



**THE STUDENTS' DIFFICULTIES  
IN USING CONDITIONAL SENTENCES  
AT GRADE XI SMA NEGERI 3 PADANGSIDIMPUAN**

**A THESIS**

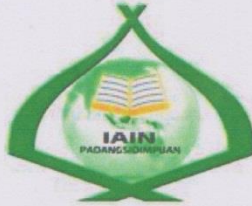
*Submitted to the State Institute for Islamic Studies Padangsidimpuan  
As a Partial Fulfillment of the Requirement  
for the Graduate Degree of Education Scholar (S.Pd.) in English*

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PADANGSIDIMPUAN  
2019**



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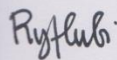
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After reading, studying and giving advice for necessary revision on the thesis belongs to Nita Asmita, entitled "THE STUDENTS' DIFFICULTIES IN USING CONDITIONAL SENTENCES AT GRADE XI SMA NEGERI 3 PADANGSIDIMPUAN". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department of Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

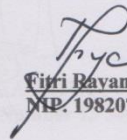
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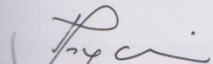
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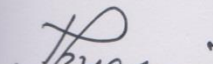
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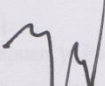
  
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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

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### **ABSTRACT**

This research is about the students' difficulties in using conditional sentences at grade XI SMA N 3 Padangsidempuan. The students still have difficulties in using conditional sentences. The objectives of the research are to find the students difficulties in using conditional sentences and to know why the students difficulties in using conditional sentences at grade XI SMA N 3 Padangsidempuan.

This research is conducted by qualitative research. The sources of data for this research are students at grade XI SMA N 3 Padangsididmpuan as primary source and the teacher as secondary source. The instruments of collecting data were test and interview. Data are processed and analyzed by qualitative process.

Based on the result of research, researcher finds the students' difficulties in using conditional sentences consist of 9 students in future conditional, 9 students in present conditional, and 9 students in past conditional at grade XI SMA N 3 Padangsidempuan. The reason of students' difficult in future conditional because students can't using main clause in future conditional. Then students' difficulties in present conditional because students don't understand in using past form in type present conditional and not fully understood in the changes of verb form. The last students' difficulties in past conditional because students difficult in distinguish type present conditional and type past conditional from the probability and the context and students felt difficult in located "had" and "have" in main clause or if clause in type past conditional.

Key word : *students' difficulties, conditional sentences*

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Kalimat Pengandaian di Kelas XI SMA Negeri 3  
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### **ABSTRAK**

Penelitian ini membahas tentang kesulitan siswa dalam menggunakan kalimat pengandaian pada siswa kelas XI SMA Negri3 Padangsidempuan. Siswa masih kesulitan dalam menggunakan kalimat pengandaian. Tujuan dari penelitian ini adalah untuk menemukan kesulitan siswa dalam menggunakan kalimat pengandaian dan untuk mengetahui mengapa siswa mengalami kesulitan dalam menggunakan kalimat pengandaian di kelas XI SMA N 3 Padangsidempuan.

Penelitian ini di lakukan dengan penelitian kualitatif. Sumber data untuk penelitian ini adalah siswa kelas XI SMA N 3 Padangsidempuan sebagai sumber data primer dan guru sebagai sumber data skunder. Instrumen pengumpulan data adalah test dan wawancara. Data diolah dan di analisis dengan proses kualitatif.

Berdasarkan hasil penelitian, peneliti menemukan kesulitan siswa dalam menggunakan kalimat pengandaian terdiri dari 9 siswa di future conditional, 9 siswa di present conditional dan 9 siswa di past conditional di kelas XI SMA N 3 Padangsidempuan. Alasan siswa sulit dalam kalimat pengandaian masa akan datang karena siswa tidak dapat menggunakan klausa utama dalam kalimat pengandaian masa akan datang. Kemudian kesulitan siswa dalam kalimat pengandaian masa sekarang karena siswa tidak mengerti dalam menggunakan bentuk masa lalu dalam tipe kondisi sekarang dan tidak sepenuhnya memahami dalam perubahan bentuk kata kerja. Kesulitan siswa terakhir dalam kondisi masa lalu karena siswa sulit dalam membedakan tipe kondisi sekarang dan tipe kondisi masa lalu dari probabilitas dan konteks dan siswa merasa sulit dalam menggunakan "had" dan "have" dalam klausa utama atau klausa dalam jenis masa lalu bersyarat.

Kata kunci : *Kesulitan- kesulitan siswa, kalimat pengandaian*

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## CHAPTER I

### INTRODUCTION

#### **A. Background of the Problem**

English becomes the most essential language in the world. Almost all people from many different countries around the world use it to communicate. In globalization era, English is a universal language in several fields, for instance, education, business, politics, and tourism. English is considered as an International Language. English also special characteristics they are special place to be learnt in the world, especially in Indonesia.

English is one of the foreign languages in Indonesia that is provided as a compulsory subject to students of Junior High School, Senior High School, and up to University level. Most of people have known that English is very important in applying the development science and technology.

There are four aspect skills in every language they are: listening, speaking, reading, and writi ng. The four skills are supported by the learning of language elements. They are vocabulary, pronunciation and structure or grammar. Writing is one of the four language skills that should be mastered by students. In writing skills there are many conventions of rules that have to be followed in order to achive the standard of the writing skills.

English has a structure and rule which is different from languages. Some students often make some mistakes when they try to understand a

foreign language. To get a clear understanding, they must know its rule and its structure.

In this case, the researcher focuses on grammar skill that is in of the problematic in factors learning English. Moreover, in Senior High School students should to be able to show their feelings and ideas in spoken and written forms. They also should be able to use their analytic and imaginative ability in learning English as foreign language. It means these expectations are included in the language skill.

Grammar is very necessary to learn as no exception in English. For example, in learning sentences, tenses, part of speech, preposition, gerund, conditionalsentence, and so on. Unfortunately, the ability of the students in grammar is still poor. If the students want to make a good sentence must be grammatically by knowing the way to arrange and the form the words well.

In English, communicative competence include grammar, it could prevent misunderstanding in communication. Grammar is a systematic study of scientific method which provides information and guidance necessary to learn a language. The science of grammar teaches how language spoken and written correctly and effectively. So, it can be said that grammar is primarily concerned with formation and clarification of words and sentences and their partical significances in daily life. In English grammar, one of clauses that important to be learnt is If clause ( Conditional Sentences).



Conditional sentence is a sentence that expresses a wish, hope, plan, etc. That may be possible, unreal or contrary to the factor impossible.<sup>1</sup> When regret is occurring, it can be only said "if". The words here indicates a regret. So, what can do now, do it with action maximal effort before the regret will occur the future time. It reputed as experience and something will get in future time is called expectations.

Expectation is the basic form of a belief in something that it will desire to be obtain or an event will be fruitful goodness in the future time. In generally, expectations is an abstract form, it is not visible, but it is believed. Sometimes the expectations rest on someone or something. Expectation arising from the heart is called a dream. While expectations arising from mind is called a plan. In daily lives, we often fantasized about imagination, desires is achieved, so say the word "if". For example" if I become a rich man, I will not arrogant to others people". Our expectation will be achieved, if we do maximal effort. Because what you get in the future time is the result of action in the present time.

To express the imagination, desires, and our dreams in the past, present and future time can be formed in conditional sentences. Conditional sentences is marked by the word "if" to showing a regret, hope, aspirations

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<sup>1</sup> Slamet Riyanto, *A Complete Course to the TOICE TEST*, (Yogyakarta: Pustaka Belajar 2008) p. 133.

and dreams that have not been achieved in the past and hope to achieve something in the future time.

Nowadays, there are many students can not write correct sentence by using good sentence especially in conditional sentences. Although it has been learned of the eight grade in Junior High School, there are many still students who do not understand about the conditional sentences such as the purpose, pattern, using and mastering of conditional sentences.

When researcher interview one of the students in SMAN 3 Padangsidempuan class XI-2. She said that conditional sentence is one of the English materials that difficult to be understood because it use many different patterns.<sup>2</sup>

There are several factors that cause students do not understand about conditional sentences such as, *First*, they still confuse how is defenition of conditional sentences and can not differentiate that types of conditional sentences. *Second*, the students still poor of vocabularies. The students are expected to able to using conditional sentences in writing correctly. *Third*, the students are low motivation in learning process. Sometimes, when teaching learning process some of them feel sleepy and make noise. Students are lazy

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<sup>2</sup> Anjelina, Student of SMA Negeri 3 Padangsidempuan, *Private Interview*, at 28<sup>th</sup> Oct 2017.

to study it, they are not motivated in writing. But not all students are not comprehend yet the lesson especially to using in conditional sentences.<sup>3</sup>

Based on the problem above this research will do in SMAN 3 Padangsidempuan at grade XI. In this research, the researcher is interest to research about **”The Students’ Difficulties In Using Conditional Sentences at grade XI SMA N 3 Padangsidempuan”**.

### **B. The focus of the Problem**

From the explanation above, this research is focused in using conditional sentences. So, the researcher has to limit the problem of this research on the students’ difficulties in using conditional sentences at grade XI SMA N 3 Padangsidempuan.

### **C. The Limitation of the Key Term**

To avoid vagueness and misunderstanding between the researcher and the reader, the terminologies as follow:

#### 1. Students

Hornby stated that “The student is a person who is studying at school or college”<sup>4</sup>. And students is a person studying at secondary school and some of another level education.

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<sup>3</sup> Siti Zubaidah Pemilu, Teacher of SMA Negeri 3 Padangsidempuan, *Private Interview*, at 28<sup>th</sup> Oct 2017.

<sup>4</sup>AS. Hornby, *Oxford Advenced Learner’s Dictionary* ( New York: Oxford University Perss, 1995), p. 1187.

So based on those definitions above, the writer concluded that the student a person who learn on the grade of Junior High School on the formal education institution. And the student in this research is a person who studies at the grade XI in SMA N 3 Padangsidempuan.

## 2. Difficulties

Difficulties is something hard to deal with understanding. In addition difficulties are situations not good.<sup>5</sup> A. S . Hornby stated a difficulty is the state or condition of being difficult.<sup>6</sup> In Indonesian dictionary difficulty is “the complicated or hard situation, something difficult”.<sup>7</sup>

## 3. Conditional Sentences

Conditional sentences is an element of grammar, it is known as a combination of some kind of tense, such as present tense, future tense, past tense and modals. It is preceded by conjunction “*If*”.

So, the difficulty of the students in conditional sentences at grade XI SMA N 3 Padangsidempuan means study or examined ability or the potential of the students in conditional sentences.

## D. The Formulation of the Problem

The formulation of the problem of this research as below:

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<sup>5</sup> A. S. Hornby, *Oxford Advanced Learner's ...* p. 1100.

<sup>6</sup> *Ibid*, p. 202.

<sup>7</sup> Tim Prima Pena, *Kamus Besar Bahasa Indonesia* ( Jakarta: Gitamedia Press, 2001), p. 1385.

1. What are students' difficulties in using conditional sentences at grade XI SMA N 3 Padangsidempuan?
2. Why do the students feel difficult in using conditional sentences at grade XI SMA N 3 Padangsidempuan?

#### **E. The Objective of the Research**

The aims of the research were;

1. To find the students' difficulties in using conditional sentences at grade XI SMA N 3 Padangsidempuan.
2. To know the reasons of students' difficulties in using conditional sentences at grade XI SMA N 3 Padangsidempuan.

