CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is a set of pattern. Language have a universal grammar such as subject, predicate, and object. Language has very important in social relationship among human being. It is one of medium of communication which can help people not only to interest but also to with other. It means that language as a connector for each people.

English is the first foreign language that is learned in the schools of Indonesia. It is the language used by almost every people in the world. Knapp and Watkins (2005:14) stated that language is natural and cultural, individual and social. We used it to define who we are and to shape our place in life. We used it to learn, to socialize, to dream, to think, etc. Throughout history, language has served as a bong to bring people together into single societies and to preserve their customs, culture, law, and stories. We also use language to get things done.

Learning English has become a necessity to everyone who realized the importance of the language. English is important language that must be understood by everybody in the world. Dancygier and Sweetser(2005:5) stated that English has a rich varied set of options for making causal and conditional relations, more and less explicitly, our expression of conditionality is of special inter est. Therefore, the government appeals of all students to learn English as an International language. In learning English, students will be taught the language skills such as Listening, Speaking, Reading and Writing. Besides they will also be

taught about language aspects including pronunciation, vocabulary structure and grammar. They usually face several difficulties since English has complicated grammatical rules that sometimes make the feel difficult and confused in understanding it.

In order to learn English well, both in written and spoken form, students must master vocabulary and grammar rule of English itself. It is the rules that should be obeyed, because grammar has important role in communication. By using grammar incorrectly can lead miscommunication. But in fact learning grammar is not easy for them and they think the Structure of exercises are difficult to do. Matthews in Nuryadi (2010:86) stated that the meaning of grammar is often restricted to relation among units that have meaning. Grammar also the knowledge of a language developed in the minds of its speakers. It has been approach and defined differently by different scholars and schools of linguistics. It shows that learning grammar is likely to be one of difficulties in learning English for the students. Naturally, they will be confused on the rules and then will avoid grammar itself.

A lot of students have low scores in English. It is caused by the failure in grammar mastery. Then the structure mastery is a key to succeed in learning English, because is a basic of other skills (writing and speaking). By mastering language structure, indirectly support to language skills. Peston (2005:89) stated that grammar for English consists of conditional sentence. The term conditional sentence usually refers to any sentence with if – clause and a minor result clause. Clause is the basic grammatical unit in a sentence and a main clause usually consists of a subject the thing being identified for comment and a predicate of a

subject. Thomson and martinetcited in Adetia (2014), stated that conditional sentence has two parts if – clause and the main clause. They also stated that conditional sentence has three kinds or types in which such kind contain a different pair of tenses in some variations. Those three types of conditional sentences named, type I is probable or real condition real, type II and type III are improbable or unreal conditional sentence categorized into a conditional sentence using if.

Other category of conditional sentence is conditional sentence without if. This category consists of inversion, an implied or unstated condition, the use of unless (instead of if…not), even though (instead of even if), whether…or (instead of if…or), but instead of if it weren"t for or if it had not been for, otherwise (instead of it this does not or did not happen or happen or had not happened), suppose or supposing (instead of what if), and a wish (about future, present, and past).

It is important to use conditional sentence, because consciously or unconsciously people often use conditional sentences in their daily life to dream, to imagine and to wish.

For example: *I wish I had money to buy a new shoe or if I had enough money, I would buy a new shoe.* Students who learn English sometimes use constructions that conform in the type of conditional sentences and another category of conditional sentences. They can find the kinds of difficulties, types and sources error encountered by the students in using conditional sentence.

Based on the reasons above, the writer is interested in identifying the students" conditional sentence errors and wants to conduct a research on "An Analysis

Errors of Students on writing Conditional Sentences by the Second Year Students of Junior High School".

1.2 The Problem of the Study

Based on the background of the study on the previous, the problem in this research is formulated as the following:

1. What types of error do the students make in their writing specifically in conditional sentences at JUNIOR HIGH SCHOOL?

1.3 The Objective of the Study

The objective of this research is:

1) To find out the type of students" writing error in conditional sentences at JUNIOR HIGH SCHOOL.

1.4 The Scope of the Study

There are four types of error they are omission, addition, miss-formation, and miss-ordering. To limit the study of this research, the researcher only focuses on an analysis of students" errors in grammar conditional sentences on the second grade of JUNIOR HIGH SCHOOL. Generally, conditional sentences have four type, they are; zero conditional, conditional sentence type 1, conditional sentence type 2, conditional sentence type 3.

In this research, the researcher only focuses on the type of conditional sentences according to Peston (2005:89). He stated that there are 3 types of conditional sentences, namely; conditional sentences 1, conditional sentences 2, and   conditional   sentences   3.

1.5 The Significances of the Study

The significances of this research are expected to be useful for:

1. Theoretical perspectives

   For the English teacher:

   This study may help them to know what types of errors are encountered by the students in using conditional sentences.

