CHAPTER II

REVIEW OF RELATED LITERATURE

A. Students' Ability

In language teaching, ability is the mode or manner in which language is used. Listening, speaking, reading, and writing are generally called the four language skills. Sometimes speaking and writing are called the active/productive skills and reading and listening are called the passive/receptive skills. Often the skills are divided into sub skills, such as discriminating sounds in connected speech, or understanding relations within a sentence.[1]

Each student who learns English with their teacher in the classroom will have different characteristics. The students can be classified into visual learners, auditory learners and kinesthetic learners. They need different treatment. They also have different skill, competence and ability. Below are the terms of students' ability:

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[1] Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, Fourth Edition (England: Longman, 2010), 322.

1. Skill

In language teaching skill is another term for language skill. Simple, a skill is the learned ability to carry out a task with pre-determined results often within a given amount of time, energy, or both. In other words the abilities that one possesses. According to Jack Richard in his Longman Dictionary book "skill in an acquired ability to perform an activity well, usually one that is made up of a number of co-ordinate process and actions. Many aspects of language learning are traditionally regarded as the learning of skills, such as learning to speak, or read fluently".[2]

Wikipedia define that a skill is the ability to carry out a task with pre-determined results often within a given amount of time, energy, or both.[3] Moreover, Merriam Webster online dictionary define that the term 'skill' is the ability to do something that comes from training, experience, or practice. For

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[2] Richards and Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, Fourth Edition, 532.
[3] Wikipedia, *the free encyclopedia.* August 25, 2017.

example, in the following sentences: [1] **Cooking is a useful** *skill.* [2] **He has excellent social** *skill.*[4]

From those explanations, the researcher can conclude that skill is ability which required by the process of learning, training and practice.

2. **Competence**

In generative grammar, competence is the implicit system of rules that constitutes a person's knowledge of a language. This includes a person's ability to create and understand sentences, including sentences they have never heard before, knowledge of what are and what are not sentences of a particular language, and the ability to recognize ambiguous and deviant sentences.

For example, a speaker of English would recognize: [1] *I want to go to home* as an English sentence but would not accept a sentence such as [2] *I want going home* even though all the words in it are English words.

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[4] Merriam Webster Online Dictionary http://www.merriam-webster.com/dictionary/skill, May 3, 2017.

Competence often refers to an ideal speaker/hearer that is an idealized but not a real person who would have a complete knowledge of the whole language. A distinction is made between competence and performance, which is the actual use of the language by individuals in speech and writing.[5] Competence is known as the ability to do something successfully or efficiently, while performance is known as the action or process of carrying out or accomplishing an action, task, or function.

3. Ability

Ability is a potential capacity of power to do something physical or mental, cleverness, intelligence special natural power to do something well and talent which function as a noun,[6] which can be used in the singular and or plural. There were noun which do not have a plural form, these nouns are used with some, much a lot of, enough, etc. some nouns can be used as either countable or a countable, for example is "ability".

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[5] Richards and Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, Fourth Edition, 103.

[6] A.S. Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2003), 2.

B. Conditional Sentence

1. Definition of Conditional Sentence

Conditional sentence is one of part English grammar which students need to learn. According to Decapua, "Conditional Sentence consists of two parts. One clause is called the if-clause because it is introduced by or begins with the word if. The other clause is referred to as the conditional clause because this is the part of the sentence that refers to some type of possibility or reality".[7] Sudarwati and Eudia Grace said that conditional sentences are also known as conditional clauses or if clauses. They are used to express that the action in the main clause (without if) can only take place if a certain condition (in the clause with if) is fulfilled.[8]

From those definitions, it seems that conditional sentence has two clauses, the first clause called as if clause and the second clause called as main clause. The place of if-clause will be at first or second of part a sentence. It is use comma

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[7] Decapua, Andrea, *Grammar For Teachers* (New York: Springer Science, 2008), 302.
[8] Th. M. Sudarwati, Eudia Grace, *PATHWAY TO ENGLISH for Senior High School Grade XI General Programme* (Jakarta: Erlangga, 2014), 145.

when if clause be at the first, but it is not use comma when if clause at the second.

