

CHAPTER I

INTRODUCTION

A. Rationale

Education is an actual thing in all time. Education must be improved and struggled in order to have a balance with demand of time and education's functions. As Indonesian government has already stated some functions of educations as follows:

Pendidikan Nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermanfaat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, serta berilmu cakap, kreatif, mandiri yang menjadi warga Negara yang demokratis serta bertanggung jawab.¹

So, it is needed some efforts of innovation in education to improve it's quality.

In order to improve quality of Indonesian education, the government has excuted various policies. Some fundamentals step are taken from the policies are the extension and generalization opportunity to obtain education, conservancy and improvement of educational quality that is relevant with the development.

According to these policies, school as a place of instructional activity has a very important role in improving the quality of education. Some efforts to improve the quality of education are the providing the various facility of

¹ Undang-Undang Republik Indonesia Nomor 2 Tahun 2003, *Tentang Sistem Pendidikan Nasional* BAB II Pasal 3, (Bandung:Citra Umbara,2006), p.8.

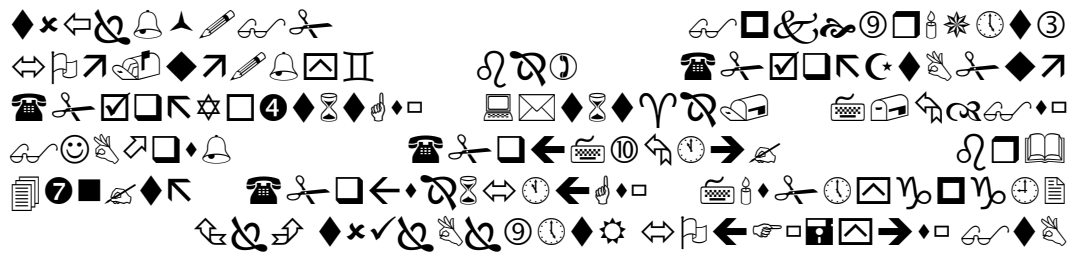
education and practice, whose aim is to improve the teaching and education situation.

The success of instruction is not only seen from the result of learning reached by the student, but also from its process. Basically the result of learning in an effect of a learning process.

The teaching learning is a system. It consists of some that each other interconnected and interacted in achieving the target. One of these is evaluation.²

Evaluation is an activity planned to know the state of an object by using the instrument and the results compared to benchmarks to obtain conclusions.³

The Almighty Allah in Surah Al-Hujarat verse 6 says:



The verse above teaches people to examine and evaluate something accurately before they take a decision, since the result of evaluation and examination will be used as a main consideration to do the next step.

In the field of learning outcomes, the evaluation aims are to determine differences in the ability of learners and measure their success both individually and collectively. In addition, the success or failure of teacher learning

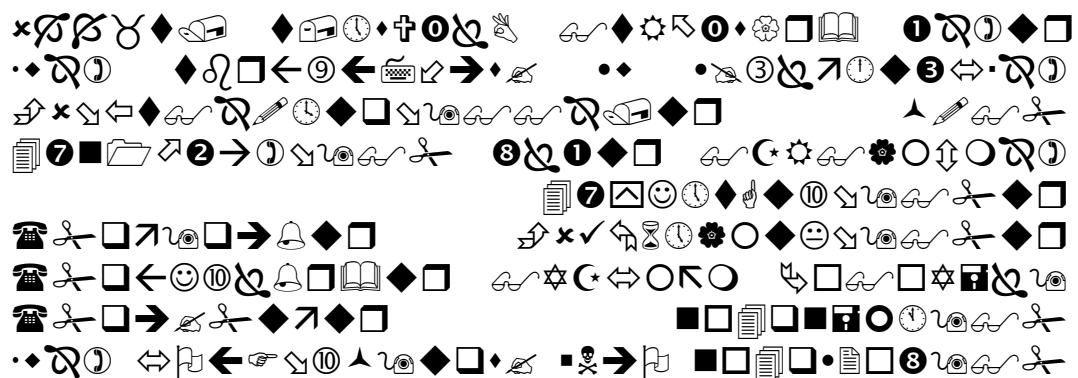
² Moh Uzer Usman & Lillis Stiawati, *Upaya Optimalisasi Kegiatan Belajar Mengajar*, (Bandung: PT. Remaja Rosdakarya, 1993), p. 135.

³ M. Chabib Thoha, *Teknik Evaluasi Pendidikan*, (Jakarta : PT. Raja Grafindo Persada, 1996), p. 1.

process can be known by conducting an evaluation for students learning result and the teacher has a great power on it because teacher is a key to gain knowledge and as an activator of educations' functions.