2. Practical perspectives

   For the students:

   The study may be used as a source of information about the errors that are usually encountered by learners in term of learning conditional sentences.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting a research, theories are needed to explain some concepts in the research concerned. The concepts which are used must be clarified in order to have some perspective of implementation in the field. In other word, the following is considered important to discuss clarifying the concept used or being discussed so the reader can get the point clearly.

2.2 Error Analysis

Error is the failure of the learner in using appropriate rule of the language, which will help us to see how learner process the second language and develop underlying systems of rules. Edge in Sutomo (2010:39) defined errors as forms that language users cannot correct by themselves even though they have been taught.

Ellis in Nasser (2014:36), error analysis studies the types and causes of language errors (perhaps they can be defined as deviation from the norms of language learning or they may result from lack of knowledge of L2).

Saville-Troke in Nasser (2014:36) states that in error analysis (EA), L2 learning was viewed independently of L1. However, EA does not provide a complete picture of how learners acquire language, because it describes learners" language purely as a collection of errors. The most likely causes of errors in SLA are inter-lingual (between languages) factors; resulting from negative transfer or

interference from L1 and L2, and intra-lingual. EA assumes errors are contributing to language learning, whereas, in fact they can have a negative influence on learner"s social communication or role.

2.2.1 The Purposes of Error Analysis

The purpose of error analysis, in fact, to find "what the learner knows and does not know" and to "ultimately enable the teacher to supply him not just with the information that his hypothesis is wrong, but also, importantly, with the right sort of information or data for him to form a more adequate concept of a rule in the target language" (Corder, 1974:170).

2.2.2 The Advantage of Error Analysis

Error analysis is a type of linguistic analysis that focuses on the errors. The advantages of error analysis for the students are to show the students in what aspects which is difficult for them, to show the regular and irregular verb error made by students, to know the source or the cause of the error and the students can learn from their mistakes in order that they will not make some errors repeatedly. For teachers, is required to evaluate themselves weathers they are successful or not in teaching English. Fang and Mei in Saragih (2015:14) state that few teachers could not tolerate to the students, error. They think that error correction spend their time. So, the students feel up set and great a gap between themselves and their teachers in dealing with the errors and understanding of the correction.

2.3 Error

Error happens because the use of the incorrect system. In learning language, the learners often make error in writing or speaking. According to Richard in Soepriatmaji (2010:112) stated that error as the low elaboration of linguistic system and calls it transitional competence. This systematic error occurs because the learner is inexperienced to developmental a hypothesis on the language rules, and is known as intralingual or development error. Error can be classified into four kinds: overgeneralization, ignorance of rule restrictions, incomplete application of rules and false concepts hypothesized. Srinivas and Nemser in Soepriatmadji (2010:113) also stated that error as the learner''s development or approximative system or idiosyncratic dialect or inter-language.

Dulay (1982:138), errors are the flawed side of learner speech of writing. These errors are parts of conversation or composition that degrees from some selected norms or forms of nature language performance in the process of developing mastery of the target language. People cannot learn the language without first systematically committing errors. In addition, Corder in Islamiyah (2012:2) also stated that errors refer to competence errors that are lack of knowledge competence to construct the rule of the language system consistently. Consequently, it can be assumed that errors are the deviation of the correct norm or form of the target language which is made by the second target language learners. These errors occur because lack of competence in using linguistic system consistently.

2.3.1 Causes of Error

Richard in Sianturi (2010:10) stated that there are two types of causes of errors they are, interlingual and intralingual. Errors are deviation due to language competence and tend to be systematic. Whether, Corder also in Sianturi (2010:10) stated that errors are those features of the learners" utterance that are different from those of any learners that do not recognize their errors. Based on the explanation above, it can be obtained that error is any systematic and consistent deviation from the accepted system of the target language and the learners are not aware of it because they do not know to use them correctly.

1. Interlingual

Interlingual error is an error which is caused by the interference of the learners" native language(Richard in Sianturi 2010:10). When the learners transfer their native language system into the target language system, they automatically transfer their native language system into the target language, because she or she is only able to apply his or her system. This type of error will occur without caring the system. Then, Corder in Sianturi (2010:10) also, stated that interlingual studies came into the prominence. It means that the errors are focused to the psycholinguistics process of sound language acquisition and the status of the language learner system. The causes of errors which are made by the statements can be due to the interference from native language and the interference with the target   language.

2. Intralingual

Intralingual is the error which is caused by the complicated system of the target language itself (Corder in Sianturi 2010:11). Here, the learners are not creating the part of the system language. Therefore, it is very difficult to create the sentences appropriately. The new system of a language is very important to make a comparative of the two languages, because it can enlarge students" knowledge about the rule of grammar. Richard in Sianturi (2010:11) stated that errors are those that reflect the characteristics of learning rule, in connection with intralingual. Richard divides interlingual into four type namely, overgeneralization, ignorance of rule restriction, incomplete application of rules and false concept hypothesize.

