

CHAPTER I

INTRODUCTION

A. Background Of The Study

English is a part of international language. It is commonly used all over the world and it becomes one of the reasons why many people learn English. According to Brown¹, there are four basic skills required to master English, namely listening, speaking, reading and writing. However, English consists of several elements that cannot be separated from one another, such as grammar, vocabulary, and pronunciation.

This study will focus on grammar because it is a difficult subject and it is confusing and hard to be understood. Grammar needs to be taught appropriately because it is the basic element of a language. According to Richards and Renandya “Grammar is considered to be the most important part in learning foreign language, without a good knowledge of grammar, learners’

¹ H. Douglas Brown, *Principles of Language Learning and Teaching, Fourth Edition* (New York: Addison Wesley Longman Inc., 2000), 31.

language development will be severely constrained”.² It clear that without the proper knowledge of grammar, the learners will find many problems to express their ideas and built up sentences for communication. There are many aspects in English grammar, and one of them is about Conditional sentence.

According to Curriculum 2013 in Indonesia, conditional sentence is one of the English materials that must be mastered by students who are in high school. In this time everything have progressed very rapidly especially in education, culture, and technology that make a communication in English is very important, to make a strong generation and competitive in the world of communication, conditional sentences become an indispensable material for the students to compete in a global world.

The process of mastering conditional sentences is difficult, because this material has three types which has different forms and functions each other, material conditional sentences has a relationship with other material that is tenses, in every type of conditional sentences structure have a different forms in tenses.

² Jack C. Richards & Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge: Cambridge University, 2002), 145.

Based on that fact, the students really need to master the rule in each type of conditional sentence in order to write effectively. As a result, they can convey their message clearly and effectively.

Besides that, based on my teaching practice experience in SMAN Cahaya Madani Banten Boarding School last year, when learning conditional sentence the students sometimes find the difficulties when they will construct the conditional sentence because they are not familiar with the tenses used in each type of conditional sentence. The lack of mastery of tenses could lead to the adversity of producing English conditional sentences correctly. And the students still confuse when they will construct conditional sentence because they have limitation of vocabulary. From those reason the researcher was interested in conducting the research at Second Grade of SMAN Cahaya Madani Banten Boarding School because the researcher wanted to know their ability in constructing conditional sentence, entitled: **The Analysis of Students' Ability In Constructing Conditional Sentence** (A Case Study at The Second Grade of SMAN Cahaya Madani Banten Boarding School).

B. Identification of The Problem

According to the background of the study above, some problem can be identified as follows:

1. Some students have problems to understand each type of conditional sentence.
2. Students have difficult in constructing conditional sentence.
3. The students have limitation of vocabulary.

C. Limitation of The Problem

Based on background of the study and identification of the problem, the writer will focus to discuss on analyzing the students' ability in constructing conditional sentences of the second grade students of SMAN Cahaya Madani Banten Boarding School.

D. Research Questions

Based on the limitation of the problem, the writer would like to formulate the problem as follows:

1. How is the students' ability in constructing conditional sentence type 1, 2, and 3 at the second grade of SMAN Cahaya Madani Banten Boarding School?

2. In what extents do the students find the difficulties in Conditional Sentence?

E. Objectives of The Study

Based on the research questions above, the objective of this study can be described as follows:

1. To analyze the students' ability in constructing conditional sentence type 1, 2, and 3 at the second grade of SMAN Cahaya Madani Banten Boarding School.
2. To find out what the difficulties of students do in constructing conditional sentence.

F. Significance of The Study

There are two significance of the study, namely Theoretically and Practically:

1. Theoretically

The result of this study will be useful for the writer and for the readers in general, especially the students of SMAN Cahaya Madani Banten Boarding School. They can get information about language learning, especially in conditional

sentences subject. The writer hopes that after reading this study, the readers will be motivated to develop the new methods of language learning to improve knowledge about conditional sentences ability.

This research can be used as a reference for those who want to conduct a study on constructing conditional sentences and other researcher who are interested in investigating the student ability in constructing conditional sentences.

2. Practically

- a. This research can be guidance for the teachers how to teach and the way to study conditional sentences easily, to supply their student in constructing conditional sentences.
- b. As the answer of the writer's curiosity the difficulty to constructing conditional sentences.