#### **F. The Significances of the Research**

The significances of the researcher are:

1. The Headmaster, to encourage English teachers to teach English best.
2. The English teacher, to improve the quality of the teaching English Writing.
3. The student, to enrich the scientific writing difficulties.
4. Researchers, to do further same topic of research.

#### **G. The Outline of the Thesis**

The outline of the script include into five chapter, they are: the first chapter consist of background of the problem, focus of the problem, the defenition of the key terms, the formulation of the problem, the aim of the research, the significances of the research, and the outline of the thesis. The



background of the problem talked about the reason to choose the title of the research. Focus of the research was made to specific discussion of the research. Defenition of the key terms was used to clarify the terminologies in the title of this research. The researcher state the formulation of the problem use to give general problem of the research. The aims of the research were made to clarify the purpose of the research. The significant of the research was made to state that the research was useful for researcher and another. The outline of the thesis is the content of the thesis generally.

The second chapter is a theoretical description consists of the theoretical conditional sentences, the defenition of conditional, types of conditional sentences with if, and learning difficulty and review related findings.

The third chapter is the research methodology that consists of the setting of the research, research design, the sources of the reseach, the technique for collecting the data and instrument, technique of checking trustworthiness and the technique of data analysis. The kind of the research is qualitative approach, the research done in SMA N 3 Padangsidimpuan, the instrument of collecting data that used by researcher were interview, and test.

The fourth chapter consist of findings, discussion and result of the research consist difficulties in using conditional sentence and the effort of teacher to overcome the difficulties. In this chapter about result of the research, the difficulties that faced by students in using conditional sentence and how to

overcome the difficulties. The thearts of the research, which talking about the thearts that researcher found in the process of the research.

The fifth chapter consist of conclusion and suggestion. The conclusion include the result of the research, the difficulties that faced by students in using conditional sentence, and the efforts by English teacher to overcome the difficulties that faced by students, English teacher, headmaster and the reader.

## CHAPTER II

### THEORETICAL DESCRIPTIONS

#### A. The Theoretical Descriptions

There are some words those are important to be defined to avoid misunderstanding.

##### 1. Students' Difficulties

###### a. Defenition of Students'

Elementary school, junior high school, senior high school until University it is students. Students' is a person who studies, or investigates or person who is enrolled for study at school, college, etc.<sup>1</sup> It can concluded that students is a person that studying at school not only elementary school, junior high school, senior high school but also at university.

For addition, Hornby stated that students is:

A person in studying at school or college. Denoting someone who is studying in order to enter a particular procession. Then the person engaged in study one who is attend a school, or who seeks knowledge from professional teachers or from books as the students an academy, a college or a university, a medical students and hard students. One who studies or a university, a medical students and hard students. One who studies or examines in any manner, an attentive and systematic observer, as a student of human nature, or physical nature.<sup>2</sup>

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<sup>1</sup> Victoria Newfelat & David B. Guralmik, *Webstern New Word Collage Dictionary*, (USA: Mac Milan, 1995), p.12

<sup>2</sup>Hornby, *Oxford Advanced Learner's Dictionary*, (New York Oxford University Press. 2003), p 822.

Absolutely, based on above those definition, the researcher concludes that the students is a learner, a person who lives together and studies in formal education attends an educational institution and how is their relation as a member of society to develop education level proces.

### **b. Dynamics of Students' in Learning**

In studying process, students use the cognitive, effective, and Psychometric ability.<sup>3</sup> There three aspects have been studied by some scientist. They arrange the aspects systematically. Such as Bloom, Krathwohl, and Simpson. They make the categorization of students' behavior and its relations with the aims of learning. The result of their study is called taxonomy bloom.

Cognitive dominant ( Bloom, e.t) consist of six kinds of behaviors, they are: a) Knowledge, b) Comprehending, c) Applying, d) Analyzing, e) Evaluating.<sup>4</sup>Affective domain (Krathwohl and Bloom, e.t) consist of five behaviors, they are: a) Receiving, b) Responding, c) Organization, d) Characterization.

Psychometric domain (Simpson) consist of seven behaviors, they are: a) Perception, b) Readiness, c) Guidance movement, d) Habitually movement, e) Complex movement, f) Movement adepting, g) Creativity.<sup>5</sup>

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<sup>3</sup>Dimiyanti and Mudjiono, *Belajar dan Pembelajaran*, ( Jakarta: Rineka Cipta, 2009), p.22.

<sup>4</sup>Sardiman, *Intraksi dan Motivasi Belajar Mengajar*, ( Jakarta: PT. Raja Gravindo Persada, 2011), p. 111.

<sup>5</sup>Dimiyanti and Mudjiono, *Belajar dan Pembelajaran*( Jakarta: Rineka Cipta, 2009),p.27-29.

Based on explanation above, the researcher concluded that there are three aspect the students behaviors they are cognitive domain, affective domain, and psychometric domain in the students process in learning.

### c. The Students' Difficulties

Difficulties is a condition where is competence is not attain agree with standard criteria which decided. A. S Hornby stated a difficulty is the state or condition of being difficult.<sup>6</sup> In Indonesian dictionary "Kesulitan adalah hal yang rumit atau situasi yang sulit".<sup>7</sup> (difficulty is the complicated or hard situation, or something difficult).

Difficulties are requiring effort or skill to solve, undestand, etc.<sup>8</sup> The students feel difficult in learning Conditional Sentence because they do not understand the purpose, pattern, and differentiate the types of Conditional Sentence. The students must do effort to can and understand about Conditional Sentence.

Difficulty is therefore a subjective concept. Attribution theory, for example would suggest that since (task) difficulty is an external and

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<sup>6</sup>A. S. Hornby, *Oxford Advanced Learner's Dictionary*, ( New York: Oxford University Perss, 1995), p. 202.

<sup>7</sup>Tim Prima Pena, *Kamus Besar Bahasa Indonesia*, (Jakarta; Gita Media Press, 2001), p. 1385.

<sup>8</sup>A. S. Hornby, *Oxford Advanced Learner's Dictionary*, ( New York: Oxford University Perss, 1995), p. 322.



stable, it is difficult to control.<sup>9</sup> Therefore, students should avoid attributing their negative attitudes or performance to task difficulty in some cases. Some students may have difficulty in accent, grammar, vocabulary, fluency and comprehension in learning Conditional Sentences.

According to Sudrajat learning difficulties can be manifested in students' behaviour such as in term of psychomotoric, cognitive, and affective. Some students behaviour that indicated they experience in learning difficulties.<sup>10</sup>

Based on explanation above the researcher concluded that learning difficulties in students' behaviour they are in psychomotoric, cognitive and affective. So, From the students behaviour the students indicated their experience in learning difficulties.

## 2. Kinds of the Difficulties

There are kinds of the difficulties:

- 1) The difficulties of action are the difficulties in practicing of the learning like sport, art, etc.
- 2) The difficulties of transfer of training and understanding are the difficulties in transferring of understanding the subject of learning
- 3) Difficulties of forgetting and extinction are the difficulties in remembering or memorizing the subject that has been learned.<sup>11</sup>

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<sup>9</sup>Nancy Shzh-en Lee, "Understanding Students' Perception of Difficulty with Academic Writing for Teacher Development: A case Study of the University of Tokyo Writing Program", ([http://www.highedu.kyoto-u.ac.jp/kiyou/data/kiyou14/01\\_nancy.pdf](http://www.highedu.kyoto-u.ac.jp/kiyou/data/kiyou14/01_nancy.pdf), retrieved at 14,18 p.m.).

<sup>10</sup>Ridwan Idris, *Mengatasi Kesulitan Belajar dengan Pendekatan Kognitif*, Dalam Jurnal Lentera Pendidikan, Volum 12, No. 2 Desember 2009, p. 158.

<sup>11</sup>Ahmad Sudrajat "Kesulitanbelajarsiswadanbimbinganbelajar" <http://repository.Upi.edu/operator/upload/sp-bb>

Based on explanation above the researcher conclude that there are three kinds of difficulties that make students difficulties to action, difficulties to transfer and difficulties to remembering.

The are kinds of difficulties:

- 1) Difficulty with the sequence and identification of letters of the alphabet.
- 2) Confusion over letters and numerals that look alike
- 3) Troubel learning the connection between letters and sound
- 4) Uneven spacing between written letters, words and symbol
- 5) Difficulty with or avoidance of tasks that require copying, writing, spelling, reading and reading aloud
- 6) Inability to understand what has been read
- 7) Ability to count aloud but not to write down the numerals
- 8) Trouble following classroom discussion and expressing thoughts aloud
- 9) Difficulty undestanding simple instruction
- 10) Forgefulness of what has been learnt
- 11) Difficulty completing homework<sup>12</sup>

Based on explanation above the researcher conclude that there are eleven kinds of difficulties that make students difficulties in learning proses.

### **3. Factor of Difficulties**

In learning process especially, they are many things that can become difficulties for students. They are categorized into two categories;

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<sup>12</sup>Institut of Mental Health, Learning Difficulties, accessed on [https://www.imh.com.sg/uploadedFiles/Clinical\\_Services/Community-based\\_Services/REACH/What-are-Learning-Difficulties.pdf](https://www.imh.com.sg/uploadedFiles/Clinical_Services/Community-based_Services/REACH/What-are-Learning-Difficulties.pdf), retrieved on January, 08<sup>th</sup> 2019, p. 2

internal and external factor. Internal factor can be physic condition and healthy, motivation, while, external factors can be categories in to condition of school, family, or social life.

Brown said that factors of the difficulties:

a) Internal Factor

Many things can be comes problems for someone if we look from internal factor. Internal factors can also be known as the psychological factors. Brown believes that the psychological factors of students can be indentified from the affective factors of the students. Further, Brown explain that the affective factors which becomes the psychological factor that affect the students difficulties.<sup>13</sup>

Based on explanation above the researcher concluded that factor of students difficulties can be identified from internal factor (effective factors).

b) External Factor

External factor is the problem that comes from out of students them self like condition of school, teacher, family, or social life. For example; a good teacher can make a good learning, but if the teacher does

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<sup>13</sup>H. Doughlas Brown,*Language Assesment: Principles of Language Learning and Teaching. Fifth Edition*,(United States of America: Longman,2007), p. 153-154.

not able to make a comfortable situation, students can be bored in learning process.<sup>14</sup>

Based on the explanation above, it can be concluded that students' difficulties means the problem that are faced by students they come from internal and external factors of students each selves.

## **B. Conditional Sentences**

### **a. Defenition of Conditional Sentences**

Conditional sentences comes from two words; conditional and sentences. Conditional is a word formed from a noun "condition", it means mood ( a state experienced by someone in herself and inside herself) or requisite (something must be do to achieve a purpose).Then, the word "condition" followed suffix "al" until become "conditional", it indicates a condition. While sentence is a group of words to expressing a statement and usually containing a subject and predicate. So conditional sentences is a sentences expressing a statement about condition or sentences depends on a condition.

This statement supported by Jeremy Harmer, he said that conditional sentences these are formed when the conjunction "if" is used to preface a condition.<sup>15</sup> Below some opinions from experts stated about definition of the conditional sentences :

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<sup>14</sup>Muhibbin Syah , *Pisikologi Belajar*, (Jakarta: PT. Raja Grafindo,2004), p.184-186 .

<sup>15</sup>Jeremy Harmer, *How to Teach English*, (England: Longman,1998),p.46.