1. Overgeneralization

It involves the creation of one deviation structures in place of two regular structures. It may be the results of learners reducing their linguistics burden. Example: past of „write" instead of „wrote".

2. Ignorance of rule restriction

The errors are closely related to the generalization of deviant structures. It is a failure to observe the restriction of existing structures that is the application of rules to context where they do not apply. Example: "he showed me the book "leads to" he explained me the book".

3. Incomplete application of rules

The occurrence of structures where deviation represents the degree of the development of the rules required to produce acceptable utterances. It means that the rule of a sentence can be produced through utterances. Example: She brings a cup of coffee becomes she brings coffee a cup.

4. False concept hypothesized

It is faulty comprehension of distinction in the target language. Example: He is speaking French becomes he speaks French

2.2.2 Types of Error

Daulay(1982:138) stated that errors are the flawed side of learner speech or writing. People cannot learn language without first systematically committing errors. There are four descriptive taxonomies to analyses errors, namely linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.

1. Linguistic Category Taxonomy

Many error taxonomies have been based on the linguistic item which is affected by an error. These linguistic category taxonomies classify errors according to either or the language component or the particular linguistic constituent the error affect. Constituent include the elements that comprise each language component. Many researchers use the linguistic category taxonomies as a reporting tool which organizes the error they have collected and also to organize language of the students.

Language component include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). For example, within syntax one may ask whether the error is in the main or subordinate clause, which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjective and so on.

2. Surface Strategy Taxonomy

Surface strategy taxonomy is as a classification of language errors based on how the surface structures are altered. Learners may omit necessary items or add unnecessary ones and they may misform items and also misorder. The surface strategy elements of a language are altered in specific and systematic ways, however, that surface elements of a language are altered in specific in systematic ways. By analyzing errors from surface strategy taxonomy, identifying cognitive processes that underlie the learner"s construction of the new language. It also makes us aware that learner"s errors are based on some logic. They are not the result of laziness or sloppy of thinking, but the learners use of interim principles to procedure new language. Among common errors of surface strategy taxonomy are classified into four parts, namely omission errors, addition errors, misformation errors and misordering errors.

1. Omission Errors

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Language learners omit grammatical morphemes much more frequently than content words. Content morphemes carry the bulk of

the referential meaning of a sentence: nouns, verbs, adjectives, adverbs. For example: Mary is the new president of the company.

The word Marry, president, new and company are the content morphemes that carry the burden of meaning.

2. Addition Errors

Addition errors are the opposite of omission; they are characterized by presence of an item which must not appear in a well-formed utterance. There are three types of addition errors are:

1. Double markings

Double markings are two items rather than one is marked for the same feature. For example: He doesn‟t know my family or we didn‟t went there.

2. Regularizations

Regularization is a marker that is typically added to a linguistics item is wrongly added to exceptional items of the given class that do not take a marker. For example; the verb eat does not become eat, but ate.

3. Simple addition

Simple addition is the use of an item which should not appear in a well-formed utterance. For example: The fish doesn‟t live in the water.

3. Misformation Errors

Misformation errors are characterized by the use of the wrong form of a morpheme or structure. While in omission errors the item is not supplied at all in misformation errors the learner supplies something. Types of error are:

1. Regularization errors

Regularization error is used in place of an irregular one, as in run for ran gooses for geese, mouse for mice.

2. Archi-forms

Archi-forms are the selection of one member of a class of forms to represent other in the class. For example; learners may select one member of the class of personal pronouns to function for several others in the class, me hungry.

3. Alternating forms

Alternating form defines as fairly free alternation of various members of a class with each other. For example: I seen her yesterday.

4. Misordering Errors

Misordering errors are characterized by the incorrect placement of a morpheme or a group of morpheme in an utterance.

For example: (1)*He is all the time late,* (2) *I don't know what isthat.*

3. Comparative Analysis Taxonomy

The classification of errors in a comparative taxonomy is based on comparisons between the structure of language learning errors and certain other types of constructions. If one were to use a comparative taxonomy to classify the

errors of a student's learning English, one might compare to the structure of the student's errors to that of errors reported for children acquiring English.

The errors are classified into developmental errors, interlingual errors, ambiguous errors and other errors.

1. Developmental errors

Developmental errors are similar to those made by the children learning the target language. For example, dog eat it. The omissions here are in the article and in the past tense marker. It is classified as a development error because these are also found in the speech of children learning English as their first language.

The important thing in the development errors is since the children acquiring first language they have no experienced learning a previous language. So, the error they make cannot possibly be due to any interference from another language.

2. Interlingual errors

Interlingual errors are similar in structure to a semantically equivalent phrase or sentence in the learner's native language. For example: the man skinny. The errors reflect to the word order of Spanish adjectival phrases (e.g. el hombreflaco). To identifyinterlingual errorresearcher usually translate the grammatical form of the learner's phrase or sentence into the learner's first language   to   see   if   similarities   exist.

