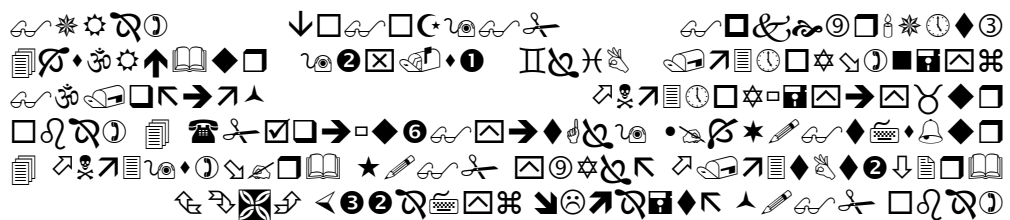


## CHAPTER I INTRODUCTION

### A. Rationale

Language is one of the tools to communicate among human beings. Language is a mean of communication, by which result of human thought and action are passed on.<sup>1</sup> By language human beings can receive and transmit message and also they can express their idea, mind, opinion wish, and feeling to others. Thus, language is very important in life and must be learnt particularly to make some understanding when they communicate to each other. It is related to the Holy Qur'an (Al-Hujurat: 13) as follows:



The verse says that the people have to know each other. There are some varieties of language in the world. These varieties forced people to learn languages. Thus, learning foreign language is not only a kind of obedience to Allah, but also a necessity.

English has very essential position of communication among people. It becomes the language that most frequently used in modern science and technology. English has the largest number of user all over the world, so that

---

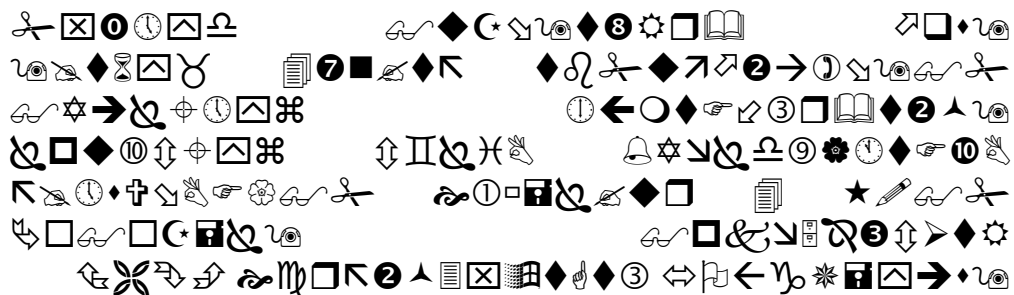
<sup>1</sup> Mary Finnochiaro, *English as a Second Language from Theory to Practice*, (New York: Regent Publishing Company, inc, 1974), p. 3.

no wonder if a lot of nations learning English. So, English has strong reason to be used as an international language.

English is one of languages that have rules and defined patterns. Whereas English was said as an instrument to express concepts, ideas, opinions and feeling similar with native speakers and also as an instrument in absorption of the development of science, technology, and culture.<sup>2</sup>

Usage of good and accurate grammar is one of important factors to communicate and understand literature in English, it is also one important subject matter which should be mastered. It helps students to construct a grammatically correct utterance and writing. Grammatical sentence is easily understood by interlocutors and rather than ungrammatical one. Moreover in written language, the writing has to be constructed in grammatically accepted form.

A part of the grammar will be discussed in this thesis is Conditional Sentence. It is one of the important parts that belong to components of English grammar that must be mastered by the students. The used of conditional sentence is often applied in some verses in the Holy Al-Qur'an, such as in QS. Al-Hasyr (59): 21:



<sup>2</sup> Departemen Pendidikan dan Kebudayaan, *Petunjuk Teknis Mata Pelajaran Bahasa Inggris*, (Jakarta: Direktorat Pendidikan Umum, 1996), p. 2.

The verse says that there is unreal possibility that the condition will happen. An action could have happened in the past if a certain condition had been fulfilled. Things were different then, however. In other words, the verse tells about the imaginary condition or event.

Conditional sentences are sometimes confusing for learners of English because the complexity of its structure. Conditional sentence will become the most difficult part of grammar if the students do not understand it well. In English language, conditional sentence always form in compound sentence that is a sentence which are consisting by main clause and subordinate clause. There are three kinds or types of conditional sentence. Each kind contains a different pair of tenses. So, it is quite difficult to be understood and usually some errors may appear in its learning process.

In reality, it is common thing that the students who are learning any language face some language problems such as making errors during the process of learning. It is caused by the complexity of language such as its rules of grammar that takes time to be mastered.

The view toward errors has already changed along with the development of Linguistic theory especially second language acquisition. Making error was considered as a failure before, but with the development of the linguistic theory, people also improve their way of thinking. They do not find errors as a bad thing or failure anymore. Dulay as quoted by Tarigan

stated that “making errors is an inevitable part of learning”.<sup>3</sup> Although making error is acceptable, the learners should not ignore the rules of language themselves since every language has its own rules that must be obeyed by the learners.

