

AN ANALYSIS OF STUDENTS' ERRORS IN USING CONDITIONAL SENTENCE AT ELEVENTH GRADES STUDENTS OF SMA MUHAMMADIYAH 11 PADANDSIDIMPUAN IN THE 2020/2021 ACADEMIC YEAR

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Abstract: *This research was conducted at the eleventh grade SMA Muhammadiyah11 in 2020/2021 academic year with respondent 20 students. The purpose of this research was to find: 1) to know what the students' error in using conditional sentence, 2) why students made errors in using conditional sentence. This research use mix method. The data were collected by test and interview. Triangulation was used in checking trustworthiness. The results of this study are 1) the result of students test in conditional sentence is enough, with percentage the correct is 64% and the errors is 36%, 2). Students errors in using conditional sentence, includes: 19% errors of addition, 18% error of omission, 56% error of misformation, and 7% error in misordering. The researcher concludes that from the calculation of the data, misformation errors are the most common error made by the students. The writer found, there are two main causes of the students' errors in using conditional sentence. The first is the students don't understand and inability in using past form. The second is the inability of the students in differentiating between conditional sentence type 1, type2, and type 3.*

Keywords: *students' errors, conditional sentence*

Abstrak: Penelitian ini dilakukan pada siswa kelas XI SMA Muhammadiyah 11 Tahun Pelajaran 2020/2021 dengan responden 20 siswa. Tujuan dari penelitian ini adalah untuk menemukan: 1) untuk mengetahui apa saja kesalahan siswa dalam menggunakan conditional sentence, 2) mengapa siswa melakukan kesalahan dalam menggunakan conditional sentence. Penelitian ini menggunakan metode campuran. Pengumpulan data dilakukan dengan tes dan wawancara. Triangulasi digunakan dalam memeriksa kepercayaan. Hasil penelitian ini adalah 1) hasil tes siswa conditional sentence cukup, dengan persentase benar 64% dan kesalahan 36%, 2). Kesalahan siswa dalam menggunakan conditional sentence, meliputi: 19% kesalahan penambahan, 18% kesalahan penghilangan, 56% kesalahan salah formasi, dan 7% kesalahan dalam mengurutkan. Peneliti menyimpulkan bahwa dari perhitungan data, kesalahan salah formasi merupakan kesalahan yang paling sering dilakukan oleh siswa. Penulis menemukan, ada dua penyebab utama kesalahan siswa dalam menggunakan kalimat kondisional. Yang pertama adalah siswa tidak mengerti dan tidak mampu menggunakan bentuk lampau. Kedua, ketidakmampuan siswa dalam membedakan kalimat kondisional tipe 1, tipe 2, dan tipe 3.

Kata Kunci : *students' errors, conditional sentence*

I. INTRODUCTION

Grammar is the system of language. In linguistic, grammar is the set of structural rules governing the composition of clauses,

phrases, and words in any given natural language. The term refers also to the study of such rules, and this field includes morphology, syntax, and phonology, often complemented by phonetics, semantics, and pragmatics. People sometimes describe grammar as the rules of a language, but in fact no language has rules. If we use the word rules, we suggest that somebody created the rules first and then spoke the language, like a new game. But language did not start like that. When students learn English, they would learn language skills and language components.

Grammar is one of language components that must be learnt and understood by the students because it is a very basic knowledge for them in understanding English. One of them is conditional sentence.

Conditional sentence is important for students to master, so that students are able to compose oral and written text to express and ask for presuppositions if they occur about the situation /events /events in the future, by paying attention to function, text structure, and language that is correct and in accordance with the context. According to Al Rdaat in Novi and Susanto (2012:16) defines that Conditional sentence are made two clauses namely "if-clause" and

“main clause”. Conditional has three types what difference, for example : If you give me money, I will help you (type I), if you gave me money, I would help you (type II), if you have given me money, I would have helped you (type II). These example show us that English conditional sentence there is a change on verb form between conditional sentence I, II, and III. Material conditional sentences has a relationship with other material that is tenses, in every type of conditional sentences structure have a different forms in tense. Therefore the process of mastering conditional sentence is difficult for students and they often make errors.