3. Ambiguous errors

Ambiguous errors are those that could be classified well as developmental or interlingual. That is because the errors reflect the learner native language structure, and at the same time, they found in the speech children acquiring a first language.For example: I not have a car.

4. Other errors

Other errors are items that do not fit into other category. For example: Shehungry. The speaker did not use her native Spanish structure or an L2 developmental form such as She hungry where the auxiliary is omitted altogether.

4. Communicative Effect Taxonomy

The communicative effect classification deals with errors from the perspective on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication. Errors that affect the overall organization of the sentence hinder successful communication, while errors that affect a single element of the sentence usually do not hinder communication. This taxonomy classifies errors into global errors and local errors.

1. Global errors

Global errors are errors that affect overall sentence organization significantly hinder communication. There are four types of global errors. They are:

1)   Wrong order of major constituents

e. g. English language use many people.

2) Missing, wrong or misplaced sentence connectors.

e. g. If no take the bus, we late for school.

3) Missing cues to signal obligatory exceptions to pervasive syntactic rules.

e. g. The students" proposal looked into the principle.

4) Regularization of pervasive syntactic rules to exception.

e. g. We amused the movie very much.

(The movie amused us very much).

2. Local error

Local errors are errors that affect single elements (constituents) in a sentence. It does not usually hinder communication. These include errors in noun and verb inflection, articles, auxiliaries, and the formation of question. For example: why like we each other? And why we like each other?

2.4 Writing

Writing is one of English basic skill which is important besides listening, speaking and reading. It is a way for communicating with others. Sometimes the act of writing helps writer to clarify their own thoughts and organize ideas becomes a text or a paragraph.

Byme (1988), writing involves the encoding of a message of some kind, that is, we translate our thoughts into language. He states that when we write, we use grammatical rules and the letters or combinations of the letters which relate to the sounds we make when we speak. We do not write just one sentence or even a

number of unrelated sentences. We produce a sequence of sentences arranged in a particular order and linked together in certain ways. The sequence may be very short, which consists of two or three sentences, but because of the way they have been put in order and linked together, they form a coherent whole.

2.4.1 Writing Process

Writing is one of the language skills which informs ideas, opinions, and soon in the written form. It is one of the communication means and it is also one of the language skills that should be known for learning language. Writing can also enable to express feelings and observations to others. In writing there are always process and product. The process writing activity will encourage the ideas that learning to write correctness and completeness. From the process, a product will be created that is writing itself.

Harmer (2004:4) states that the writing process is the stage that a writer goes through in order to produce something (a written text) before to be final draft, they are:

1. Planning

At this stage, the writer must think about three main issues. Those are the purpose, the audience (the reader), and the content structure. The purpose of writing will influence not only the type of text that the writer wants to produce, the language that the writer uses, but also the information that the writer chooses to include. Secondly, the writer must think of the audience. The audience will influence not only the shape of the writing (how it is laid out or how the paragraph is structured) but also the choice of language (formal or informal language).

Thirdly, the writer has to consider the content structure of the piece. It means that how the writer sequences the fact, ideas, or the argument.

2. Drafting

After you have finished in planning, you can continue to the next step (drafting). Don''t worry if you stray off topic in places even the greatest writers produce their finished manuscript. As you write, the first on your paragraph, use the ideas you generated from planning as a guide. As you write, remember to:

1. Begin with a topic sentence that states the main ideas, include several sentences that support the main idea.
2. Stick the topic does not include information that does not directly support the main idea.
3. Arrange the sentences so that the other ideas make sense.
4. Use original words to help the reader understand how the ideas in your paragraph are connected.

3. Editing (Revising)

Editing is an extremely entailed process and its best when performed by a professional. It is almost impossible to write a perfect paragraph on the first try. The first try is called the first draft. Perhaps the order of information is not clear or the discourse marker is wrong. The way to revise and improve the first draft is called editing. The writer edits their own or their peer''s work for grammar, punctuation, sentence structure, and accuracy of supportive textual material such as quotations, examples and the like.

2.4.2 The Purpose of Writing

Purpose is the reason of reasons why a person composes a particular piece of writing. As basic skill in English writing also has some purpose. McMahan, et al in Sarinten (2010;63-64) the purpose of writing as follows:

1. To express the writer"s feeling

The writer wants to express his feeling and thought through the written form, as in diary or love letter. It is what is so called as expressive writing.

2. To entertain the readers

The writer intends to entertain the reader through written form, and be usually uses authentic materials. It is called as literary writing.

3. To inform the readers

It is used to give information or explain something to the readers. It is a kind of informative writing.

4. To persuade the readers

The writer wants to persuade or convince that readers about his opinion or concept or idea. It is called as persuasive writing.

