be obey and it was difficult to understand if they are not learn more and more.

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