**AN ERRORS ANALYSIS IN USING CONDITIONAL SENTENCES: A CASE STUDY AT THE THIRD GRADE STUDENTS OF SMAN 5 MATARAM ACADEMIC YEAR 2013/2014**

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**ABSTRAK**

Dari penelitianini, siswa diharapkan mengetahui kekeliruan mereka, sehingga mereka bisa memperbaiki kekeliruan tersebut. Semua data dikumpulkan dengan cara meminta siswa untuk melengkapi kalimat tentang conditional sentences, mengartikan kalimat dari bahasa Indonesia ke bahasa Inggri, survei menggunakan angket dan mewawancarai siswa. Penelitian ini merupakan penelitian deskripsi kualitatif dan kuantitatif. Penelitian ini menggunakan rumus untuk mengolah data, untuk mengetahui tipe-tipe kekeliruan dan jumlah kekeliruan yang dilakukan oleh siswa. Kemudian, untuk menjabarkan sebab dari kekeliruan yang mungkin terjadi, penulis menganalisis hasil dari angket dan wawancara. Hasil dari penelitian menunjukkan bahwa 32% siswa membuat kekeliruan dalam omission errors, 10,50% addition erors, 55,10% siswa membuat kekeliruan dalam misformation errors dan 2,40% siswa keliru dalam misordering. Sebab kekeliruan itu dilakukan atauterjadi adalah: Language transfer, Intralingual Interference, and Sosiolinguistic Situation.

*Kata kunci: Error Analysis, Conditional Sentences*

**ABSTRACT**

This thesis is about the students’ errors in using conditional sentences. From this study, the students are expected to know their errors, so that they can correct their errors. The data were gathered by asking the students to complete the sentences about conditional sentences, translate the sentences from Indonesian to English, survey using questionnaire, and interview to the students. This study was a descriptive qualitative and quantitative research. This study used some formula to analyze the data, to know the types of errors and the mostly errors that students made. Thus, to reveal the possible cause of errors, the writer analyzes the result of questionnaire and interview. The result of this study show that 32,00% of students’ made errors in omission, 10,50% students errors in addition, 55,10% students errors were in misformation and 2,40% students errors in misordering. Occured possible causes of the errors are: Language transfer, Intralingual Interference, and Sosiolinguistic Situation.

*Key words: Error Analysis, Conditional Sentences*

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1. **Introduction**

There are so many languages used in the world, but the most generally spoken language is English. People all over the world use English as the international language. English as the international language is used in almost every country in the world. They need English in every activity like education or even in science and technology. By using English, people are able to improve the ability in understanding many kinds of knowledge

However, it is not easy to learn English. English has different grammar and pattern from Indonesian. According to Hall (1993:3), grammar is a description of certain organizing aspects of a particular language. It usually includes phonological (sound), morphological (word composition) and syntactic (sentence composition). For example:

red rose (English)

mawarmerah (Indonesian)

In the first phrases above the word red placed in front of flower in which red modifier flower. In Indonesian, the modifier placed after the noun (the second phrase)

Grammar is important because it is the language that makes it possible for us to talk about language. Grammar names the types of words and word groups that make up sentences not only in English but also in other languages. People associate grammar with errors and correctness. But knowing grammar also helps us understand what makes sentences and paragraphs clear and interesting and precise. Grammar can be part of literature discussions, when we and our students closely read the sentences in poetry and stories. And knowing grammar means finding out that all languages and all dialects follow grammar. Marcella Frank, et.al (1972:1) state that:

*English sentence consists of predications-something is said, or predicated, about a subject. The main grammatical divisions of a sentence are therefore the subject and the predicate.*

It is clear that Grammar is very necessary when we want to do written English. For example, we can learn sentences, tenses, part of speech, classes, preposition and so on. Unfortunately, the ability of the students in mastering grammar is still very low. Actually, if we want to make a good sentence, we have to understand grammar by knowing the way to arrange and form the words well.

Conditional sentences are one of fundamental parts of English grammar. A conditional Sentence is often used to talk about situations that are contrary to fact, i.e., situations that are the opposites of the true situation (Betty, 1992:389). It is important to understand conditional sentence well, consciously or not in daily life, we often imagine, wish or dream. To express its feeling we have to use conditional statement, for example: If I had enough money, I would buy a car. Conditional sentences are one of the things which students have to learn in grammar to make a good composition of sentences.