2.4.3 Teaching writing

The aim of teaching writing is to help students deal with writing in their real life. Yet there is a huge variety of types of writing in our real life. It is suggested that we choose some of the writing situations that largely feature the students" daily activities. Hyland (2004: 12) explains that to create a well-formed and

effective text, students should know how texts are organized, and the lexico grammatical patterns used. It involves the social purposes of the text type, the kinds of situation, who the probable audience is, what readers are likely to know, and the roles and relationships of text users, the types of textual variation, and how the genre is related to the target context. Furthermore, Hyland (2004: 22) teachers therefore tend to recognize and draw on a number of approaches but typically show a preference for one of them. So, even though they rarely constitute distinct classroom approaches, it is helpful to examine each conception separately to discover more clearly what each tells us about writing and how it can support our teaching.

Seow (2002: 319) gives some pointers for teachers in implementing teaching writing, those are: (1)teacher modeling, (2) relating process to product, (3) working within institutional constraints, (4)catering to diverse student needs, (5) exploiting the use of computers in process writing.

1. Teacher modeling means that the teacher should model the writing process at every stage and teach specific writing strategies to students through meaningful classroom activities.

2. Relating process to product means that the teacher guides students in achieving specific writing goals. Although students have to make a different draft from the earlier draft because of the revision, they will begin to understand the result expected in every stage.

3. Working within institutional constraints means that teaching the process skill can be done through stages such as planning, drafting, responding, revising or

editing within a regular two period composition lesson. Process skill can be repeated until it reaches the improvement.

4. Catering to diverse student needs means that the teacher should implement a flexible programmer to cater to different student needs. The teacher may also decide to have students enter into different writing groups as planners, drafters, responders, revisers or editors during a writing session. A student may be with the planners for one writing task, but move to be with the editors later for the same or another task, according to his or her need or development stage in writing.

5. Exploiting the use of computers in process writing means that teaching writing in responding or editing stage, the teacher can use computer and OHP. By using computer, students will easily delete the wrong words and replace them without writing other words in a text anymore.

In teaching writing, the teacher should be able to make the students write their ideas well. The teacher should consider writing skills that the students have to master.

2.5 Sentences

Berry (2012:53) stated that sentence is the highest unit of the analysis in grammar. Sentences are composed of clauses, clauses of phrases, phrases of words, and words of morphemes (the smallest unit). A sentence is a string of words that follows the rules for forming clauses and combination of clauses. The combination of clauses is a universal feature of English, whether spoken or written and the explanation how it happens. According to Murray (2011:107), a

sentence is a string of words that is judged to be competent by speakers of the language.

2.5.1 Classification of Sentences

Murray (2011:109) classified four sentences based on the basic of how many subjects and verb they contain, namely: 1) Simple Sentences, 2) Compound Sentences, 3) Complex Sentences, and 4) Compound-Complex Sentences.

1. Simple Sentences

A simple sentence contains a subject and a verb. An example of a simple sentence is the following: *Mary slept.Mary* is the subject and *slept* is the verb. Simple sentences may also more than one subject and more than one verb, such as in the sentences below:

    a. *KenandKevin slept*.

    b. *Ken sleptandthen left.*

Ken and *Kevin* are both subjects of the sentence and *slept* is the verb. Then, *Ken* is the subjects and *slept* and *left* are the both verbs.

2. Compound Sentences

A compound sentence contains at least two simple sentences combined with coordinating conjunction, e.g, *and,or, but.*An example of a compound sentence is the following:

Mary walked home and Sam took the bus.

Mary walked home is the first sentence and *Sam took the bus* is the second sentence. The word *and* is the coordinating conjunction.

3. Complex Sentences

A complex sentence contains at least two simple sentence combined with subordinating conjunction, e.g, although, when, because. An example of a complex sentence is the following:

John left when his sister arrived.

John left is the first sentence and *his sister arrived* is the second sentence.

The word *when* is the subordinating conjunction.

Murray (2011:110) also introduces the notion of clauses before talk about the last type of the sentence. A clause is a group of words that contains subject and verb, so clause also can be a sentence. There are two types of clausesfirst type is an independent clause. Within a compound sentence, independent clause is a subject and apredicate followed or precededby a coordinating conjunction, such as in the compound sentence above-*Mary walked home, and Sam took the bus.* Mary walked home, and Sam took the bus are both independent clauses.

A compound sentence is makeup of two independent clauses. Second type is dependent clause. Dependent clauses are not complete sentences they cannot stand alone as a complete sentence. For example, *when his sister arrived*cannot stand alone. Dependent clauses must be attached to independent clauses in order to form a complete sentence. Dependent clauses are also referred to as subordinate clauses or   adverbial   clauses.

4. Compound-Complex Sentences

Compound complex sentence has at least one dependent clause and at least two independent clauses. An example of compound complex sentence is the following:

She missed the announcement because she was absent from class, but she heard it on the radio later in the morning.