Azar and Matthies state that conditional sentences have a sort of "truth value" in the mind of the speaker. The if-clause contains a condition under which, **in the speaker's opinion,** an expected result might or might not occur. The result-clause can state the speaker's prediction of an outcome.[9] Frank defines the term of conditional sentence as follows: "In statements with the true conditions, the main clause gives the result of a condition. If there are some possibilities that such a result may be accomplished, the form for real condition is used. If the result is impossible or uncertain of realization, the form of unreal condition is used. In most statement with real condition, there are only two result stated in the main clause will take place, if the condition is not realized then the result will not take place".[10]

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[9] Betty Schrampfer Azar, Barbara F.Matthies, Shelley Hartle, *Understanding and Using English Grammar Third Edition: Teacher's Guide* (Pearson Education, 2001), 216.

[10] Marcella Frank, *Modern English A Practical References Guide* (London: Prentice Hall, 1972), 255.

From those definitions, it clear that conditional sentence is a sentence which begins with –if, it expresses some condition then followed by main clause as result. If-clause and main clause can also call as cause and effect, it mean the if-clause is a condition that cause something happen in main clause.

From some definition above, the researcher can conclude that conditional sentence is a sentence which consists of combination between if clause and main clause. The main clause called as a result. The sentence sometimes has different meaning depend on the condition. It means, something can be possible to occur and impossible to occur (imagine something in the past).

2. Kind of Conditional Sentence

In conditional sentence, they are three sentences: Present Tense, Past Tense and Future Tense. And they are true and untrue condition. Here is the overview of basic verb forms used in conditional sentences:[11]

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[11] Betty Schrampfer Azzar, *Understanding and Using English Grammar,* Third Edition (New York: Pearson Education, 2000), 100.

Table 2.1

Overview of Basic Verb Forms Used In Conditional

Sentences

SITUATION	*IF-*CLAUSE	RESULT CLAUSE	EXAMPLES
True in the present/future	Simple present	Simple present	If I *have* enough time, I *watch* TV every morning.
		Will + *simple form*	If I *have* enough time, I **will** watch TV later on tonight.
Untrue in the present/future	Simple past	**Would** + *simple form*	If I *had* enough time, I **would** watch TV now or later on.
Untrue in the past	Past perfect	**Would have** + *past*	If I *had had* enough time, I

		participle	**would have** watched TV yesterday.

There are three types of Conditional Sentence:

1) Type 1 (True in the present/future)

Conditional Sentence Type I refer to the future. An action in the future will only happen if a certain condition is fulfilled by that time. We don't know for sure whether the condition actually will be fulfilled or not, but the conditions seems rather realistic – so we think it is likely to happen. Here are the forms of conditional sentence type 1:[12]

Table 2.2

Form of Conditional Sentence Type 1

If clause	Main clause	Examples
Simple Present	Will-future (will buy, will see, will tell, etc.)	If I study, I will pass the exams.

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[12] Sudarwati, Grace, *PATHWAY TO ENGLISH for Senior High School Grade XI General Programme*, 145-146.

	Infinitive (go, tell, buy, start, etc.)	If you see John tonight, tell him to e-mail me.
	Modal + infinitive (can buy, should tell, may see, must return, etc.)	If Ben gets up early, He can catch the bus.

Note: when the if-clause be at the end of the sentence, a comma (,) is not used.

Conditional sentence type 1 also called as true in the present/future, the mean of true in the present is that the verb is form present tense usually used in the if-clause, beside the verb in the main clause is formed by future tense. If-clause can be placed in the front or in the back, without changing the meaning.

In conditional sentences that express true, factual ideas in the present/future, the *simple present* (not the simple future) is used in the *if*-clause.

a) If I *don't eat* breakfast, I always *get* hungry during class.

b) Water *freezes* or *will freeze* if the temperature *reaches* 32°F/0°C.

c) If I *don't eat* breakfast tomorrow morning, I *will get* hungry during class.

d) If it *rains*, we *should stay* home.

   If it *rains*, I *might decide* to stay home.

   If it *rains*, we *can't go*.

   If it *rains*, we'*re going to stay* home.

e) If anyone *calls*, please *take* a massage.

f) If anyone *should call*, please take a massage.

The result clause has various possible verb forms. A result clause verb can be:

1. The *simple present*, to express a habitual activity or situation, as in (a).

2. Either the *simple present* or the *simple future*, to express an established, predictable fact or general truth, as in (b).

3. The *simple future*, to express a particular activity or situation in the future, as in (c).

4. *Modals* and *phrasal modals* such as **should**, **might**, **can**, **be going to**, as in (d).