In this modern era, people are demanded to have more than one language. Language does far more than just enable people to communicate with each other but also language is used to show their thought and feeling, wish and activities and to influence others and also mirrors one's identity and is an integral part of culture. Put differently a person's language is a vehicle of their particular culture. Mumpande contends cogently that "This is clearly shown in proverbs and riddles. The former, for example, have dual meanings: a literal meaning and a metaphoric or cultural significance. When literally translated into another language, a proverb frequently loses its meaning and flavor".⁴ He further graphically argues that a community without a language is like a person without a soul.

Language becomes an important thing in our live, one of the Holy Koran stated in the Al-Baqarah verse 83 as follows:



⁴ Isaac Mumpande; *Silent Voices: Indigenous languages in Zimbabwe*, p. 1. <http://www.mazwi.net/essays/the-importance-of-language>

As a language teacher which becomes a part of educator and also a main actor in education has to be creative and innovative especially in English teaching-learning so English becomes an easy thing to be learned as a foreign language.

Learning a foreign language is an integrated process that the learners may not ignore one or more aspects of the four basic skills: listening, speaking, reading and writing.

L. G. Alexander asserted in his book *Practice and Progress* as follows:

The student must be trained adequately in all four basic skills; *understanding, speaking, reading, and writing*. In many classroom courses the emphasis is wholly in the written language. The student is trained to use his eyes instead of his ears and his inability to achieve anything like correct pronunciation, stress and intonation must be attributed largely to the tyranny of the printed word. If the teacher is to train his students in all four basic skills, he must make efficient use of the time at his disposal. Efficiency presupposes the adoption of classroom procedures which will yield the best results in the quickest possible time. The following order of presentation must be taken as axiomatic:

Nothing should be spoken before it has been heard
 Nothing should be read before it has been spoken
 Nothing should be written before it has been read

Speaking and writing are the most important of these skills, since to some extent they presuppose the two others.⁷

But just know about the words and how to pronounce it does not enough. In mastering the language we have to know the fundamental grammatical patterns of a language. Grammar is the rule of a language, concerning the way in which you can put words together in order to make sentences.⁸ Such as Thomas Pyles

⁷ L.G Alexander, *Practice and Progress, An Integrated Course for Pre Intermediate Students*, (London, : Longman Group Ltd., 1972), P. viii

⁸ John Sinclair et al, *Collins Cobuild English Language Dictionary*, (London: Collins ELT, 1987), p. 632.

pointed out, words alone do not make a language. A person can memorize all the morphemes, words and idioms in a dictionary with their pronunciation, meaning, parts of speech and other information given for them, and yet be unable to speak or write even one sentence of the language. Beyond knowing vocabulary, it is necessary also to know grammar.⁹ The function of grammar according to the Noel Burton is, the function of the grammar of a language is to specify which word sequences are and which are not, in the infinite set of its sentences.¹⁰

Talking about grammar, it is considered that conditional sentences play an important role. Conditional sentences; the modal will, would, can and could often appear in conditional sentences. Usually conditional sentences contain the word *if*. there are two types of conditionals: the real (factual and habitual) and the unreal (contrary to fact or hypothetical). The real, or “future possible” as it is sometimes called, is used when the speaker expresses an action or situation which usually occurs if the circumstances in the main clause are met.¹¹ The writer has been facing conditional since in junior high school untill university level and when the writer took ITP TOEFL there were so many questions in conditional sentence form. It means, really necessary to gain knowledge deeply about conditional sentences. Knowledge about conditional clauses and their use in sentences comes in handy while solving the sentence completion, sentence

⁹ Thomas Pyles, John Algeo, *English An Introduction To Language*, (England : Harcourt, Brace & World, INC, 1970), p. 133.

¹⁰ Noel Burton – Roberts, *Analysing Sentences An Introduction To English Syntax*, (England: Pearson Education Limited, 1998), p. 295.

¹¹ Michael A. Pyle and Mary Ellen Muñoz, *TOEFL Preparation Guide*, (Singapore: John Wiley & Sons (SEA) Pte. Ltd., 1991), p. 92

correction, reading comprehension. Basically, a conditional form an important part of the English language and gives so much importance in verbal ability.

The writer is curious about the students' ability in using conditional sentences because in writer experience there are some students in English Department of IAIN Antasari are still confused about that term because there are three types and have different formula for each type. English Department of IAIN Antasari is chosen because it is going to make a higher accreditation to be A, so the writer has a high desire to know how well the students understand about the conditional sentences which become a part of grammar and what are the common errors. So, the writer can give a suggestion about teaching method to make English Department of IAIN Antasari can be better. The writer tried to interview some the sixth semester students of English Department at IAIN Antasari which they must be mastered in using conditional sentences because they have taken structure A, B, C and D. Most of them still confused about it, especially in type 2 and 3. The students confused when they have to use past tense and past perfect tense. Whereas, conditional sentences are materials that taught in senior high school and these term usually use in our daily activities.