Based on the writer interview with the English teacher in SMA Muhammadiyah 11 Padangsidempuan, the writer found some problems faced by students. The English teacher said that students has difficulties, and students are often confused to understand the structure of conditional sentence, causes when assigned to create a conditional sentence they make errors.

This research focused on the students' error in using conditional sentence. The problem of this research include, to know the students' errors in using conditional sentence, and to know why students make errors in using conditional sentence.

An Error is a form in learner language that is inaccurate. It means that there is the different forms used by the competent speaker of a target language. Error can be done by the Indonesian learner, it happened because English as a foreign language. Error in foreign language especially in English are the cases which are difficult to avoid.

An error can not be self-corrected .When error happens, It shows their lack of understanding about the rules of the language itself .There are some definition of error.. First, According to Brown in novarita (2017:2), Error analysis is the fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating whitin the learner, led to a surge of study of learners' errors.

According to Dulay in suhono (2016) says, "Defines surface taxonomy as a classification of language errors based on how the surface structures are altered. Types of error are: (a) Omission, (b) Addition, (c) Misformation, and (d) misordering".

II. METHODOLOGY OF THE RESEARCH

The writer conducted this research at SMA Swasta Muhammadiyah 11 Padangsidempuan it is locating on Jalan S. Parman No. 18, Kelurahan Bincar, Kecamatan Padangsidempuan Utara, Kota Padangsidipuan. The researcher focused the study in eleventh grade students. The researcher chose all of the students on eleventh grade and some teacher The process of this research will be conducted for three months (march until mei).

In this research, the writer used mixed method. of mixed method. According to Gay (2012: 483) says, "Mixed method research designs combined quantitative and qualitative approaches by including both in quantitative and qualitative data in single study". In this research to collect the data, the researcher use test and interview. According to Ary(2010:201) "A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned". According to Rangkuti (2016: 143-152) says that, interview is a means of proving the information or observation previously obtained. In this research, interview is as supporting data to know the errors that's make by students in using conditional sentence. The interview

would be carried out after giving the test with five questions and it will be given to the teacher.

III. RESULT

The writer finds that the students' errors in using conditional sentences from the test include 193 or 64 % correct answers and 107 or 36 % errors. The use of conditional sentences at eleventh grade students of SMA Muhammadiyah 11 Padangsidempuan in 2020/2021 academic year is enough.

Based on an interview with the teacher, the writer found that there are two main causes of the students' errors in using conditional sentences. The first is that the students don't understand and are unable to use the past form. The second is the inability of the students to differentiate between conditional sentence type 1, type 2, and type 3.

IV. DISCUSSION

From the results of analyzing the errors made by students in using conditional sentences, the correct answer is 193 or 64 % and the errors are 107 or 36 %, it means the use of conditional sentences at eleventh grade students of SMA

Muhammdiyah 11 in 2020/2021 academic year is enough. From 107 errors that made by students, the writer classify the error in using conditional sentence, with the highest error was misformation, it was 60 errors or 56 %, the second was addition, it was 20 errors or 19 %, the third was omission, it was 19 errors or 18 % and the last or the lowest errors was misordering, it was 8 errors or 7 %.

From the interview (both teacher and students interview), the writer found that there are two main causes of the students' errors in using conditional sentence. The first is the students don't understand and inability in using past form. The second is the inability of the students in differentiating between conditional sentence type 1, type2, and type 3.

CONCLUSIONS

Based on the result of the data analysis in chapter IV the writer can be concluded some conclusion from this research as follows:

1. The result of the research shows : the students error in using conditional sentence found the correct answer from the test is 64 % and the errors is 36%, it means that students in using

conditional sentence at eleventh grades of SMA Muhammadiyah 11 Padangsidempuan is enough.

2. Students error in using conditional sentence find 107 errors. From the calculation of data, the frequent errors done by the students is error in addition with 19% errors, error in omission with 18%, error in misformation with 56 %, and error in misordering with 7%.
3. From the interview (both teachers and students interview), the writer found that there are two main causes of the students' error in using conditional sentence. The first is the students do not understand and lack inability in using past form .The second is the inability of the students in differentiating between conditional sentence type 1, type2, and type 3.

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