

**AN ERROR ANALYSIS OF ENGLISH CONDITIONAL SENTENCE
PRODUCED BY THE FIRST YEAR STUDENTS OF
SMK MUHAMMADIYAH DELANGGU
IN 2008/2009 THE ACADEMIC YEAR**



RESEARCH PAPER

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is an important language that must be understood by everybody in the world. Therefore, the government appeals of all students to learn English as an International language. In learning English, students will be taught the language skill such as reading, writing, listening and speaking. 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 them 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. In fact, learning grammar is not easy for them and they think structure exercises are difficult to do. Byrd (2003) states that grammar is the central to the teaching and learning of language that also becomes one of the more difficult aspects of language to teach as well as to learn. 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 one key to succeed in learning English,

because structure is a basic of other skills. If the students can master the structure well, they are expected to be able to master the other language skills.

English in grammar consists of conditional sentence or clause consist of an *if – clause*, named sub clause and this result found in the main clause. Thomson and Martinet (1995: 197) said 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 each kind contain a different pair of tenses in some variations. Those three types of conditional sentences named by Thomson and martinet(1995: 197-200) as type I is probable or real condition, 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 hadn't been for*), otherwise (instead of *if this doesn't or didn't happen or happen or hadn't happened*), suppose or supposing (instead of what *if*), and a wish (about future, present, and past)

Students who learn English sometimes use constructions that conform in the type of conditional sentences and another category of conditional sentences. They can kinds of difficulties, types and sources error encountered by the students in using conditional sentence.

Based on the reasons above, the writer wants to conduct a research on **“An Error Analysis of English Conditional Sentence Produced by the First Year Students of *Smk Muhammadiyah Delanggu* In 2008/2009 academic year”**.

B. Previous Study

There are some researchers who have conducted the study about student's ability in different object. One of them is Nurjanah (STAIN, 2007) who conducted an error analysis studied entitled *Error Analysis on English Composition Made by Students of MTS Miftahul Ulum Megonten-Demak*. In her research paper she discussed an Error Analysis on English Composition. The result of the study showed that the dominant type of error faced by the students of MTS Miftahul Ulum Megonten-Demak are on linguistic category in omission of -s/ es in the present tense for singular person subject and on surface strategy taxonomy omission.

The other researcher is Zurida (UMS, 2006). She studies a descriptive study entitled *A Descriptive Study on the Tenses Mastery of the Second Semester Students of English Department of Muhammadiyah University of Surakarta in 2005/ 2006 Academic Year*. She gave a test in the form of completion item consist of 45 items. After describing the data, she gets the result that the percentage of the students' mastery in using tenses is 40, 05%. This means that the students' mastery in using tenses is bad.

Another research is "An Implicature Analysis of Conditional Sentences Used in Aristocratic Movie Manuscript", by Dewi (UMS, 2007). She described about the types and implicature of conditional sentences used in Aristocratic movie manuscript. The data are conditional sentences in *Aristocratic movie manuscript entitled Gladiator, the Man in the Iron Mask, and The Lord of the Rings: The Return of The King*. She clarifies the implicature of conditional sentences. She is use to the context of situation from Nunan supported by Grice's theory. She found that; there are two data types I and nine data of conditional sentences type II. They are use of types are found in commanding, offering, promising and warning. Second, there are eight aspects of implicature of conditional sentences based on Nunan supported by Grice's theory. They are commanding, requesting, suggesting, offering, asserting, promising, warning and threaten. All maxims can be found in promising and warning. The violation of maximums used are violating maxim of quality and clarity.

In this research, the writer is going to do research in different matter. The writer will take conditional sentences as the object. The writer will use same method with previous ones that is descriptive method. It means that she describe the type of errors and analyzed them by using surface strategy taxonomy. Then, the errors are classified based on the type of errors. The writer wants to know the ability of the students, especially first year students of SMK Muhammadiyah Delanggu in 2008/ 2009 Academic year

C. Problem Statement

Based on the research background, the writer formulates the problem statements as follow:

1. What types of errors are encountered by the students in using conditional sentence?
2. What sources of errors are encountered by the students in using conditional sentence?

D. Objective of the Study

Based on the problem statements, the objectives of the study in this research are:

1. To describe the types of error encountered by the students in using conditional sentence.
2. To describe the sources of error encountered by the students in using conditional sentence.

E. Benefit of the Study

The benefits of the study are:

1. Theoretical Benefits
 - a. It will be useful for the teacher to improve the students' writing skill by analyzing the difficulties of conditional sentence
 - b. The reader will get knowledge in how to analyze conditional sentence difficulties.

2. Practical Benefit

The finding of this research can be used as the reference for those who conduct a research in conditional sentence difficulties.

F. Research Paper Organization

There are five chapters in this research paper. The systematic used in this research paper are as follows:

Chapter I is introduction. It consists of background of the study, previous study, problem statement, objective of the study, benefits of the study, and research paper organization.

Chapter II is discussing the underlying theories. This chapter describes the theory which covers notion of conditional sentence and types of conditional sentence, error analysis, source error, types of errors.

Chapter III is research method. This chapter discusses types of research, subject of the study, object of the study, data and source of data, technique of collecting data and technique of analyzing data.

Chapter IV is data analysis. It describes the research finding and discussion.

Chapter V is conclusion and suggestion