According to Slamet Riyanto, “conditional sentences is a sentence that expresses a wish, hope, plan, etc. That may be possible, unreal or contrary to the fact, or impossible”.<sup>16</sup> While according to Betty Schramper Azar in her book, conditional sentences is a sentences consist of two parts, that each of them called “if clause” and “main clause” but they have closed relation to each other”,<sup>17</sup> Then, according to Robert Krohn, “Conditional sentence is an element of grammar, it is know as a combination of some kinds of tense, and modal, it is preceded by conjunction if”.<sup>18</sup>

Based on definition above, the researcher concluded that conditional sentences is a sentences that describes situations that occur or do not occur because of certain condition and consist of two parsts, ” if clause” and “main clause” but they have closed relation to each other.

Next, Otong Setiawan Djuharie says that : “Conditional merupakan kata jika / apabila, yang dinyatakan dengan kata if.”<sup>19</sup> Beside it, according Oxford learner’s pocket dictionary, “conditional is ( of a clause) beginning with if or unless”. Pamela J. Sharpe’s says Conditionals are statements

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<sup>16</sup> Slamet Riyanto, *A Complete Course to the TOEIC TEST*, (Yogyakarta: Pustaka Belajar, 2008), p.133.

<sup>17</sup> Betty Schramper Azar, *Understanding and Using English Grammar*, (Jakarta: Binarupa Aksara, 1985), p.343.

<sup>18</sup> Robert Krohn, *English Sentence Structure*, (New York: The University of Michigan, 1971), p.34.

<sup>19</sup> Otong Setiawan Djuharie, *Functional English Grammar*, (Bandung: Yrama Widya, 2008), p.303.

with *If* or *unless*. They are opinions about the conditions (circumstances) influence result, and opinion about the results.<sup>20</sup>

Based on definition above, the researcher concluded that conditional sentences is a sentences express situations that are the opposites of the true situation. The condition or action that might come true or not.

Example :

1. If it rains (condition ), you'll get wet ( result).
2. If I see him (condition), I will call Harry (result).
3. If you listen to the question carefully ( condition), you will answer them easily (result).
4. If we finish our work a little early today (condition), we will attend the lecture at the art museum (result).

In this case it is quite likely that it will rain and therefore that result is possible. However, if changed the sentence to “if it rained, you would get wet, we are talking hypothetically, and this is signaled by the use of “would” rather than “will”. A further change of verb tense / form ( using past perfect ) will produce an impossible condition.

Example :

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<sup>20</sup>Pamela J.Sharpe, Barron's, *How To Prepare For The TOEFL Test Of English As A Foreign Language*, (Jakarta: Binarupa Aksara,1992), p.69.

1. If it had rained, you would have got wet. (But it didn't so you were spared).<sup>21</sup>
2. If the Goalie had jumped up, he would have caught the ball.( But he didn't jumped up, so he couldn't catch the ball ).
3. If the forwards had run faster, they would have scored more goals. (But the forwards hadn't run faster, so they didn't more goals).

Conditional sentences consist of two part, they are dependent clause and independent clause is usually called main clause because a sentence structure that can stand and alone or by itself, and the dependent clause is part of sentence this always called if clause because it is only part of a sentence this clause identifies "if" condition and can not stand by itself. The dependent clause can come before the independent clause if, it comes before it is followed by comma; if it comes after, no comma is needed as the sentence below:

- 1). I can graduate next semester if I complete sixteen units.
- 2). I would major in computer science if I were you.<sup>22</sup>

Based on the some definitions above, the researcher concluded that conditional sentence is a sentence that expresses a wish, hope, plan, in the past, present and future time is possible and impossible.

### **b. Kinds of Conditional Sentences**

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<sup>21</sup>Jeremy Harmer, *How to Teach English*, (England: Longman,1998), p.46.

<sup>22</sup>*Ibid.*,p.219-220.

There are three kinds of conditionals namely:

### 1). Future Conditional

Future Conditional is used to express a wish, hope or plan that may be possible to happen.<sup>23</sup> Future conditional is also called possible condition or real condition. The real, or "future as it is sometimes called is used when the speaker expresses an action or situation which usually occurs, or will occur if the circumstances in the main clause are met.<sup>24</sup>

Hypothetical situation: If I am not planning anything for this evening, when someone asks me if I want to go to the movies. I say:

If I have the time, I will go

(I will go unless I don't have time)

If my headache disappears, we can play tennis

(I will play tennis unless I have a headache)

It is possible and also very likely that the condition will be fulfilled. Factual conditionals 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

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<sup>23</sup>Slamet Riyanto, *A Complete Course to the TOEIC TEST*, (Yogyakarta: Pustaka Belajar, 2008), p.134.

<sup>24</sup>Michael A. Pyle, *Test of English as a Foreign Language Preparation Guide*, (USA: Willey Dreamleach, 2002), p. 114.



or not, so rather realistic- so we think it is likely to happen.<sup>25</sup> The first type of conditional sentence is:

**Table 1**  
**Formula of Future Conditional**

|   |
|---|
| <i>If + Simple present, + simple future</i> |
|---|

**Examples :**

1. If you read Al-Qur'an ,your heart will feel calm.
2. If I pass examination, I will carry out fast tomorrow.
3. If I have much money, I will build orphanage in my village.
4. If my sister gets first champion in this competition, she will contribute to orphanage.
5. If we always express istigfar, Allah will forgive our sin.
6. If you give alms to fatherless child, you will get good fortune in your life.
7. If you obedient to your parents, you will get happiness in the world and the hereafter.
8. If you take wudhu, your face will radiant.
9. If I have much money, I will give alms to orphanage.
10. If I have man child, I will study him in Al-Azhar University.

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<sup>25</sup> Pamela J. Sharpe Barron's, *How to Prepare For The TOEFL*, ( Jakarta: Binarupa Aksara,1992),p.69.

*Will* and *a verb word* expresses the opinion that the result are absolutely certain. In order of more to less probable, use the following modals : will, can ,may.

**Table 2**  
**Formula of Future Conditional**

|  |
|--|
| <b>If + S + Simple present tense + will ,can ,may, must + [verb 1]</b> |
|--|

**Example:**

1. If I find her address, I will send her an invitation.  
( I want to send an invitation to a friend. I just have to find her address. I quite sure, however, that I will find it.)
2. If I have the money, I will give it to you.
3. If you keep driving on this speed, we may arrive at home before 10 p.m.
4. I can pass this subject if I study hard.
5. You must bring an umbrella if I you don't want to get wet.

**2). Present Conditional**

Present conditional is used to express a wish, hope or plan that may be possible to happen (unreal or contrary to the fact).<sup>26</sup>Present conditional is also called impossible condition or unreal condition and it is used to refer to current state or that is known to be false or

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<sup>26</sup>SlametRiyanto,A *Complete Course to the TOEIC Test*, (Yogyakarta: Pustaka Belajar, 2008), p.135.

improbable. This is usually used to describe less probable situations, for stating preferences and imaginary events.<sup>27</sup> The second type of conditional sentences is:

**Table 3**

**Formula of Present Conditional**

|                                     |
|-------------------------------------|
| <b>If + S + V2, S + Would + V 1</b> |
|-------------------------------------|

**Example :**

1. If I found her address, I would send her an invitation.  
( I would like to send an invitation to friend. I have looked everywhere for her address, but I can not find it. So now I think it is rather unlikely that I will eventually find her address).
2. If John had the money, he would buy a Ferrari.  
( I know John very well and I know that he doesn't have much money ,but he loves Ferraris. He would like to own a Ferrari (in his dream).But I think it is very unlikely that he will have the money to buy one in the near future).<sup>28</sup>
3. If you resisted to your parents , Allah would punish you.
4. If I had money, I would give alms to orphanage.
5. If I passed examination, I would give to orphanage.

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<sup>27</sup> MarziyehNekoueizadeh&TaherBahrani, "The Effect of Conversational Shadowing on Teaching and Learning Conditional Sentences", dalam *International Journal of Language and Applied Linguistics World*, vol.05, No.3 ,2000 ([www.Ijllalw.org](http://www.Ijllalw.org), retrivedon05 february 2018 pukul09.30 WIB).

<sup>28</sup> *Ibid.*,p.113.

6. If I became headmaster, I would obligate students to memorize Al-Qur'an.
7. If you got high score, I would give prize to you.
8. If Robert came late to school to school, his teacher would punished him.
9. If I learned English, I would speak English.
10. If I became lecturer in STKIP Padangsidempuan, I would teach to my students about story of Prophet.

Although a past verb is used, the opinion is for future time. In order of most possible, use the following modals :*would, could, might*.

**Table 4**  
**Formula of Present Conditional**

|  |
|--|
| <b>If + S + V( past ) , S + would, could, might + Verb 1</b> |
|--|

**Examples:**

1. If I passed the final examination,I would continue to Gadjahmada university (means;I do not pass the examination now ).
2. If the teacher didn't speak quickly, I could understand better what he is teaching about.
3. He could hug me, if he were here.
4. If I had a pair of wings, I would fly high.

5. If I were a millionaire, I would travel around the world  
( means; I am not a millionaire now).

### 3). Past Conditional

Past conditional is used to express a wish, hope, or plan that is impossible to happen.<sup>29</sup>It is impossible that the condition will be fulfilled because it refers to the past. It refer to situations in the past. An action could have happened in the past if a certain condition had been fulfilled. Things were different then, however. We just imagine, what would have happened in the situation had been fulfilled.

Example:

- a. If I had found her address, I would have sent her an invitation.  
(Sometimes in the past, I wanted to send invitation to a friend. I didn't find her address, however, So in the end I didn't send her an invitation).
- b. If John had had the money, he would have bought a Ferrari.  
(I knew John very well and I know that he never had much money, but he loved Ferraris. He would have loved to own a

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<sup>29</sup>SlametRiyanto, *A Complete Course to the TOEIC Test*, (Yogyakarta: Pustaka Belajar, 2008), p. 136.

Ferrari, but he never had money to buy one ).<sup>30</sup> The third type of conditional sentences is:

**Table 5**  
**Formula of Past Conditional**

|   |
|---|
| <b>If + Past Perfect tense, Past future perfect</b> |
|---|

**Examples:**

1. If I had studied in Pesantren, I would have understood of Arabic language.
2. If my parent had gone pilgrimage, they would have brought water of Zam- zam.
3. If I had had money, I would have gone to Mecca.
4. If I had graduated from SMA, I would have applied for job in Indofood business.
5. I had met you, I would have spoken with you.
6. If you had done sholat, it would have avoided from despicable and deny action.
7. If I had had large land, I would have built Pesantren in there.
8. If my parent had had money, I would have studied to Al-Azhar University.

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<sup>30</sup>*Ibid.*,p.113.

9. If I had became MPR, I would have made law to muslims girl obligatory to wear headgear.

10. If I had had good sound, I would have became Qori'ah.

Remember that the speaker or writer is expressing an opinion about the results of the past under different conditions or circumstances. In order of the most to the least probable, use the following modals : would, could, might.<sup>31</sup>

**Table 6**  
**Formula of Past Conditional**

| <b>If</b> | <b>S</b> | <b>Had</b> | <b>Participle</b> | <b>,</b> | <b>S</b> | <b>Would have</b> | <b>Participle</b> |
|-----------|----------|------------|-------------------|----------|----------|-------------------|-------------------|
|           |          |            |                   |          |          | <b>Could have</b> |                   |
|           |          |            |                   |          |          | <b>Might have</b> |                   |

Examples:

1. You could have answered the questions well ,if you had studied well last night.

(fact ; you couldn't answer the questions well, because, you didn't study well last night).