Based on the reasons above, the writer intends to make a research about error in using conditional sentence which is included as a part of grammar. The writer selects SMAN 4 Barabai as the research location because this school is rarely observed in Hulu Sungai Tengah Regency. The writer found some crucial problems in the school. Based on the pre observation, it shows that the quality of the graduation can be categorized in poor category.

For determining the population and sample of the research, the writer checks the syllabus about the target lesson. The writer found that the subject (conditional sentence) has been programmed for the second year students at the first semester. Furthermore, it was a transition period from general study in grade 1 to focused study in grade 3. The students were expected to be more serious in studying. Therefore, the eleventh grade students of SMAN 4 Barabai will become the subject of the research.

At the first observation in the research location and also by collecting some data and having interview with the English teacher at SMAN 4 Barabai, the ability of most students is quite low. The students often make errors in constructing the grammar of type 1, type 2, and type 3 of the conditional.

---

<sup>3</sup> Henry Guntur Tarigan, *Pengajaran Pemerolehan Bahasa*, (Bandung: Angkasa, 1988), p. 272.

Based on the fact, the students of SMAN 4 Barabai make some errors in grammatical structure errors their process of learning English encourages the writer to make a study about this matter. This study will be written on a thesis entitled: **“AN ERROR ANALYSIS OF USING CONDITIONAL SENTENCE BY THE ELEVENTH GRADE STUDENTS OF SMAN 4 BARABAI HULU SUNGAI TENGAH REGENCY ACADEMIC YEAR 2009/2010”**.

#### **B. Formulation of the Problem**

In the process of acquiring the second language, learners tend to make grammatical structure errors and mistakes. Thus, providing analysis for those errors will somehow benefit the learners. They will get better understanding about English grammatically.

The following problem formulations were formulated:

1. How is the students' mastery in using conditional sentence?
2. What kinds of error in using Conditional Sentence are made by the Eleventh Grade Students of SMAN 4 Barabai Hulu Sungai Tengah Regency in the academic year 2009/2010?

#### **C. Reason for Choosing the Title**

The writer has some reasons for choosing the title of this research, they are:

1. Realizing the grammar is essential aspect in teaching-learning English, which is not only learning about how to use good sentence but also how to express idea in a good written form.
2. Conditional Sentence is one important part that belongs to component of grammar and students should master it.
3. Although Conditional Sentence has ever been taught, but not all of the students can master it well.
4. As far as the writer knows, the object of this research, the eleventh grade students of SMAN 4 Barabai academic year 2009/2010 has never been observed before.

#### **D. Purposes of the Research**

Based on the problem formulation above, the purpose of this study are:

1. To know the students' mastery in using conditional sentence.
2. To analyze the kind of errors in Conditional Sentence that made by the Eleventh Grade Students of SMAN 4 Barabai Hulu Sungai Tengah Regency in the Academic Year 2009/2010.

#### **E. Significance of Research**

The findings of the study will give contribution to:

1. The students, particularly the Eleventh Grade Students of SMAN 4 Barabai Hulu Sungai Tengah Regency to improve their ability in using Conditional Sentence.

2. The writer, readers to enrich the knowledge about Conditional Sentence.
3. The other researchers for additional informations or references.
4. The English teacher. By recognizing the student's error, they can stress the part of the lesson that mostly consist of errors and give more exercises in it.

## F. Operational Definitions

To avoid misunderstanding, the writer has clarified how the following terms were used in the study:

### a. Error

Error is in doing something a mistake, especially on that causes problem or affect the result of something.<sup>4</sup>

### b. Analysis

The basic word of analysis is to analyze, that is to examine the nature of something, especially by separating it into its parts in order to understand or explain it.<sup>5</sup>

### c. Conditional Sentence

A conditional sentence describes the condition that is necessary for a particular result to occur which is form in compound sentence that is a sentence which is consisting by main clause and subordinate clause.<sup>6</sup>

---

<sup>4</sup> Wayne O'Neil at al., *The Grolier International Dictionary*, (New York: Houghton Mifflin Company, 1990), p. 445.

<sup>5</sup> AS Hornby, *Oxford Advance Learners' Dictionary of Current English*, (New York: Oxford Univ. Press, 1995) p. 38.

<sup>6</sup> [http://www.englishtenseswithcartoons.com/conditional\\_sentences](http://www.englishtenseswithcartoons.com/conditional_sentences), accessed on 26<sup>th</sup> February 2010.

## **G. Organization of Writing**

This research consists of five chapters. They are systematically arranged as follows:

The first chapter contains introduction that covers, Rationale, Statement of the Problem, Formulation of the Problem, Reason for Choosing the Title, Purposes of the Research, Significance of Research, Operational Definitions and Organization of Writing.

The second chapter contains theoretical review which consists of the definition of Error, Analysis, the concept of Error Analysis, Conditional Sentence, Kinds/Type of Conditional Sentence, The Meaning and Use of Conditional Sentence

The third chapter contains of research method, which consists of subject and object of the research, data and source data, techniques of data collecting, design of measurement, techniques of data processing and analysis, and research of procedure.

The fourth chapter contains report of the research, which consists of description of the research location, data presentation and data analysis.

The fifth chapter contains closure, which consists of conclusion and suggestion.