Errors in learning English as a second language often occur. We can find a lot of the errors that are made by students. The fact is that the errors still occur although the students have been taught English since they were in junior high school until senior high school or even in university. However, learners cannot get rid of making errors. This also happens to the third grade students of SMAN 5 Mataram. Some students made errors while they were writing conditional sentences. According to one of their teachers whom the researcher interviewed, some of the students made some errors while they were making conditional sentences.

The study of errors is important for learning process. It means that by studying the errors we can identify the types of errors and why they occur. The result of the study not only give some advantages in how the teachers improve their method in teaching and learning process but also give some advantages to know what kinds of errors that they make.

This study focused on finding the answers of the research questions, they are: 1) Do the third grade students of SMAN 5 Matarammake errors in using Conditional Sentence? 2) What kinds of errors are made by the thirdgrade students of SMAN 5 Mataramin using Conditional Sentence? 3) What errors are mostly made by the third grade students of SMAN 5 Mataram. 4) What factors cause these errors to occur?This study only limits the discussion on the grammatical and structure in using conditional sentences type I, II and III. The data focused on the students’ errors in using conditional sentences type I, II, and III based on the kinds of errors. In additional, the writer reveals the possible causes of students’ errors in using conditional sentences type I, II and III.

1. **Review of Related Literature**
	1. Grammar of Conditional Sentences

In English language teaching, conditional sentences are often classified under the headings zero conditional, first conditional or conditional I, second conditional or conditional II, third conditional or conditional III and mixed conditional, according to the grammatical pattern followed.

In English conditional sentences, the condition clause is a dependent clause most commonly introduced by the conjunction *if.*As with other dependent clauses in English, it is common for a comma to be used to separate the clauses if the dependent clause comes first. For example, *If I see him, I will tell him*.

If sentences or conditional sentences can be used to express real conditions (conditions that are possible to happen or to be realized and unreal conditions or contrary to fact) (the conditions that are impossible to happen or to be realized in the near future) (present unreal and past unreal condition) (Frank, 1985; Murphy, 1994; Reinhart, 1993, in Sujana: 120). Here are some examples of the conditional sentences.

1. Conditional sentence type I

Pattern: If + Simple present + present future

example: If I have enough money, I will buy a ticket

1. Conditional sentence type II

Pattern: If + Simple past + past future

example: If he studied harder, He would pass his examination

1. Conditional sentence type III

Pattern: If + Past Perfect Tense + Past Future Perfect Tense

example: If I had earned enough money, I would have bought a boat.

* 1. Errors Analysis

Errors analysis is investigating the learner’s errors of foreign language, finding out the source of errors and possible ways of correcting the students’ errors.

According to Dullay (1986:138) errors analysis has yielded insights into second language acquisition process that have stimulated major changes in teaching practices. The errors analysis movement can be characterized as an attempt to account for learner errors that could not be explained or predicted by contractive analysis or behaviorist theory (Dullay, 1986:141)

Errors Analysis has to do with the investigation of the language of second language learners (Corder in Richards, 1974: 159).

* 1. The Difference Between Errors and Mistake

According to Ellis (1997:17) errors reflect gaps in a learner’s knowledge; they occur because the learner does not know what is correct. Mistakes reflect occasional lapses in performance; they occur because, in particular instance, the learner is unable to perform what he or she knows.

* 1. Factors of Errors

Corder (1973) in Zulhaini (2011:28) explains that error takes place when the deviation arises as a result of lack of knowledge. It also represents a lack of competence.

Richard and Sampson (1974: 5) suggested seven factors which influence errors:

1. Language Transfer

The first factor is language transfer. In this sense Dullay (1986) decided the language transfer is negative and positive transfer. According to Dullay (1986: 101):

Negative transfer refers to that instance of transfer, which results in errors, because old habitual behavior is different from the new behavior that is being learned. In contrast, positive behavior is the same as the old.

Richards and Sampson (1974: 5) said that sentences in the target language may exhibit interference from the mother tongue. George (1971) found that one-third of the deviant sentences from second language learners could be attributed to language transfer.

1. Intralingual Interference

The second factor termed intralingual interference stated by Richards (1974: 6), refers to items produced by the learners which reflect not the structure of mother tongue, but the generalization based on partial exposure to the target language representing several language familiarities, Richards noted subcategories of error types which seem to be common the speakers of diverse language as they develop hypothesis about the structure of English. Like first a rule behind the data to which has been exposed, any may develop hypothesis that corresponds neither to the mother tongue or target language.