2. If the German football team had played well, it could have beaten Spanish team.

(fact; German foot ball team didn't play well, it couldn't beat the Spanish team).

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<sup>31</sup>*Ibid.*,p.74.

3. If I had found her address ,we would have invited her to my birthday party.
4. If Doni had studied hard, he would have graduated from SMA.  
(fact; Doni did not study hard so he did not graduated from SMA).
5. She would have come early if she had got a taxi  
(fact; She did not come early so he did not get)a taxi.

### **C. Review of Related Findings**

There are some related findings that discuss about conditional sentence: the first, research done by Ismail Ginting the result that the percentage in using Tense ability and Conditional sentences of the Grade XI Students of Madrasah Aliyah Al- Mukhlisin Lumut in 2009/ 2010 Academic year can be categorized in to poor ability, the difficulties of the students are differential where is dependent clause and independent clause and didn't know differential types in conditional sentences.<sup>32</sup>

The second, research done by Marlina the results was the the Student Mastery Tense to their Ability to use Conditional Sentence to Grade IX of SMP Negeri 1 Pintu Padang in 2007/ 2008 Academic Year can be categorized into high

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<sup>32</sup> Ismail Ginting, The Correlation Between Tenses Ability and Students Ability in Using Conditional ( A Study of the Grade XI Students of Madrasah Aliyah Al-Mukhlisin Lumut 2009/2010 Academic Year, *Unpublished Script*, (Padangsidempuan: UMTS,2000).



ability, the students have mistakes in conditional Sentence they are in using tenses<sup>33</sup>.

The third, research done by Nurlia Sari Siagian the result can be categorized into low category ( 34,55 %).<sup>34</sup> The fourth, research done by Enni Nasution can be categorized good.<sup>35</sup> Next, research done by Fitri Rahmawati the result known that the students committed four kinds of errors, they are omission, addition, misformation and disorder. From those, the students' errors are mostly in misformation. It took 54,89%. Moreover, 30,33% errors fell into addition and 9,02% errors fell into omission, whereas, for disorder, it only took 0,76% errors.<sup>36</sup>

The last, research done by Mohamad Guntur Prayoga the research result the students error in conditional sentence that the highest level of error in using this conditional sentence orally is in using conditional sentence type 3. The mean of percentage is 41,7% of the subjects are able to use this conditional type 1 well. It means more than a half of the subjects are not able to use this material well. In

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<sup>33</sup>Marlina Rosa, A research on Students' Mastery Tense to their Ability to Use Conditional Sentence to Grade IX of SMP Negeri 1 Pintu Padang, *Unpublished Script*, ( Padangsidempuan: UMTS,2008 ).

<sup>34</sup>).Nurlia Sari Siagian, The Ability of the Students in Conditional Sentences. At Grade XI SMA Negeri 1 Padang Bolak, *Unpublished Script*, (Padangsidempuan: STAIN,2012

<sup>35</sup> Enni Nasution, Students' Ability in using conditional sentence at grade XI SMAN 4 Padangsidempuan, *Unpublished Script*,(Padangsidempuan: IAIN,2017).

<sup>36</sup>Fitri Rahmawati, An Analysis on Students' Error in Using Conditional Sentences Type II ( A Case Study on Second Grade of Natural Sciences Students of National Senior High School 9 Kota Tangerang Selatan), *Unpublished Script*,(Jakarta: Syarif Hidayatullah Islamic University, 2014) accessed on <http://repository.uinjkt.ac.id/dspace/bitstream/123456789/28367/1/FITRI%20RAHMAWATI-FITK.pdf>, retrieved on January 28<sup>th</sup> 2019 at 13.30 pm

conditional type 1, there is no serious problem in material. The mean of percentage is 90,7% of the subjects are able to use this conditional type 1 well. And also for conditional sentence type 2, there is non serious problem. The score mean is 5,05, and percentage mean is 72,1%. That means that they are able enough to use it orally.<sup>37</sup>

It can be concluded that students were able in conditional sentences, although they had difficulties in learning conditional sentences. In other word, the students felt difficult in using tenses and form auxiliary.

From above description, the researcher can conclude that many students have problem and difficulties in learning Conditional Sentence. Therefore, the researcher interested in making the research about " The Students' Difficulties In Using Conditional Sentence at Grade XI SMA N 3 Padangsidempuan".

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<sup>37</sup>Mohamad Guntur Prayoga, Grammatical Error Analysis in Using Conditional Sentence Type 1, 2 and 3 Orally ( A Case of 8 Semester English Department UNNES Students ), Unpublished Script, (Semarang State University, 2011), accessed on <https://lib.unnes.ac.id/6994/1/10006.pdf>, retrieved on February 06<sup>th</sup> 2019 at 15.30 pm

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Place and Time of the Research**

This research was conducted at SMA Negeri 3 Padangsidempuan. It was located at Jln. Perintis Kemerdekaan Km. 01 Padang Matinggi Padangsidempuan. This subject of research is at Grade XI of students SMA N 3 Padangsidempuan 2017/2018 academic years. The research was done January up to finish.

#### **B. The Research Design**

The method was used in this research qualitative research. Qualitative research is a kind of research describes phenomena happening in the field. Qualitative research is research method based on post positivism, philosophy. Is used to research at conditions object that scientific.

Based on above definition, the researcher concluded that, descriptive research is a research to analyze or make a sense perception (descriptive) about situation or make researcher used descriptive research to search the students' difficulties in using conditional sentences at Grade XI SMA N 3 Padangsidempuan.

#### **C. The Sources of the Data**

The source of data in this research is consisting of two parts they are primary data and secondary data.

1. Primary source of the data (principal data) was collected from the students at grade XI SMA Negeri 3 Padangsidempuan, they are 133 students. They were divided into four classes. This research was used purposive sampling. Purposive sampling is one of technical that can be used by researcher, if researcher has some of considerations take that the certainly sampling to get the aim. Purposive sampling is use to collect the data. It can be representative to take the result of the research. From the statement, the researcher just takes several participants one class consist of 33 students' in class XI-2 SMA Negeri 3 Padangsidempuan. The researcher took the certainly class XI-2 because the researcher find most of students who are low in using conditional sentence, because they are still confuse how is defenition conditional sentence and still confuse how to use the type of conditional sentences. It could be reprehensive to take the result of the research.
2. Secondary source of the data (supplementary) the data was collected from the English teacher of SMA N 3 Padangsidempuan.

#### **D. Instrument of Collecting Data**

Here researcher needs instrument, which choosing the instrument, in this research the instrument that used in gathering data.

## 1. Test

Test is one of instrument to measure the students' knowledge ability. Based on the explanation previously that test is the tool to measure students' ability in learning a material and to obtain the data from students' learning.

This test is given to know the students' difficulties in using conditional sentences. In research, the research made the indicators of test. The test is made in essay test form as instrument of collecting the data. The total of test is 20 items. The indicators of the students' difficulties in using conditional sentences can be seen on the table below:

**Table 7**  
**The Indicator of Test**

| <b>NO</b> | <b>Indicator</b>       | <b>Sub Indicator</b>   | <b>Total Item</b> | <b>Number of Item</b>              |
|-----------|------------------------|--|-------------------|------------------------------------|
| 1         | Future<br>Conditional  | If+ Simple present, + simple future<br>or If + S + Simple present tense +<br>will ,can ,may, must + [verb 1] | 6                 | 1,4, 8, 14,<br>16, 17,             |
| 2         | Present<br>Conditional | If+ S+V2, S +Would +V1 or If +S<br>+V(past),S+ would, could, might +<br>Verb 1                               | 8                 | 2, 3, 5, 10,<br>12, 13, 18,<br>19, |
| 3         | Past<br>Conditional    | If + Past Perfect tense, Past future<br>perfect or If+ S + Had + Participle,                                 | 6                 | 6, 7, 9, 11,<br>15, 20             |

|       |  |  |    |  |
|-------|--|--|----|--|
|       |  | S+ Would have/ could have/ might<br>have+ participle |    |  |
| Total |  |  | 20 |  |

From the indicators above the researcher do the test by steps below:

1. The researcher gave the test to the students of XI-2 in SMA N 3 Padangsidempuan.
2. The researcher ordered them to read the question carefully.
3. The researcher gave the time for 45 minutes.

## 2. Interview

Interview is a conversation with the aims.<sup>1</sup> In this research, the researcher used structural interview. In structural interview the researcher prepared the question an alternative of the answer that is given to the interviewer. So, this interview is one of the techniques of collecting data by doing oral interview in individual meeting.

The researcher interview the students and the teacher . it is to know the students difficulties in using conditional sentence. *First*, the researcher ask the English teacher what are the students difficulties in using conditional sentences. *Second*, the researcher ask the students why are students difficulties in using conditional sentences at Grade

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<sup>1</sup> Lexy J. Meleong, *Methodology Penelitian Kualitatif*, (Bandung: Rosda Karya Offest 1999). P. 131.

XI SMA N 3 Padangsidimpuan and why are the students difficulties in using conditional sentences.

#### **E. Techniques of Analysis Data**

The technique of data collection of this researcher described as follows preapering test:

1. Checking out the validity and reability of the tes.
2. Giving the test to all students according the sample.
3. Determaining the time of doing the test.
4. Reminding the students no to cheat and to do the test by their own self.
5. Giving change to students to check their answer sheets before collecting it.
6. Collecting the students' answer sheets to analyze their answer.

#### **F. Checking of Trustworthiness**

Trustworthiness in qualitative research is very important because checking for trustworthiness is used to contradict the assumption of qualitative research is rot scientific. To reduce the bias if the data and improve the validity of the data collected. Gay suggested several strategies as follow:

1. Extend the study by staying in the field for a longer period obtains additional data that can be compared to the earlier data or to compare participant's consistently of responses.
2. Include additional participant to broaden the representativeness of the study and thus the database.

3. Make a concerted effort to obtain participant trust and comfort, thus providing more detailed, honest information from participant.
4. Try to recognize one's own biases and preferences and be honest with oneself in seeking them out.
5. Work with another researcher and independently gather and compare data collected from subgroup of the participant.
6. Use verbatim accounts of observation or interviews by collecting and compare data collected and recording data with tape recording or detailed field notes.
7. Record in a journal one's own reflection, concern, during studying and refer to them when examining the data collected.
8. Examine unusual results for explanations.
9. Triangulate by using different data sources to confirm one another, as when interview, and recollections of other participants produce the same description of an event, or when a participant response similarly to a person question asked on different occasions.<sup>2</sup>

But the researcher only took letter each is the detail description is a technique to demand the researcher to the result his/her research, so description do carefully and accurately to draw the context of the research.

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<sup>2</sup> Ibid.,p. 225.



## CHAPTER IV

### RESULT OF THE RESEARCH

#### A. The Findings

This research was done at SMA N 3 Padangsidempuan, which located at Jln. Perintis Kemerdekaan Km. 01 Padang Matinggi Padangsidempuan. This chapter presents the research result. This research wanted to find out students' difficulties in conditional sentences. To explain students difficulties reason in future conditional, present conditional and past conditional.