Because she was absent from class is the dependent clause. The independent clause are *she missed the announcement she* and *heard it on the radio later in the morning.*

2.6 Conditional Sentences

Peston(2005:89), the term conditional usually refers to any sentence with an if-clause and a main or result clause. When a sentence is itself made up of two or more sentences these sentences are called clauses. Clauses are identifiable by their having a verb.

2.6.1 Types of Conditional Sentences

There are three types of conditional are given prominence. They are; conditional type 1, conditional type 2,conditional type 3.

1. Conditional Sentences Type 1

Conditional type	*If* clause	Result (main) clause
1	**Present tense** *If he **studies** this book,* **Function as future probable.**	**Future** *He **will** pass.*

The verb in the, if clause is in the present tense (usually simple, but continuous and perfect are also possible), the verb in the result clause is in the future tense. This future „tense" of course can have many forms besides the usual will e. g. the modal could might etc, indeed going to or present continuous where suitable, e. g. if it rains we are going (to go) to the cinema.

2. Conditional Sentences Type 2

Conditional type	*If* clause	Result (main) clause
2	**Past tense** *If you***smoked** *less,* **Function: unreal for the present/future**	**Would** *You* **would** *fell better*

Also called the „unreal" or „contrary to fact" conditional, the second conditional is a little difficult to acquire because of this peculiar use of the past tense for a hypothetical event.

The verb in the *if-* clause is in the past tense from, the verb in the result clause is preceded by the modal would or could, or might:

Examples: 1. If I had a million dollar I could buy a helicopter.

2. What would you do if you won the lottery?

3. If I were you, I would recommend this book to my friends.

3. Conditional Sentences Type 3

Conditional type	*If* clause	Result (main) clause
3	**Past present tense** *If I had known you were coming.* **Function: unreal for the past**	Would have *I would have baked a cake*

Functionally, this is the „what might have been" conditional, commonly called the *past conditional*.

Both clauses refer to past time. The verb in if clause is in the past perfect tense, the verb in the result clause is preceded by *would have:*

Example: if napoleon**hadhad**more patience, he **would not have** suffered at waterloo.

2.6.2 The Use of Conditional Sentences

The meaning of a conditional sentence determines which verb tenses needs to be used in the independent and subordinate clauses. The conjunctions if, even if, when, whenever, whether, and unless often appear in conditional sentences.

1. Use conditional sentences to express a general or habitual fact.

In this type of conditional sentence, the verb tense in each clause is the same.

General fact: *When I touch an ice cube, it feels cold*.

Habitual fact: *Whenever I touched an ice cube, it felt cold.*

2. Use conditional sentences make predictions about the future, or express future intentions or possibilities. In this type of conditional sentence, the subordinate clause contains a present-tense verb and the independent clause contains the modal can, may, might, should, or will) plus the base form of the verb.

Prediction : *If I win the lottery, I can go to Paris.*

Intention : *If I win the lottery, I will go to Paris.*

Possibility : *If I win the lottery, I might go to Paris.*

3. Use conditional sentences to speculate about the future result of a possible but unlikely condition in the present. In this type of conditional sentence, the

subordinate clause contains the past tense of the verb, and the independent clause contains the modal would, could, or might, plus the base for of the verb.

Speculation : *If I won the lottery, I would go to Paris.*

Unlikely present condition : *If I won the lottery, future result: I would go to Paris.*

4. Use conditional sentences to speculate about the past result of a condition that did not happen in the past. In this type of conditional sentence, the subordinate clause contains the past perfect tense of the verb, and the independent clause contains the modal would have, could have, or might have, plus the past participle.

Speculation : *If I had won the lottery, I would have gone to Paris.*

Untrue condition : *If I had won the lottery,*

Untrue past result : *I would have gone to Paris.*

5. In this type of conditional sentence, you can express the conditional without using if by reversing the order of the subject and the verb in the subordinate clause.

Speculation: Had I won the lottery, I would have gone to Paris.

6. Use conditional sentences to speculate about the future result of a condition that is not true in the present. In this type of conditional sentence, the subordinate clause contains the past-tense verb were (never was), and the independent clause contains the modal would, could, or might, plus the base form of the verb.

Speculation : *If I were Prime Minister, I would do a great job*.

Untrue condition : *If I were Prime Minister, Future result: I would do a great job.*

Speculation : *If I were going to Paris, I would bring my passport.*

Untrue condition : *If I were going to Paris, Future result: I will bring my paspor.*

2.7 Previous Research

The researcher take three previous researchers from the journal: The first previous study conducted byMohammad Al-Khawalda, Mutah University Volume 40, No. 1, (2013) entitled *The Interpretation of English Conditional Sentences by Arabic Native Speaker.* He said that conditional sentences are considered one of the most difficult issues for nonnative speakers of English. They form an obstacle for both learners and teachers. They complexity of conditional sentences come from the fact that they contain two clauses to express complex meaning using complex structure. Moreover, generally, the students spend their time learning the three main types of conditional sentences, i.e. if he comes, I would leave; if she came, I would leave, if she had come. I would have left. Consequently, they are not aware of many other variations within conditional sentences. One hundred subjects enrolled in the test. All were third year students majoring in English. Ten conditional sentences were given to them asked and they were asked to decide whether these sentences are grammatical or not and to correct the grammatical ones. It turns out that the students are not aware of such variations in conditional sentences.