Realizing that the sixth semester students' of English Department almost graduate and they will become as English teachers, they are expected to have good English and capable of proficiently using each of the four language skills so they can give a big contribution for education in Indonesia as a professional teacher. To support all skills, grammar must be mastered by the students of English Department. Because of it the writer interested to find out the sixth

semester students' ability in using conditional sentences and what the most common error is.

Based on the facts from prior observation the writer's interested in this problem and want conduct a research entitled: **AN ANALYSIS OF STUDENTS' ABILITY IN USING CONDITIONAL SENTENCES OF THE SIXTH SEMESTER STUDENTS IN ENGLISH DEPARTMENT OF IAIN ANTASARI ACADEMIC YEAR 2011/2012.**

B. Clarification of the Title

To avoid misinterpretation regarding the title, it is necessary to explain some terms in the title as follow:

1. Analysis, the process of considering something carefully and in detail in order to understand or explain it.¹² Analysis that writer means is the process of considering the ability sixth semester students in English Department of IAIN Antasari in using conditional sentences.
2. Ability is the quality of being able to do something or a natural or acquire skill or talent.¹³ The writer means in this research is the ability in using conditional sentences (type 1, type 2 and type 3) of the sixth students' of English Department at IAIN Antasari Banjarmasin academic year 2011/2012.

¹² John Sinclair, *op. cit.*, p. 47

¹³ A.S. Hornby, *Oxford Advanced Learner's Dictionary of Current English, fifth edition*, (New York: Oxford University Press, 1995), p. 1104

3. Conditional sentence is a sentence in which the subordinate clause, usually beginning before “if”, gives a condition that must be fulfilled before what the main clause says can be true, possible, or done.¹⁴ There are two types of conditionals: the real (factual and habitual) and the unreal (contrary to fact or hypothetical).¹⁵

This research intended to analyse the students’ ability in using conditional sentences of the sixth semester students in the English Department of IAIN Antasari academic year 2011/2012.

C. Statement of Problems

Based on the background above, the writer will investigate the following question:

1. How is students’ ability in using conditional sentences of the sixth semester students in the English Department of IAIN Antasari academic year 2011/2012?
2. What are the most students’ common errors in using conditional sentences of the sixth semester students in the English Department of IAIN Antasari academic year 2011/2012.

D. Reasons for Choosing the Title

¹⁴ John Sinclair, *op. cit.*, p. 291

¹⁵ Michael A. Pyle. and Mary Ellen Munoz, *Loc. Cit .*, p. 92

There are certain factors that have influenced the writer's decision to conduct this research, including:

1. Considering that as students of English Department are expected to have good English especially in grammar.
2. Considering that conditional sentences are taught or part of English curriculum in the school.
3. Learning conditional sentences are particularly important in helping students to increase their English.
4. Considering that conditional sentences have been learned by the students and need to be investigated to figure out how they use them to increase their ability in grammar.
5. Learning conditional sentences that have three types often make students' of English department at IAIN Antasari are still confused to determine the tenses.

E. Purpose of Research

Based on the problem above, the purpose the research can be set as follows:

1. To know students' ability in using conditional sentences.
2. To know the most students' common errors in using conditional sentences.

F. Significance of the Research

The result of this research is expected to contribute to the field as follows:

1. Enriching the writer's knowledge and experience in this specific research.
2. Giving information and knowledge regarding the importance of conditional sentences.
3. Giving valuable contribution for all English teachers in the English Department to improve the teaching and learning English.
4. Considerations for educational administrators as input to increase and improve quality of teaching grammar.
5. Giving information for designing materials in teaching grammar.
6. Providing information and considerations for future researchers.
7. Enriching literary source of the IAIN Antasari library.

G. Organization of Writing

To facilitate the study, the writer divides the organization of the content into five chapters as follows:

The first chapter consists of introduction that includes rationale, problems limitation, reasons for choosing the title, purposes of research, significances of research, and organization of writing.

The second chapter consists of theoretical review, which includes definition of conditional sentence, kinds or classification of conditional sentence and teaching conditional sentences for increasing students' ability.

The third chapter consists of method of research that includes subject and object of the research, data and sources of data, technique of data collecting, design measurement, technique of data processing and research procedures.

The fourth chapter consists of report of research result that includes description of research location, data presentation and data analysis.

The fifth chapter consists of closure that includes conclusion and suggestion for better teaching methods for English lecturers.