##### 1. Test Result

##### a. Students' Difficulties in Using Conditional Sentences at Grade XI SMA N 3 Padangsidempuan.

Based on the result research in tabel 8 in appendix III, the students at garde XI SMA N 3 Padangsidempuan are 33 students. From 33 students the students get lowest score are SN, AN, EA, NH, UH, PZH, MF, MS, and PH. So, the researcher just take the respondents 9 students see in table 9 appendix IV. Of all students having difficulties in using future conditional, present conditional and past conditional. From the explanation above, the resercher could describe it as follows:

##### 1) The Students Difficulties in Future Conditional

Based on the result of test the researcher concluded some of the students has difficulties in future conditional. The researcher see from the answer of students'. SN is one of students in SMA N 3

Padangsidempuan.<sup>1</sup> The respondent has 5 mistakes. It can be found variation mistakes of respondent. There is no mistakes of respondent in test number one. In test number four and eight respondent mistakes is to put "will" in main clause. In test number fourteen, sixteen, and seventeen the respondent mistakes in put if clause and main clause.

AN is one of the students in SMA N 3 Padangsidempuan.<sup>2</sup>The respondent has 5 mistakes. It can be found variation mistakes of respondent. In test number one the respondent mistakes is in put verb in present tense . In test number four respondent mistakes is to put "will" in main clause. There is no mistake in number eight. In test number fourteen, sixteen, and seventeen the respondent mistakes in put if clause and main clause.

EA is one of the students in SMA N 3 Padangsidempuan.<sup>3</sup>The respondent has 5 mistakes. It can be found variation mistakes of respondent. In test number one the respondent mistakes is in put verb in present tense . In test number four respondent mistakes is to put "will" in main clause. There is no mistake in number eight. In test number fourteen, sixteen, and seventeen the respondent mistakes in put if clause and main clause.

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<sup>1</sup> SN, Students of SMA N 3 Pdangsidempuan, Analysis Result of the Test

<sup>2</sup>AN, Students of SMA N 3 Pdangsidempuan, Analysis Result of the Test

<sup>3</sup>EA, Students of SMA N 3 Pdangsidempuan, Analysis Result of the Test

NH is one of the students in SMA N 3 Padangsidimpuan.<sup>4</sup> The respondent has 4 mistakes. It can be found variation mistakes. In number one and four the respondent mistakes is in put verb in present tense and put “will” in main clause. There is no mistake in test number eight. In number fourteen the respondent mistakes is in put subject in if clause and main clause. In number sixteen and seventeen the respondent can not use the if clause and main clause.

UH is one of the students in SMA N 3 Padangsidimpua.<sup>5</sup> The respondent has 5 mistakes. It can be found variation mistakes of respondent. In test number one the respondent mistakes in put verb in present tense. In test number four the respondent mistakes in put “will” in main clause, but in test number eight there is no mistakes. In number fourteen the respondent mistakes in subject in if clause and main clause. In test number sixteen and seventeen the respondent mistakes in put if clause and main clause.

PZH is one of the students in SMA N 3 Padangsidimpuan.<sup>6</sup> The respondent has 4 mistakes. It can be found variation mistakes of respondent. In test number one the respondent mistakes is in put verb in present tense. There is no mistake in number four and eight. In test

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<sup>4</sup>NH,Students of SMA N 3 Pdangsidimpuan,Analysis Result of the Test

<sup>5</sup>UH,Students of SMA N 3 Pdangsidimpuan,Analysis Result of the Test

<sup>6</sup>PZH,Students of SMA N 3 Pdangsidimpuan,Analysis Result of the Test

number fourteen, sixteen, and seventeen the respondent mistakes in put if clause and main clause.

MF is one of students in SMA N 3 Padangsidempuan.<sup>7</sup> The test number one, MF mistakes is in using simple present. There is no mistakes of respondent in number four and eight. In test number fourteen, sixteen, and seventeen the respondent mistakes in put main clause and if clause.

MS is one of students in SMA N 3 Padangsidempuan.<sup>8</sup> The respondent has 4 mistakes. It can be found variation mistakes of respondent. There is no mistakes in number one and four. The respondent mistakes in number eight is to put “will” in main clause. In number fourteen, sixteen, and seventeen the respondent no answer.

PH is one of the students in SMA N 3 Padangsidempuan.<sup>9</sup> The respondent has 6 mistakes. It can be found variation mistakes of respondent. In test number one the respondent mistakes in put verb in present tense. There is no mistake in number four and eight. In number fourteen the respondent mistakes in put Subject in if clause and main clause. In number sixteen, and seventeen the respondents mistakes in put if clause and main clause.

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<sup>7</sup>MF, Students of SMA N 3 Padangsidempuan, Analysis Result of the Test

<sup>8</sup>MS, Students of SMA N 3 Padangsidempuan, Analysis Result of the Test

<sup>9</sup>PH, Students of SMA N 3 Padangsidempuan, Analysis Result of the Test

Based on the result of students test above, researcher concluded those students difficulties in using conditional sentences in future conditional consist of 9 students. Then researcher could describe from the table below:

**Table 8**  
**The Students' Difficulties in Future Conditional**

| No | Initial Name | The Students' Difficulties in Future Conditional  |
|----|--------------|---|
|    |              | <b>If + Simple present,+ simple future, or If + S + Simple present tense + will ,can ,may, must + [verb 1]</b>  |
| 1  | SN           | In using simple present and in using if clause and main clause  |
| 2  | AN           | In using "will" in main clause and in using if clause and main clause   |
| 3  | EA           | In using "will" in main clause  |
| 4  | NH           | In using verb in simple present, in using "will" in main clause and in using if clause and main clause  |
| 5  | UH           | In using verb in simple present, in using "will" in main clause and in using if clause and main clause  |
| 6  | PZH          | In using "will" in main clause, in using subject in if clause and main clause and in using if clause and main clause                                  |
| 7  | MF           | In using verb in simple present and using "will" in main clause, in using subject in if clause and main clause and in using if clause and main clause |
| 8  | MS           | In using verb in simpl present, in using "will" in main clause and in using if clause and main clause   |
| 9  | PH           | In using "will" in main clause, in using subject in if clause and main clause and in using if clause and main clause                                  |

## 2) The Students' Difficulties in Present Conditional

Based on the result of test the researcher concluded some of the students has difficulties in present conditional the researcher see from the answer of students'. SN is one of students in SMA N 3

Padangsidempuan.<sup>10</sup> The respondent has 8 mistakes. It can be found variation mistakes of respondent. In test number two and five the responden mistake in use of past form. In test number three the respondent mistake in use of if clause. In test number tenth the respondent mistakes in using main clause. In test number twelfth, thirteen, eighteen, and nineteen the respondent mistakes in using if clause and main clause.

AN is one of the students in SMA N 3 Padangsidempuan.<sup>11</sup> the respondent has 7 mistakes. It can be found variation mistakes. In test number two and five the responden mistake in use of past form. In test number three the respondent mistake in use of if clause. There is no mistake in test number ten. In test number twelfth, thirteen, eighteen, and nineteen the respondent mistakes in using if clause and main clause.

EA is one of the students in SMA N 3 Padangsidempuan.<sup>12</sup> the respondent has 7 mistakes. It can be found variation mistakes. In test number two and five the responden mistake in use of past form. There is no mistake in test number three. In test number ten the respondent mistake in use of main clause. In test number twelfth, thirteen,

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<sup>10</sup>SN,Students of SMA N 3 Pdangsidempuan,Analysis Result of the Test

<sup>11</sup>AN,Students of SMA N 3 Pdangsidempuan,Analysis Result of the Test

<sup>12</sup>EA,Students of SMA N 3 Pdangsidempuan,Analysis Result of the Test

eighteen, and nineteen the respondent mistakes in using if clause and main clause.

NH is one of the students in SMA N 3 Padangsidimpuan.<sup>13</sup> The respondent has 7 mistakes. It can be found variation mistakes. In test number two the respondent mistake in use of past form. There is no mistakes in test number three. In test number five the respondent mistakes in use of regular and irregular verb (past form). In test number ten the respondent mistake in using “would” in main clause. In test number twelfth, thirteen, eighteen, and nineteen the respondent mistakes in using if clause and main clause.

UH is one of the students in SMA N 3 Padangsidimpuan.<sup>14</sup> The respondent has 6 mistakes. It can be found variation mistakes. The respondent mistake in number two in use of past form. There is no mistake in test number three and five. In test number ten the respondent mistakes in using “would” in main clause. In test number twelfth, thirteen, eighteen, and nineteen the respondent mistakes in using if clause and main clause.

PZH is one of the students in SMA N3 Padangsidimpuan.<sup>15</sup> The respondent has 7 mistakes It can be found variation mistakes. In test number two the responden mistake in use of past form. There is no

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<sup>13</sup>NH,Students of SMA N 3 Pdangsidimpuan,Analysis Result of the Test

<sup>14</sup>UH,Students of SMA N 3 Pdangsidimpuan,Analysis Result of the Test

<sup>15</sup>PZH,Students of SMA N 3 Pdangsidimpuan,Analysis Result of the Test

mistake in test number three. In test number five the respondent mistakes in use of regular and irregular verb (past form). In test number ten the respondent mistake in using “would” in main clause. In test twelfth,thirteen, eighteen,and nineteen the respondent mistakes in using if clause and main clause.

MF is one of the students in SMA N 3 Padangsidimpuan.<sup>16</sup> The respondent has 7 mistakes. It can be found variation mistakes. In test number two the respondent mistake in use of past form. In test number three the respondent mistake in use main clause. There is no mistake in test number five. In test number ten the respondent mistakes in using “would” in main clause . In test number twelfth, thirteen, eighteen, and nineteen the respondent mistakes in using if clause and main clause.

MS is one of the students in SMA N 3 Padangsidimpuan.<sup>17</sup>The respondent has 6 mistakes. It can be found variation mistakes. In test number two the respondent mistake in use of past form. In test number three the respondent mistake in use main clause. There is no mistake in number five and ten. In test number twelfth, thirteen, eighteen, and nineteen the respondent mistakes in using if clause and main clause.

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<sup>16</sup>MF,Students of SMA N 3 Padangsidimpuan,Analysis Result of the Test

<sup>17</sup>MS,Students of SMA N 3 Padangsidimpuan,Analysis Result of the Test



PH is one of the students in SMA N 3 Padangsidempuan.<sup>18</sup> It can be found variation mistakes. In test number two the respondent mistake in use of past form. There is no mistake in test number three. In test number five the respondents mistake in use of past form. There no mistake in test number ten. In test number twelfth, thirteenth, eighteenth, and nineteenth the respondent mistakes in use if main clause and main clause.

Based on the result of students paper test, the researcher concluded that students' difficulties in present conditional are 9 students. Also many students have not fully understood in the changes of verb form in present conditional base on the result of test. Then researcher could describe from the table below:

**Table 9**  
**The Students' Difficulties in Present Conditional**

| No | Initial Name | The Students' Difficulties in Present Conditional  |
|----|--------------|--|
|    |              | If + S + V2, S + Would + V 1 or If + S + V( past ) , S + would, could, might + Verb 1      |
| 1  | SN           | In using past form, in using "would" in main clause and in using if clause and main clause |
| 2  | AN           | In using past form and in using if clause and main clause                                  |
| 3  | EA           | In using past form and in using if clause and main clause                                  |
| 4  | NH           | In using main clause, In using past form and in using if clause and main clause            |
| 5  | UH           | In using past form and in using if clause and main clause                                  |
| 6  | PZH          | In using past form and in using if clause and main clause                                  |

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<sup>18</sup>PH, Students of SMA N 3 Padangsidempuan, Analysis Result of the Test

|   |    |   |
|---|----|---|
| 7 | MF | In using past form and in using if clause and main clause |
| 8 | MS | In using past form and in using if clause and main clause |
| 9 | PH | In using past form and in using if clause and main clause |

### 3) The Students' Difficulties in Past Conditional

Based on the result of test the researcher concluded some of the students has difficulties in past conditional the researcher see from the answer of students'. SN is one of the students in SMA N 3 Padangsidimpuan.<sup>19</sup> The respondent has 6 mistakes. In test number six and seven the respondent mistake in use if clause. In test number nine the respondent mistake in use of main clause. In test number eleven the respondent mistake in use of participle and main clause. In test number fiveteen the respondent mistake in use participle. In test number twenty the respondent mistake in use "have".