The second relevance study to support this research is conducted by TaherBahrani, vol.4 No.1 (2013) about *The Effect of Conversational Shadowing on Teaching and Learning Conditional Sentences.* This study as a matter of fact,

conditional constructions easily replicate the human intelligent to anticipate various circumstances and to suppose consequence on the basis of known or imaginary conditions. The main purpose of his current study is to consider whether or not conversational shadowing has any impact on the acquisition of English conditional sentence during the study, the experiment group metacognitively centralizing their attention to language form and meaning of conditional sentences by shadowing everything that their instructor says during interaction and communication.

The third previous study conducted by Sadam Haza" Al R daat, vol.8 No 2 (2017) entitled *an analysis of use of conditional sentencesby arab students of English.* He learns which is looking at how arab students use and deal with English conditional sentences, many studies have been done before about this topic. The problem that arab students encounter the most relate to the meaning of conditionals and trying to translate from native language.

The differences of this research between both of previous research are the researcher only focuses on the three types of conditional sentences they are conditional type one, conditional type two, and conditional type three. This research talks about an error analysis of students" grammar in conditional sentences and then, the both of previous research talked about the matter of fact of conditional sentence and the difficulties of conditional sentence.

2.8 Conceptual Framework

Error Analysis on Conditional Sentences

Type of Error Daulay in Rahmawati (2014)