5. An imperative verb, as in (e).

6. Sometimes **should** is used in an *if*-clause. It indicates a little more uncertainty than the use of the simple present, but basically the meaning of examples (e) and (f) is same.[13]

2) Type 2 (Untrue (contrary to fact) in the present/future)

In the sentence of this type, the verb of the if-clause is (past tense), and the verb of the main clause is (conditional form).

Here is the form of conditional sentence type 2:[14]

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[13] Azzar, *Understanding and Using English Grammar,* Third Edition, 100.

[14] Betty Schrampfer Azzar, *Understanding and Using English Grammar,* Second Edition (Chicago: Prentice Hall Regents, 1989), 347.

Table 2.3

Form of Conditional Sentence Type 2

If clause	Main clause	Example
simple past	**Would** + *simple form*	If I ***had*** enough time now, I ***would write*** to my parents. (*In truth, I do not have enough time, so I will not write to them.*)

Conditional Sentence type 2 also called as untrue (contrary to fact) in the present/future, the mean of untrue in the present or future that in if clause is formed by the past tense and the verb in main clause is formed by simple form. The sentence called untrue is the mean that the incident is impossible happened, because the result is likely not going to happen.

Azzar and Matthies state that "Untrue" does not mean that the speaker is lying, of course. It means that he or she is speaking of some situation that does not or cannot truly exist. The situation is hypothetical, not real. Untrue is defined as "contrary to fact" or "the opposite of what is true and real."[15]

a) If *I taught* this class, I *wouldn't give* tests.

(In truth, I don't teach this class.)

b) If he *were* here right now, he *would help* us.

(In truth, he is not here right now.)

c) If *I were* you, I *would accept* their invitation.

(In truth, I am not you.)

Note: *Were* is used for both singular and plural subjects. *Was* (with *I, he, she, it*) is sometimes used in informal speech: *if I was you, I'd accept their invitation*.

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[15] Azar, Matthies, Hartle, *Understanding and Using English Grammar Third Edition: Teacher's Guide*, 217.

COMPARE WITH:

a) If I had enough money, **I *would* buy** a car.

(The speaker wants a car, but doesn't have enough money.) ***Would*** expresses desire or predictable result.

b) If I had enough money, **I *could* buy** a car.

(The speaker is expressing one possible result.) ***Could*** = *would be able to.* ***Could*** expresses possible options.[16]

3) Type 3 (Untrue (contrary to fact) in the past)

In the sentence of this type, the verb of the if-clause is past perfect tense, and the verb of the main clause is perfect conditional.

Here is the form of conditional sentence type 3: [17]

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[16] Azzar, *Understanding and Using English Grammar,* Third Edition, 101.
[17] Azzar, *Understanding and Using English Grammar,* Second Edition, 349.

Table 2.4

Form of Conditional Sentence Type 3

If clause	Main clause	Example
past perfect	**Would have** + *past participle*	If I ***had*** enough time, I ***would have written*** to my parents yesterday. (*In truth, I did not have enough time, so I did not write to them.*)

Conditional Sentence Type 3 also called as untrue (contrary to fact) in the past, the mean of untrue that the verb in if clause is past perfect tense and the verb in main clause of conditional is past participle. The happening time is in the past and impossible it was happen, because the activity in if clause doesn't occur.

According to Azzar and Matthies, "Looking back at past times, Teachers know whether events really occurred or not. Using conditional sentences, we can talk about hypothetical past events and results that would have or could have occurred had certain conditions been present".[18]

a) If you ***had told*** me about the problem, I ***would have helped*** you.

    (In truth, you did not tell me about it.)

b) If they ***had studied***, they ***would have passed*** the exam.

    (In truth, they did not study. Therefore, they failed the exam.)

c) If I ***hadn't slipped*** on the stairs, I ***wouldn't have broken*** my arm.

    (In truth, I slipped on the stairs. I broke my arm.)

Note: The auxiliary verbs are almost always contracted in speech. "If you'd told me, I would've helped you."

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[18] Azar, Matthies, Hartle, *Understanding and Using English Grammar Third Edition: Teacher's Guide*, 218.

COMPARE WITH:

a) If I had had enough money, ***I would*** *have bought* a car.

(***would*** expresses a desired or predictable result)

b) If I had had enough money, ***I could*** *have bought* a car.

(***could*** expresses a possible option; *could have bought =*

would have been able to buy.)[19]

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[19] Azzar, *Understanding and Using English Grammar,* Third Edition, 101.