AN is one of the students in SMA N 3 Padangsidimpuan.<sup>20</sup> The respondent has 5 mistakes. It can be found variation mistakes. In test number six the respondent mistake in located "had" and "have" in clauses of type III. There is no mistake in test number seven. In test number nine the respondent mistake in use of main clause. In test number eleven, fiveteen, and twenty the respondent mistakes in use main clause.

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<sup>19</sup>SN, Students of SMA N 3 Pdangsidimpuan, Analysis Result of the Test

<sup>20</sup>AN, Students of SMA N 3 Pdangsidimpuan, Analysis Result of the Test

EA is one of the students in SMA N 3 Padangsidimpuan.<sup>21</sup> The respondent has 6 mistakes. It can be found variation mistakes. In test number six the respondent mistake in use of if clause. In test number seven and nine the respondent mistake in use of main clause. In test number eleven, fiveteen and twenty the respondent mistakes in use of if clause and main clause.

NH is one of the students in SMA N 3 Padangsidimpuan.<sup>22</sup> The respondent has 4 mistakes. There is no mistake in test number six and nine. In test number seven the respondent mistakes in use of main clause. In test number eleven the respondent mistakes in use of if clause and main clause. In test number fiveteen the respondent mistake in use of participle and located “had” and “have” in clauses of type III. In test number twenty the respondent mistake in use if clause and main clause.

UH is one of the students in SMA N 3 Padangsidimpuan.<sup>23</sup> The respondent has 5 mistakes. In test number six the respondent mistake in use of if clause. In test number seven the respondent mistake in use of main clause. There is no mistakes in test number nine. In test number eleven the respondent mistake in use of participle and main clause. In test number fiveteen the respondent mistake in use of

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<sup>21</sup>EA,Students of SMA N 3 Pdangsidimpuan,Analysis Result of the Test

<sup>22</sup>NH,Students of SMA N 3 Pdangsidimpuan,Analysis Result of the Test

<sup>23</sup>UH,Students of SMA N 3 Pdangsidimpuan,Analysis Result of the Test

participle. In test number twenty the respondent mistake in use of participle and main clause.

PZH is one of the students in SMA N 3 Padangsidempuan.<sup>24</sup> The respondent has 5 mistakes. It can be found variation mistakes. In test number six the respondent mistake in use if clause. In test number seven the respondent mistake in use of main clause. There is no mistake in test number nine. In test number eleven the respondent mistake in use of participle. In test number fiveteen the respondent mistake the rsepondent mistake in use of subject. In test number twenty the respondent mistake in use of “have”.

MF is one of the students in SMA N 3 Padangsidempuan.<sup>25</sup> The respondent has 4 miatakes. There is no mistake in test number six and nine. In test number seven the respondent mistakes in use of main clause. In test number eleven the respondent mistakes in use of if clause and main clause. In test number fiveteen the respondent mistake in use of participle and located “had” and “have” in clauses of type III. In test number twenty the respondent mistake in use if clause and main clause.

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<sup>24</sup>PZH,Students of SMA N 3 Pdangsidempuan,Analysis Result of the Test

<sup>25</sup>MF,Students of SMA N 3 Pdangsidempuan,Analysis Result of the Test

MS is one of the students in SMA N 3 Padangsidimpuan.<sup>26</sup> The respondent has 5 mistakes. In test number six the respondent mistake in use of if clause. In test number seven the respondent mistake in use of main clause. There is no mistakes in test number nine. In test number eleven the respondent mistake in use of participle and main clause. In test number fiveteen the respondent mistake in use of participle. In test number twenty the respondent mistake in use of participle and main clause.

PH is one of the students in SMA N 3 Padangsidimpuan.<sup>27</sup> The respondent has 5 mistakes. It can be found variation mistakes. In test number six the respondent mistake in use if clause. In test number seven the respondent mistake in use of main clause. There is no mistake in test number nine. In test number eleven the respondent mistake in use of participle. In test number fiveteen the respondent mistake the rsepondent mistake in use of subject. In test number twenty the respondent mistake in use of “have”.

Based on the result of students paper test, the researcher concluded that students' difficulties in past conditional are 9 students. So, the resercher conclude that many students' difficulties in using conditional sentences especially in type I, II, and III. Because the students don't understand clearly

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<sup>26</sup>MS,Students of SMA N 3 Pdangsidimpuan,Analysis Result of the Test

<sup>27</sup>PH,Students of SMA N 3 Pdangsidimpuan,Analysis Result of the Test

about the use of conditional sentences and the use of the formula. From the explanation above, students have difficulties in using conditional like in future conditional, present conditional, and past conditional. Then researcher could describe from the table below:

**Table 10**  
**The Students' Difficulties in Past Conditional**

| No | Initial Name | The Students' Difficulties in Past Conditional  |
|----|--------------|---|
|    |              | <b>If + Past Perfect tense, Pastfuture perfect or If+ S + Had + Participle, S+ Would have/ could have/ might have+ participle</b> |
| 1  | SN           | In located "had" and "have" in clauses of type III and use of participle  |
| 2  | AN           | In located "had" and "have" in clauses of type III, use of participle and use of subject  |
| 3  | EA           | In located "had" and "have" in clauses of type III and use of participle  |
| 4  | NH           | In use of participle  |
| 5  | UH           | In use of participle, in located "had" and "have" in clauses of type III and use of participle                                    |
| 6  | PZH          | In use of participle, in use of subject, and in use of "have"   |
| 7  | MF           | In use of main clause and in use of if main clause  |
| 8  | MS           | In use of main clause, in use of if main clause, in use of participle and in located "had" and "have" in clauses of type III      |
| 9  | PH           | In use of participle and main clause  |

**b. The Reason Students Feel Difficult in Using Conditional Sentences at Grade XI SMA N 3 Padangsidempuan.**

**1) Future Conditional**

Based on researcher interviewed to the students that got problem for the *first* SN, he said that he felt difficult because he

can't using main clause in future conditional and he don't understand about English lesson.<sup>28</sup>*Second* AN, he said that he felt difficult because he can't using main clause in future conditional and don't understand about future conditional.<sup>29</sup>*Third* EA, she said that she felt difficult because she can't using main clause in future conditional and don't understand about future conditional.<sup>30</sup>*Fourth* NH, she said that she felt difficult because she can't use if clause and main clause.<sup>31</sup>

*Fifth* UH, she said that she felt difficult because she can't use "will" in main clause and she can't use if clause and main clause.<sup>32</sup>*Sixth* PZH, she said that she felt difficult because she can't using if clause in future conditional and dont understand about put verb in simple present.<sup>33</sup>*Seventh* MF, she said that she felt difficult because she can't use simple present and can't use if clause and main clause.<sup>34</sup>*Next* MS, said that she felt difficult because she can't use "will" in main clause and she don't understand about future conditional.<sup>35</sup>*The last* PH, said that she felt difficult because she

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<sup>28</sup>SN,Students of SMA N 3 Pdangsidimpuan,*private interview*, on Tuesday, 24 October 2018

<sup>29</sup>AN,Students of SMA N 3 Pdangsidimpuan,*private interview*, on Tuesday, 24 October 2018

<sup>30</sup>EA,Students of SMA N 3 Pdangsidimpuan,*private interview*, on Tuesday, 24 October 2018

<sup>31</sup>NH,Students of SMA N 3 Pdangsidimpuan,*private interview*, on Tuesday, 24 October 2018

<sup>32</sup>UH,Students of SMA N 3 Pdangsidimpuan,*private interview*, on Tuesday, 24 October 2018

<sup>33</sup>PZH,Students of SMA N 3 Pdangsidimpuan,*private interview*, on Tuesday, 24 October 2018

<sup>34</sup>MF,Students of SMA N 3 Pdangsidimpuan,*private interview*, on Tuesday, 24 October 2018

<sup>35</sup>MS,Students of SMA N 3 Pdangsidimpuan,*private interview*, on Tuesday, 24 October 2018

can't use if clause and she don't understand about future conditional.<sup>36</sup>

## 2) Present Conditional

Based on interviewed to the students that got problem for the *first* SN, he said that he felt difficult because he doesn't understand in using past form and not fully understood in changes verb form.<sup>37</sup> *Second* AN, he said that he felt difficult because he doesn't understand in using past form and not fully understood in changes verb form.<sup>38</sup> *Third* EA, he said that he felt difficult because he doesn't understand in using past form and not fully understood in changes verb form.<sup>39</sup> *Fourth* NH, she said that she felt difficult because she differentiate type II and III.<sup>40</sup> *Fifth* UH, he said that he felt difficult because he doesn't understand in using past form and not fully understood in changes verb form.<sup>41</sup>

*Sixth* PZH, she said that she felt difficult because she can't differentiate if clause and main clause.<sup>42</sup> *Seventh* MF, she said that she felt difficult because she can't use if clause and main clause and she

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<sup>36</sup>PH, Students of SMA N 3 Pdangsidimpuan, *private interview*, on Tuesday, 24 October 2018

<sup>37</sup>SN, Students of SMA N 3 Pdangsidimpuan, *private interview*, on Tuesday, 24 October 2018

<sup>38</sup>AN, Students of SMA N 3 Pdangsidimpuan, *private interview*, on Tuesday, 24 October 2018

<sup>39</sup>EA, Students of SMA N 3 Pdangsidimpuan, *private interview*, on Tuesday, 24 October 2018

<sup>40</sup>NH, Students of SMA N 3 Pdangsidimpuan, *private interview*, on Tuesday, 24 October 2018

<sup>41</sup>UH, Students of SMA N 3 Pdangsidimpuan, *private interview*, on Tuesday, 24 October 2018

<sup>42</sup>PZH, Students of SMA N 3 Pdangsidimpuan, *private interview*, on Tuesday, 24 October 2018



can't use of past form.<sup>43</sup>*Next* MS, he said that he felt difficult because he can't differentiate type II and III.<sup>44</sup>*The last* PH, she said that she felt difficult because she can't use if clause and main clause and she can't use of past form.<sup>45</sup>

### 3) Past Conditional

Based on researcher interviewed to the students that got problem for the *first* SN, he said that he felt difficult because he can't distinguish type present conditional and type past conditional from the probability and the context.<sup>46</sup>*Second* AN, he said that he felt difficult because he can't distinguish type present conditional and type past conditional from the probability and the context.<sup>47</sup>*Third* EA, she said that she felt difficult because she can't located "had" and "have" in main clause or if clause.<sup>48</sup>*Fourth* NH, she said that she felt difficult because her knowledge of irregular verbs is weak.<sup>49</sup>

*Fifth* UH, she said that she felt difficult because she can't located "had" and "have" in main clause or if clause.<sup>50</sup>*Sixth* PZH, she said that she felt difficult because she can't located "had" and "have"

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<sup>43</sup>MF, Students of SMA N 3 Pdangsidimpuan, *private interview*, on Tuesday, 24 October 2018

<sup>44</sup>MS, Students of SMA N 3 Pdangsidimpuan, *private interview*, on Tuesday, 24 October 2018

<sup>45</sup>PH, Students of SMA N 3 Pdangsidimpuan, *private interview*, on Tuesday, 24 October 2018

<sup>46</sup>SN, Students of SMA N 3 Pdangsidimpuan, *private interview*, on Tuesday, 24 October 2018

<sup>47</sup>AN, Students of SMA N 3 Pdangsidimpuan, *private interview*, on Tuesday, 24 October 2018

<sup>48</sup>EA, Students of SMA N 3 Pdangsidimpuan, *private interview*, on Tuesday, 24 October 2018

<sup>49</sup>NH, Students of SMA N 3 Pdangsidimpuan, *private interview*, on Tuesday, 24 October 2018

<sup>50</sup>UH, Students of SMA N 3 Pdangsidimpuan, *private interview*, on Tuesday, 24 October 2018

in main clause or if clause.<sup>51</sup> *Seventh* MF, she said that she felt difficult because her knowledge of irregular verbs is weak.<sup>52</sup> *Next* MS, he said that he felt difficult because he can't located "had" and "have" in main clause or if clause.<sup>53</sup> *The last* PH, she said that she felt difficult because she can't located "had" and "have" in main clause or if clause.<sup>54</sup>

From the result of the interview above, it was known that the reason why the students feel difficult in using conditional sentences in future conditional, present conditional and past conditional. In addition, according to theory students feel difficult come from internal and external factors. For internal factor the students feel difficult because lazy, less motivation or students don't understand about English lesson. For external factor the student feel difficult comes from out of students them self like condition of school, teacher, family, or social life.