According to Torrey (1966) in Richard (1974: 6) based on his experiment on learning Russian word order, he found that subjects sometimes adopted a consistent word order different from Russian or English. These studies suggest that many intralingual errors represent the learning difficulty of what are often low level rule in the target language, such as differences between the verb inflections in *I walk*, *She walks.*

1. Sociolinguistic Situation

The third factor is sociolinguistic situation. Different settings for language result in different degrees and type of language learning. These may be distinguished in terms of the relationship holding between the learners and the target language community and the respective linguistic makers of these relations and identities. The distinction of compound or coordinate bilingualism rests upon on assumption that different setting for language learning may motivate different processes of language learning (Weinreinch, 1953, Richards, 1974:6).

For example, two languages are learned in the same setting where the learner may develop a given semantic structure. Consideration of the sociolinguistic situation also tends to inclusion of the general motivation variables which influence language learning. Psychologist had related the types of language learning achieved to the role of language in relation to the learners’ needs and perceptions (Richards, 1974: 7)

* 1. Types of Errors

Dullay (1968: 154-162) classified errors into four types of errors analysis; omission, addition, Misformation, and misordering.

1. Omission

Omission errors are characterized by the absences of an item that must appear in a well-formed utterance (Dullay, 1986:154)

1. Addition

Addition errors are the opposite of omission. They are characterized by the presence of an item which must not appear in a well-formed utterance (Dullay, 1986:156)

1. Misformation

Misformation errors are characterized by the use of the wrong form of the morphem or structure (Dullay, 1986:158)

Misformation errors consist of three types, they are regularization errors, arch-forms, and alternating forms.

1. Regularization

Regularization errors that fall under the Misformation category are those in which a regular marker is used in place of an irregular one.

1. Archi-Forms

The selection of one member of a class of forms to represent others in the class is common characteristic of all stages of second language acquisition. We have called the form selected by the learner an archi-forms

1. Alternating Forms

As the learner’s vocabulary and grammar grow, the use of archi-forms often gives way to the apparently fairly free alternation of various members of a class each other.

1. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. (Dullay, 1986:162). For example, in the utterance: He is *all the time* late.

Errors made by the learners are the result of imperfect competence in some partial rules of English as a target language on one line, but it is also possible that the learners’ errors result from Indonesian as a native language. Otherwise, errors analysis is more suitable to predict the cause of errors appearing in target language.

1. **Research Method**

This study is a descriptive qualitative and quantitative research in which the primary purpose of the research is to describe the object of research. Generally, descriptive research is mainly conducted to describe systematically the characteristic of the fact and object characteristic. Descriptive research is the research method that tries to describe and interpret the object, Best(1982)in Supardi (2010:29).Due to the present study, the writer collected the data by using test, questionnaire and interview instruments about using conditional sentences. The instruments were expected to be able to collect some information about the students’ ability and the errors’ percentage in using conditional sentences. The population of this research or the participants of this study were the third grade students of SMAN 5 Mataram. They were 204 students, divided into 7 classes and 2 departments: science and social that have been learning in academic year 2013/2014. Population is all members of well defined class of people, events or objects.

Sample is a part of population taken to be the subject of this study. Narbuko and Ahmad (2004) in Royani (2009:29) say that, sample is a part of subject observed from whole population.Then, the writer applied sample as follows: if the subjects are less than 100, it is better to take all subjects. However, if the subjects are more than 100, it is suggested to take 10-15% or 20-25% or more (Arikunto, 1991:107).

In this research, the researcher used purposive sample by limit the sample only 30 students (15 % of the population) in two criteria, they were 4-5 students who got the highest and the lowest score of the test.

The researcher, in analyzing the data, used three steps. They are identification, classification, and discussion. Then, the researcher counted percentage errors made by students.

1. Identification of Errors: The researcher identified the students’ errors in using conditional sentences.
2. Classification of Errors: In this step, the researcher will classified the students’ errors in using conditional sentences based on the type of errors, such as omission, addition, misformation and misordering.
3. Counting the students’ percentage of errors. The formula as follows:

$P=\frac{n}{N}$ X 100 %

In which:

P = percentage of errors

*n* = Number of errors made by students on each types of errors

N = Total number of errors

Arnillah (2011: 20)

1. After doing the steps (identification and classification) of errors, the last step in analyzing the errors was discussing the sources of error that occur.
2. **Data Finding and Discussion**

In this part of the thesis, the writer is going to discuss the result of the data analysis in using conditional sentences. Based on data analysis that the researcher found above, the researcher could answer the statement problems in the introduction. The data showed that the third students of SMAN 5 Mataram made errors in using conditional sentences. They were: omission errors, addition errors, misformation errors and misordering errors. In this result, misformation was the most errors that students made and misordering was the lowest percentages of errors that students made. To be clearer, looked at the table 1:

**Table 1: Students total errors in types of errors and the percentage**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Types of Errors** | **Total Errors** | **Percentage of Total errors** |
| 1. | Omission | 119 | 32.00 % |
| 2. | Addition | 39 | 10,50 % |
| 3. | Misformation | 205 | 55,10 % |
| 4. | Misordering | 9 | 2, 40 % |
| Total Errors | 372 | 100 % |

Hence, the students had difficulties when making conditional sentences, because they were still influenced by their first language (mother tongue). Therefore, the instruments got the valid data, from the questionnaire and interview; the researcher found some causes of errors when students answered the test.

1. Language Transfer

Tenses in mother tongue are not so clear except the adverbs of time are mentioned. It was one of the reasons why the learners made errors when they transfered the concept of mother tongue to the target language.

Example:

1. Jikahujan, sayaakantinggal di rumah.

The learners were confused what tenses to be used in this type of conditional sentence. The word “akan” in this sentence would be the same as that of in mother tongue when they said:

1. Jikasaya alien, sayaakanmenghancurkanbumi, and
2. Jikasayalahirdenganjeniskelamin yang berbeda, sayaakanmemakaijilbab.

Meanwhile, in the target language those three sentences could easily be constructed differently and in very clear tenses:

Therefore sentences were transferred into:

1. If it rains, I will stay at home
2. If I were an alien, I would destroy the earth
3. If I had been born with a different gender, I would have used hijab

From the example above, it’s clear that in the first (I) sentence “akan” equals to “will” (type I). In the second (II) sentence “akan” equals to would (type II), and in the third (III) sentence “akan” equals to “would have” (type III).

The learners had the difficulty in deciding the use of “will”, “would”, and “would have” in the target language as a result of transfer of mother tongue.

Based on the interview, although the students had learned the conditional sentences, they were still confused to use *will, would,* and *would have* except the adverb of time or the types of the conditional sentence is clear.

1. Intralingual Interference

When the students made sentences and translated them from Indonesian to English, they were confused with the rule of conditional sentences. Therefore, they made errors in applying the rules of conditional sentences such as in using “were” in conditional sentence type II, students use “was”. For example:

He will hug me if he **was** here

The sentence above should be:

He will hug me if he **were** here

The errors occurred because the previous learning influences later learning.

1. Sociolinguistic Situation

Different settings for language result in different degrees and types of language learning. These may be distinguished in terms of the relationship holding between the learners and the target language community and the respective linguistic makers of these relation and identities. The students learn two languages in two different settings. In school, they learned English as foreign language. Out of school, they do not learn English or use English in communication. This sociocultural setting effected the particular motivation for learning the second language. It could influence the learners in applying the second language while they were speaking or writing. The influences of the mother tongue on the learner’s language also varied according to the sociolinguistic situation.

For example:

If he **have** money, he will **tractirationwe**

In the sentence above, the bold typed words are errors. In this case, in their social situation, those words are generally often used.

1. **Conclusion and Suggestions**

Based on the discussion on the previous chapter, the researcher could make a conclusion as follows:.

1. The students made errors in using conditional sentences almost in three types of conditional sentences.
2. From 30 students as a sample, most of them made errors in differenttypes of errors, there are: omission, addition, misformation and misordering.
3. The highest errors that students made were misformation. It is shown in the percentages of errors 205 (55,10 %) out of 372 total numbers of errors.
4. Dominant errors occurred because the students got confused about the rules of grammatical and structure of conditional sentences. Besides, the students were not interested in learning English so that they did not pay attention to and forgot to apply the rule in using conditional sentences. The other possible causes of the errors are: Language transfer, Intralingual Interference, and Sosiolinguistic Situation.

To overcome the students’ errors, the writer would like to offer some suggestions both to the English teacher and to the students as follow:

1. To the English teacher

Knowing the difficulties in writing conditional sentences, the teacher might ask the students to master more vocabularies and knowledge about irregular and regular verbs. Explicit explanation of English grammar, particularly tenses which are used in conditional sentences, might increase the students’ knowledge on English grammar.

1. To the students

Students might be aware of their mastery on English grammar of conditional sentences. This study presented the Students’ errors in using conditional sentences so that students might know their grammatical errors of conditional sentences and have chance to correct them. The students might be aware that they have problem in applying tenses which are used in conditional sentences. The students should pay more attention to the grammar in writing. They also should pay attention to their teachers’ explanation.

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