SMP Negeri 5 students writing

Cause of Error

Linguistic Category Taxonomy

Surface strategy Taxonomy

Comprative analysis Taxonomy

Communicative Effect Taxonomy

Error on Conditional Sentences

Interlingual

Intralingual

Identifying Error

Classifying Error

Addition Error

Misformation Error

Misordering Error

Omission Error

80%

30%

40%

20%

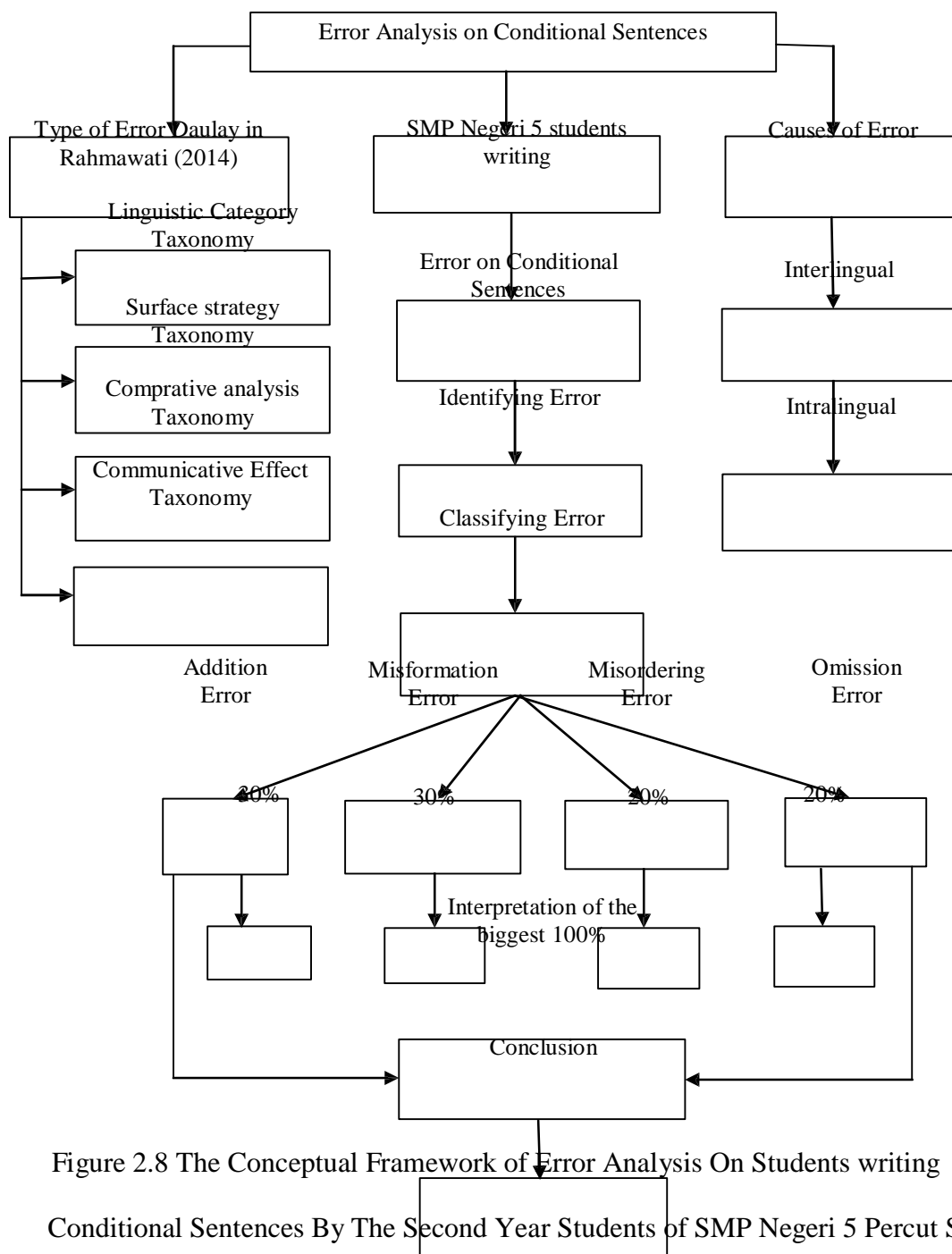Interpretation of the biggest 100%

Conclusion

Figure 2.8 The Conceptual Framework of Error Analysis On Students writing In
Conditional Sentences By The Second Year Students of SMP Negeri 5 Percut Sei
Tuan.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The strategy which is used in this research is descriptive qualitative because the result of this study identifies and analyzes students" errors in writing conditional sentences. Creswell (2009:22), qualitative research exploratory that is useful when the researcher does not know the important variables to examine. The work way of descriptive qualitative is collecting the data, arranging the data and interpreting the data. Qualitative research is concerned with description. The analysis is based on the data taken from the students" writing on conditional sentences. Completing conditional sentences, it consists of 15 conditional sentences (5 sentences type 1, 5 sentences type 2, 5 sentences type 3).

3.2 The Subject of the Research

The subject on this researcher is the students of JUNIOR HIGH SCHOOL. The sample of this research is one class from three parallel classes. The class were the second grade (VIII-2) that consists of 36 students. The researcher waschoose only 10 students to be analyzed. It isthe limitation of time and each of classes consists of same students" qualification.

3.3 The Object of the Research

The object of this research is students" errors of JUNIOR HIGH SCHOOL. It consistsof 36 students. There are three parallel classes and each class

consists of 36 students. The total number ofobject 108 students. Therefore, the object of this research is VIII-2 students.

3.4 The Instrument of Collecting Data

To collect data for problem 1, the researcher was collected data by asking to complete conditional sentences. After that, the researcher was collected it and then, the researcher was analyzedthe students‟ errors. After that the researcher will classify the students‟ errors in writing conditional sentences.

3.5 The Technique of Analyzing Data

After collecting the data, the writer analyzed the students‟ writing to find the students‟ error in procedure writing. The techniques that were used to analyze the data were error analysis. Based on the descriptive qualitative applied in this study, the researcher analyzed the data.

Theo Van Els cited in Adetia (2014:315), the steps of data analysis that was maintained in this research are:

1.Collecting the data from the students‟ work.

2. Identifying the errors.

3. Classifying the errors.

3.6 The Validity

The trustworthiness of the data needed to be check to examine the validity of the data. In this research, the writer was using the triangulation technique to observe the validity of the data. Susan Stainback in Sugiyono (2007:330) triangulation the aim is not determinate the truth about the same social

phenomenon, rather than the purpose of triangulation is to increase one understanding of whatever being investigated. William Wiersma in Sugiyono (2007:372) also stated that triangulation is the qualitative cross-validation. It assists the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures. Norman Denzin in Hales (2009) identify triangulation into four types, they are:

1. Data triangulation

Data triangulation relates to the use of a variety of data or information including time, space, and person in research. Data triangulation is the process rechecking and comparing information by the writer which is obtained in a different source, to get the data, the writer will compare observation data with and interview data.

2. Time Triangulation

Time triangulation relates to the use of time in getting more valid data. The writer needs to do the observation more than once to make sure the validity of the data.

3. Theory Triangulation

Theory Triangulation relates to the use of two or more theories which is combined when examining situations and phenomena. Some theories support both of way of collecting and analyzing data need to be created more complete to give more comprehensive data.

4. Methodology triangulation.

Methodology Triangulation relates to the effort of checking the data or data results. The aim is to conduct a situation and phenomenon by using some methods. Methodology Triangulation is similar to the mix of method approaches use in social science research, where the result from one method is used to enhance, argument, and clarify the results of others.

In this research, the writer chose Time Triangulation. Time triangulation relates to the use of time in getting more valid data. The writer needs to do the observation more than once to make sure the validity of the data. The observations will not be made once so that all data are valid.