## **B. The Discussion**

The researcher discussed the result of this research with two related findings because two of them also delivered the description about the students' difficulties in using conditional sentences.

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<sup>51</sup>PZH, Students of SMA N 3 Pdangsidimpuan, *private interview*, on Tuesday, 24 October 2018

<sup>52</sup>MF, Students of SMA N 3 Pdangsidimpuan, *private interview*, on Tuesday, 24 October 2018

<sup>53</sup>MS, Students of SMA N 3 Pdangsidimpuan, *private interview*, on Tuesday, 24 October 2018

<sup>54</sup>PH, Students of SMA N 3 Pdangsidimpuan, *private interview*, on Tuesday, 24 October 2018

First, Stevyola Akbar. The result of this research that the students did not understand about teacher explanation in teaching conditional sentence. Students faced the difficulties in changing verb form in conditional sentence type I, II and III. Students could not memorize the formula of conditional sentence type I, II and III. Students did not ask to the teacher when they did not understand about the teacher's explanation in the class.<sup>55</sup> This research agreed with the research, this research also found that students' difficulties in using conditional sentences in changing verb form in conditional sentence type I, II and III. Students did not ask to the teacher when they did not understand about the teacher's explanation in the class.

Second, Saddam Haza' Al Rdaat. The result of this research that the overall percentage of the participants whose answers were correct was 47%. This means that more than half of the participants face serious difficulty in judging the grammatically of conditional sentences.<sup>56</sup> This research also agreed with research, this research also found that half of the participants face serious difficulty in judging the grammatically of conditional sentences.

Based on the findings above, the students' difficulties in using conditional sentences in changing verb form in conditional sentence type I, II

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<sup>55</sup>Stevyola Akbar “ Some Problem in Learning Conditional Sentence Faced by Second Grade Students of SMU Muhammadiyah Sawangan”(Jakarta:State Islam University , 2010)

<sup>56</sup>Saddam Haza' Al Rdaat, “An Analysis of Use of Conditional Sentences by Arab Students of English” (Coventry University:United Kingdom, 2017), <http://dx.doi.org/10.7575/aiac.all.v.8n.2p.1>, Accessed on 12 November 2018 at.09.00 WIB

and III. And also the students have serious difficulty in judging the grammatically of conditional sentences.

### **C. The Threats of the Research**

In this research, the researcher believed that there were threats of this thesis. It started from the titles until the techniques of analyzing the data, so the researcher knew that it was so far from the perfectness.

In doing the test, there were the treats of time, because the students had many tasks and activity. Besaides, the time wich was given to the students were not enough and also the students did not have much time for doing the test. It made them difficult to doing the test. So, the researcher took the sheets answers directly without care about it.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were more difficult because there were the threats of the researcher. The researcher had searched this research only. Finnaly this has been done because the helping from the entire advisors, principle and English teacher.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

Based on the result of test and interview done by the researcher about The Students' Difficulties in Using Conditional Sentences At Grade XI SMA N 3 Padangsidempuan, the researcher takes the conclusion as follow:

1. The difficulties of the students in using conditional sentences were in using future conditional sentences, present conditional, and past conditional.
2. The factor students difficulties in using conditional sentences
  - a) Internal factor the students feel difficult because lazy, less motivation or students don't understand about English lesson.
  - b) External factor the student feel difficult comes from out of students them self like condition of school, teacher, family, or social life.

#### **B. The Suggestion**

After finishing this research, the researcher got much information in students difficulties. Therefore, the writer has suggestion to:

1. To the Headmaster, to motivate the English teacher to increase their ability in teaching English.
2. To the English teacher, always motivate the students to be seriously in learning especially in understanding about conditional sentences.

3. To the students, to increase their abilities in English especially in conditional sentences
4. To the readers, as a motivation to do better research and to improve the readers abilities in English.

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## CURRICULUM VITAE



### A. Identity

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Father's Name : Roba'a Nasution  
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### C. Educational Background

1. Elementary School : SD Negeri 008 Tambusai (2007)
2. Junior High School : MTsS AL-KHOIR (2010)
3. Senior High School : MAS AL-KHOIR (2013)
4. Institute : IAIN Padangsidempuan (2019)

## APPENDIX I

### LIST OF THE TEST

Name :

Class :

#### A. Introduction

1. The instrument is used to find out the students difficulties in using conditional sentences.
2. Your answer will not influence your position in this school.
3. Your answer will be kept for its confident.

#### B. Guideline

1. Read the question carefully!
2. If you have a question, ask to the researcher!
3. Times are given 45 minutes.
4. Do the test by yourself!

#### C. Question

##### I. Fill in the blank with conditional sentences

1. If I ..... (find, found, finding,) your ring, I will give it back to you.
2. If I ..... ( pass, will pass, passed,) the final examination, I would continue to IAIN Padangsidimpuan.
3. If I found his address, I ..... ( will sent, would sent, sent,) invitation to him.
4. If he drops that glass, ..... ( it would, it could, it will,) break.
5. He would go to your party, if you ..... ( invite, invited, invitation,) him.
6. If it ..... ( will rain, had rained, will rained,) she got wet.

7. I would have wrote you postcard, if I ..... ( had find, had found, found,) your address.
8. If the player scores another goal, the result ..... ( will, will be, would be,) a draw.
9. If I had had money, I ..... ( would go, would have gone, would have go,) to Mecca.
10. If I became headmaster, I ..... ( would obligate, will obligate, obligate) students to memorize Al-  
Qur'an.

**II. Anrrange the following sentences correctly**

11. I- accepted- work- if – had – offer – that- have – my own- I- would – built
12. Thought- class- he- if – this – he -give – would- test – a
13. If – known – we – had- answer- we- the – told- would – you – have
14. Buy – if – bananas- you- some- buy – some – too- shall- I
15. I - with – you – have – spoken – would – had – met – if – I- you
16. Have – a – I – if – I – sitdown – can – chair
17. Adi- hard – studies – he – pass – will – if- examination- the
18. I – English – I – would – if – speak – learned – English
19. My – permit – to – ride – me – father – would – motorcycle – if – the – a – driving – I – licence –had
20. Come- had – I – I – have – would – if – to – festival – music – met – Raisa – there

## **APPENDIX II**

### **LIST OF INTERVIEWS**

#### **A. Interview to the teacher**

1. What are the students' difficulties in using conditional sentences?

#### **B. Interview to the students**

1. What are your difficulties in using type conditional sentences?
2. Why are your difficulties in using conditional sentences that form future conditional?
3. Why are your difficulties in using conditional sentences that form present conditional?
4. Why are your difficulties in using conditional sentences that form past conditional?