G. Previous Study

The writer finds some previous studies of researches in academic writing as follow:

The first study is the research from Enis Rochmatunnisa (SRN: 02341918). 2007. "Error Analysis in Students' English Writing". IAIN "SMH" Banten. Conclusion: (1) The types of error that always made by students in their writing are addition of word, article, capitalization, diction, punctuation, singular and plural and word order. (2) The cause of errors are in addition of word is caused by interference between Indonesian sentence and English, the English sentences is different from Indonesian, capitalization and still down. Articles is caused by lack of knowledge, punctuation is caused by the students do not pay attention the punctuation. Singular and plural is caused by interference between the first language to the second language, word order is caused by lack of knowledge of the grammar rule in Indonesian and English language.

The second study is the research from M. Yusron Lathif (11308151). 2015. "A Descriptive Analysis Of Students' Ability In Composing Conditional Sentence Of The Second Year Students Of

SMK DIPONEGORO Salatiga In The Academic Year 2013/2014".
Teacher Training and Education Faculty State Institute For Islamic
Studies (IAIN) Salatiga. In this research the writer concludes that:

(1) The students ability in composing conditional sentence of SMK
DIPONEGORO Salatiga based on data analysis in chapter four, are:
1 students out of 28 students or 4% the level of English grammar
mastery is excellent, then 3 students out of 28 students or 11% the
level of English grammar mastery are good and 7 students out of 28
students or 25% the level of English grammar mastery are fair and
9 students out of 28 students or 32% the level of English grammar
mastery are poor, the last 8 students out of 28 students or 28% the
level of English grammar mastery are worse. It shows that students'
ability in composing conditional sentence of the second year
students of SMK DIPONEGORO Salatiga is poor. There is no more
one students have excellent level of English grammar mastery in
composing conditional sentence, the most level of students in
English grammar mastery is weak. (2) The difficulties in composing
conditional sentence students of SMK DIPONEGORO Salatiga are:

(a) Students did not master the tenses as a basis of learning conditional
sentence. (b) Students do not know the use of verb in each conditional

sentence. (c) Many students were still unconfident in composing conditional sentence.

The third study is the research from Hadirotusholihah (106014000382). 2013. "Improving Students' Ability In Using Conditional Sentence Type 2 Through Contextual Teaching and Learning (A Classroom Action Research at the Second Grade of MAN Tarumajaya Bekasi)". English Education Department Faculty of Tarbiya and Teachers Training Syarif Hidayatullah State Islamic University Jakarta. Based on the research, it can be concluded that Contextual Teaching and Learning can improve students' ability in using conditional sentence type 2. It can be seen from the result of the test, there were some improvements of students' score in using conditional sentence type 2. Before implementing the action, it means in pretest the data showed that there were only 6 students whose score passed KKM or only 23.08%, and the mean score of pretest was 58.46. In post-test 1 there were some improvements, 16 or 61.54% students could reach KKM, and the mean score of post-test 1 was 71.54. The researcher continued to the next cycle because that had not fulfill yet the target which was 75%, and the result of post-test2 was there were 22 students or 84.62% whose score reach KKM, and the mean score of post-test 2 was 82.12. Besides, the

students' vocabularies which were one of their problems in learning Conditional Sentence Type 2 got significant improvement. It could be seen from their responds in teaching and learning processes were more active and enthusiastic. Then using Contextual Teaching and Learning, the students can understand the change of the verb in conditional sentence type 2. It could be seen from their evaluation in completing the sentence of conditional sentence type 2, their response of the researchers' question either orally or written questions. And also there were some significant improvements in their post-test score at the end of each cycle. In another words the students' simple past and irregular verb were improved. The last is Contextual Teaching and Learning makes easier to understand the conditional sentence type 2 because it relates the subject matters with students' real experience so they do not need to memorize the pattern of the conditional sentence type 2. They will have creative thinking to follow the lesson.

H. Organization of Paper

The research is divided into five chapters, the organization of this thesis as follows:

Chapter I is Introduction which contains of background of the study, identification of the problem, limitation of the problem, statement of the problem, objective of the study, significance of the study, and organization of paper.

Chapter II is the Review of Related Literature, which contains of the material of conditional sentences type I, type II and type III.

Chapter III is the Methodology of Research, which contains of, research method, setting of research, participant, instrument of research, technique of collecting data, technique of analyzing data.

Chapter IV is Research Findings has some contents; these are result of observation, data description, data analysis and data interpretation.

Chapter V is conclusion which contains of conclusions based on the result of the research and suggestions for further research.