APPENDIX III

TABLE 8 TEST RESULT OF CONDITIONAL SENTENCES

| No | Inisial Name | Future Conditional |   |   |    |    |    | Present Conditional |   |   |    |    |    |    |    |   | Past Conditional |   |    |    |    |    | Correct | Incorrect |
|----|--------------|--------------------|---|---|----|----|----|---------------------|---|---|----|----|----|----|----|---|------------------|---|----|----|----|----|---------|-----------|
|    |              | 1                  | 4 | 8 | 14 | 16 | 17 | 2                   | 3 | 5 | 10 | 12 | 13 | 18 | 19 | 6 | 7                | 9 | 11 | 15 | 20 |    |         |           |
| 1  | AS           | ✓                  | 0 | ✓ | 0  | 0  | 0  | 0                   | ✓ | 0 | ✓  | 0  | 0  | ✓  | 0  | ✓ | 0                | ✓ | 0  | 0  | ✓  | 8  | 12      |           |
| 2  | AN           | 0                  | 0 | ✓ | 0  | 0  | 0  | 0                   | 0 | 0 | ✓  | 0  | 0  | 0  | 0  | 0 | ✓                | 0 | 0  | 0  | 0  | 3  | 17      |           |
| 3  | CS           | ✓                  | 0 | ✓ | 0  | 0  | 0  | ✓                   | 0 | ✓ | 0  | 0  | 0  | 0  | ✓  | ✓ | 0                | 0 | 0  | 0  | 6  | 14 |         |           |
| 4  | EL           | ✓                  | ✓ | 0 | 0  | 0  | 0  | 0                   | ✓ | 0 | ✓  | ✓  | ✓  | ✓  | 0  | ✓ | 0                | ✓ | 0  | 0  | ✓  | 10 | 10      |           |
| 5  | EM           | ✓                  | 0 | ✓ | 0  | 0  | 0  | 0                   | ✓ | 0 | ✓  | 0  | 0  | 0  | ✓  | 0 | ✓                | 0 | 0  | ✓  | 7  | 13 |         |           |
| 6  | EA           | 0                  | 0 | ✓ | 0  | 0  | 0  | 0                   | ✓ | 0 | 0  | 0  | 0  | 0  | 0  | ✓ | 0                | 0 | 0  | 0  | 3  | 17 |         |           |
| 7  | FA           | ✓                  | ✓ | 0 | 0  | 0  | 0  | 0                   | ✓ | ✓ | ✓  | 0  | 0  | 0  | 0  | 0 | ✓                | 0 | 0  | 0  | 6  | 14 |         |           |
| 8  | FA           | 0                  | 0 | 0 | 0  | 0  | 0  | 0                   | 0 | ✓ | ✓  | ✓  | 0  | ✓  | 0  | ✓ | 0                | ✓ | 0  | 0  | 6  | 14 |         |           |
| 9  | FE           | ✓                  | ✓ | ✓ | 0  | 0  | 0  | ✓                   | ✓ | 0 | 0  | 0  | 0  | 0  | ✓  | 0 | ✓                | 0 | 0  | 0  | 7  | 13 |         |           |
| 10 | IS           | ✓                  | 0 | ✓ | 0  | 0  | 0  | ✓                   | ✓ | 0 | ✓  | 0  | 0  | ✓  | 0  | ✓ | 0                | ✓ | 0  | 0  | 8  | 12 |         |           |
| 11 | MF           | 0                  | ✓ | ✓ | 0  | 0  | 0  | 0                   | 0 | ✓ | 0  | 0  | 0  | 0  | ✓  | 0 | ✓                | 0 | 0  | 0  | 5  | 15 |         |           |
| 12 | MAI          | ✓                  | ✓ | ✓ | 0  | 0  | ✓  | ✓                   | ✓ | ✓ | 0  | ✓  | 0  | ✓  | 0  | ✓ | 0                | ✓ | 0  | 0  | 12 | 8  |         |           |
| 13 | MS           | ✓                  | 0 | ✓ | 0  | 0  | 0  | 0                   | 0 | ✓ | ✓  | 0  | 0  | 0  | 0  | 0 | ✓                | 0 | 0  | 0  | 5  | 15 |         |           |
| 14 | NA           | 0                  | 0 | 0 | 0  | 0  | 0  | 0                   | 0 | ✓ | ✓  | ✓  | 0  | ✓  | 0  | ✓ | 0                | ✓ | 0  | 0  | 6  | 14 |         |           |
| 15 | NK           | 0                  | ✓ | 0 | ✓  | ✓  | 0  | 0                   | ✓ | ✓ | ✓  | ✓  | ✓  | 0  | 0  | ✓ | 0                | 0 | 0  | 0  | 10 | 10 |         |           |
| 16 | NH           | 0                  | 0 | ✓ | 0  | 0  | 0  | 0                   | ✓ | 0 | 0  | 0  | 0  | 0  | ✓  | 0 | ✓                | 0 | 0  | 0  | 4  | 16 |         |           |
| 17 | NA           | 0                  | 0 | 0 | 0  | 0  | 0  | 0                   | 0 | ✓ | ✓  | ✓  | 0  | ✓  | 0  | ✓ | 0                | ✓ | 0  | 0  | 6  | 14 |         |           |
| 18 | NM           | ✓                  | ✓ | 0 | 0  | 0  | 0  | ✓                   | ✓ | ✓ | ✓  | ✓  | 0  | ✓  | 0  | 0 | 0                | ✓ | 0  | 0  | 9  | 11 |         |           |
| 19 | KN           | ✓                  | ✓ | 0 | ✓  | 0  | 0  | 0                   | ✓ | ✓ | ✓  | ✓  | ✓  | ✓  | 0  | 0 | 0                | ✓ | ✓  | ✓  | 12 | 8  |         |           |
| 20 | NF           | ✓                  | ✓ | 0 | ✓  | 0  | 0  | ✓                   | ✓ | ✓ | ✓  | ✓  | 0  | ✓  | 0  | ✓ | 0                | ✓ | 0  | ✓  | 12 | 8  |         |           |
| 21 | PH           | 0                  | ✓ | ✓ | 0  | 0  | 0  | 0                   | ✓ | 0 | ✓  | 0  | 0  | 0  | 0  | 0 | 0                | ✓ | 0  | 0  | 5  | 15 |         |           |
| 22 | RI           | ✓                  | 0 | ✓ | 0  | 0  | 0  | ✓                   | ✓ | 0 | ✓  | 0  | 0  | 0  | ✓  | 0 | ✓                | 0 | 0  | 0  | 7  | 13 |         |           |
| 23 | RD           | 0                  | 0 | ✓ | 0  | 0  | 0  | 0                   | ✓ | ✓ | ✓  | 0  | 0  | 0  | ✓  | 0 | ✓                | 0 | 0  | 0  | 6  | 14 |         |           |
| 24 | RW           | ✓                  | 0 | ✓ | 0  | 0  | 0  | ✓                   | ✓ | 0 | ✓  | 0  | 0  | ✓  | 0  | ✓ | 0                | ✓ | 0  | 0  | 9  | 11 |         |           |
| 25 | SN           | ✓                  | 0 | 0 | 0  | 0  | 0  | 0                   | 0 | 0 | 0  | 0  | 0  | 0  | 0  | 0 | 0                | 0 | 0  | 0  | 1  | 19 |         |           |
| 26 | SH           | ✓                  | ✓ | 0 | ✓  | 0  | 0  | ✓                   | ✓ | ✓ | ✓  | ✓  | 0  | ✓  | 0  | ✓ | 0                | ✓ | 0  | ✓  | 12 | 8  |         |           |
| 27 | SM           | ✓                  | ✓ | 0 | ✓  | 0  | 0  | ✓                   | ✓ | 0 | ✓  | ✓  | 0  | ✓  | 0  | 0 | 0                | 0 | ✓  | 0  | 9  | 11 |         |           |
| 28 | UH           | 0                  | 0 | ✓ | 0  | 0  | 0  | 0                   | ✓ | ✓ | 0  | 0  | 0  | 0  | 0  | 0 | ✓                | 0 | 0  | 0  | 4  | 16 |         |           |
| 29 | WM           | ✓                  | 0 | ✓ | 0  | 0  | 0  | ✓                   | 0 | ✓ | 0  | 0  | 0  | 0  | ✓  | ✓ | 0                | 0 | 0  | 0  | 6  | 14 |         |           |
| 30 | YH           | ✓                  | 0 | ✓ | 0  | 0  | 0  | ✓                   | ✓ | 0 | ✓  | 0  | 0  | ✓  | 0  | ✓ | 0                | ✓ | 0  | 0  | 9  | 11 |         |           |

|    |     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |
|----|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|----|
| 31 | YP  | 0 | 0 | ✓ | 0 | 0 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 0 | ✓ | 0 | ✓ | 0 | ✓ | 0 | 0 | ✓ | 11 | 9  |
| 32 | PZH | 0 | ✓ | ✓ | 0 | 0 | 0 | 0 | ✓ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | ✓ | 0 | 0 | 0 | 0 | 4  | 16 |
| 33 | PP  | ✓ | ✓ | 0 | 0 | 0 | 0 | ✓ | ✓ | ✓ | ✓ | 0 | 0 | 0 | 0 | ✓ |   | ✓ | 0 | 0 | 0 | 8  | 12 |

**APPENDIX IV**

**TABLE 9 RESULT OF RESPONDENT**

| No | Inisial Name | Future Conditional |   |   |    |    |    | Present Conditional |   |   |    |    |    |    |    | Past Conditional |   |   |    |    |    | Correct | Incorrect |    |
|----|--------------|--------------------|---|---|----|----|----|---------------------|---|---|----|----|----|----|----|------------------|---|---|----|----|----|---------|-----------|----|
|    |              | 1                  | 4 | 8 | 14 | 16 | 17 | 2                   | 3 | 5 | 10 | 12 | 13 | 18 | 19 | 6                | 7 | 9 | 11 | 15 | 20 |         |           |    |
| 1  | SN           | ✓                  | 0 | 0 | 0  | 0  | 0  | 0                   | 0 | 0 | 0  | 0  | 0  | 0  | 0  | 0                | 0 | 0 | 0  | 0  | 0  | 0       | 1         | 19 |
| 2  | AN           | 0                  | 0 | ✓ | 0  | 0  | 0  | 0                   | 0 | 0 | ✓  | 0  | 0  | 0  | 0  | 0                | ✓ | 0 | 0  | 0  | 0  | 0       | 3         | 17 |
| 3  | EA           | 0                  | 0 | ✓ | 0  | 0  | 0  | 0                   | ✓ | 0 | 0  | 0  | 0  | 0  | 0  | 0                | ✓ | 0 | 0  | 0  | 0  | 0       | 3         | 17 |
| 4  | NH           | 0                  | 0 | ✓ | 0  | 0  | 0  | 0                   | ✓ | 0 | 0  | 0  | 0  | 0  | 0  | ✓                | 0 | ✓ | 0  | 0  | 0  | 0       | 4         | 16 |
| 5  | UH           | 0                  | 0 | ✓ | 0  | 0  | 0  | 0                   | ✓ | ✓ | 0  | 0  | 0  | 0  | 0  | 0                | 0 | ✓ | 0  | 0  | 0  | 0       | 4         | 16 |
| 6  | PZH          | 0                  | ✓ | ✓ | 0  | 0  | 0  | 0                   | ✓ | 0 | 0  | 0  | 0  | 0  | 0  | 0                | 0 | ✓ | 0  | 0  | 0  | 0       | 4         | 16 |
| 7  | MF           | 0                  | ✓ | ✓ | 0  | 0  | 0  | 0                   | 0 | ✓ | 0  | 0  | 0  | 0  | 0  | ✓                | 0 | ✓ | 0  | 0  | 0  | 0       | 5         | 15 |
| 8  | MS           | ✓                  | 0 | ✓ | 0  | 0  | 0  | 0                   | 0 | ✓ | ✓  | 0  | 0  | 0  | 0  | 0                | 0 | ✓ | 0  | 0  | 0  | 0       | 5         | 15 |
| 9  | PH           | 0                  | ✓ | ✓ | 0  | 0  | 0  | 0                   | ✓ | 0 | ✓  | 0  | 0  | 0  | 0  | 0                | 0 | ✓ | 0  | 0  | 0  | 0       | 5         | 15 |

### **KEY ANSWER**

1. Find ( future conditional)
2. Passed ( present conditional)
3. I would sent ( present conditional)
4. It would ( future conditional)
5. Invited ( present conditional)
6. Had rained ( past conditional)
7. Had find (past conditional)
8. Will be (future conditional)
9. Would have gone (past conditional)
10. Would obligate (present conditional)
11. If I had accepted that work offer, I would have built my own house. (past conditional)
12. If he thought this class, he would give a test. ( present conditional.)
13. If we had known the answer, we would have told you. ( present conditional)
14. If you buy some bananas, I shall buy some too. ( future conditional)
15. If I had met you, I would have spoken with you. ( past conditional)
16. I can sitdown, if I have a chair. ( future conditional)



17. If Adi studies hard, he will pass the examination. ( future conditional)

18. If I learned English, I would speak English. ( present conditional)

19. My father would permit me to ride motorcycle, if I had a driving licence ( present conditional)

20. If I had come to music festival, I would have met Raisa there. ( past conditional)



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di-  
Padangsidimpuan

*Assalamu 'Alaikum Wr. Wb*

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan tadaris bahasa inggris(TBI) fakultas tarbiyah dan ilmu keguruan IAIN Padangsidimpuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi, dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

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Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.

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12 Oktober 2018

Yth. Kepala Cabang Dinas Pendidikan Sidempuan,  
Dinas Pendidikan Provinsi

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa :

Nama : Nita Asmita  
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Alamat : Sihitang

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Students' Difficulties in Using Conditional Sentences at Grade XI SMA N 3 Padangsidempuan". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

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Yang bertanda tangan dibawah ini Plt. Kepala SMA Negeri 3 Padangsidimpuan, Kecamatan Padangsidimpuan Selatan, Kota Padangsidimpuan, Provinsi Sumatera Utara dengan ini menerangkan bahwa :

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3. Program Studi : Tadris/Pendidikan Bahasa Inggris

Benar telah melaksanakan Penelitian di SMA Negeri 3 Padangsidimpuan dengan judul “ **The Students’ Difficulties in Using Conditional Sentences at Grade XI SMA Negeri 3 Padangsidimpuan** ”. Sesuai Surat Wakil Dekan Bidang Akademik Intstitut Agama Islam Negeri Padangsidimpuan No. B-1824/In.14/E.4c/TL.00/10/2018 tanggal 01 November s.d 14 November 2018 tentang Mengadakan Penelitian Untuk Penulisan Skripsi.

Demikian Surat Keterangan ini diperbuat dengan sebenarnya agar dapat dipergunakan seperlunya.

Padangsidimpuan, 12 Desember 2018  
Plt. Kepala SMA Negeri 3  
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