THE ABILITY OF THE STUDENTS
IN CONDITIONAL SENTENCES
AT GRADE XI SMA NEGERI 1 PADANG BOLAK

A THESIS

Submitted to the English Section of State College for Islamic Studies
Padangsidimpuan in Partial Fulfillment of the Requirement for the Degree of
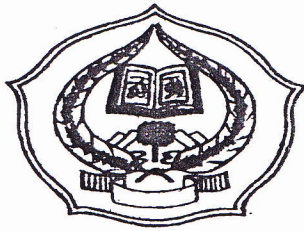*Islamic Educational Scholar (S.Pd.I) in English Program*

By:

NURLIA SARI SIAGIAN
Reg. No: 07 340 0101

ENGLISH EDUCATION STUDY PROGRAM

DEPARTMENT OF TARBIYAH
STATE COLLEGE FOR ISLAMIC STUDIES (STAIN)
PADANGSIDIMPUAN
2012

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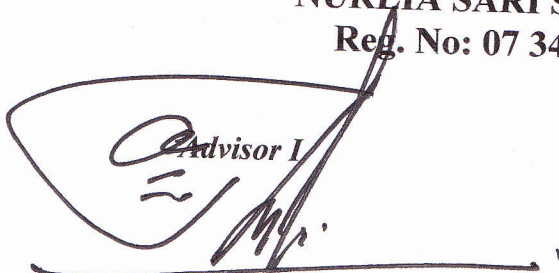# AT GRADE XI SMA NEGERI 1 PADANG BOLAK

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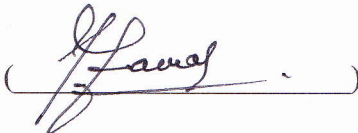
Ketua   : Fatahuddin Aziz Siregar, M. Ag   (   )

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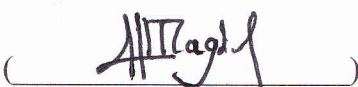Anggota : 1. Fatahuddin Aziz Siregar, M. Ag   (   )

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Pukul 08.30 s/d 12.00
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Ditulis Oleh : **NURLIA SARI SIAGIAN**
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Assalamu 'alaikum wr.wb.

Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n. Nurlia Sari Siagian, yang berjudul **"The Ability of The Students in Conditional Sentences at grade XI SMA Negeri 1 Padang Bolak"**, maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan memenuhi syarat-syarat untuk mencapai gelar Sarjana Pendidikan Islam dalam Ilmu Tarbiyah pada Jurusan Tarbiyah STAIN Padangsidimpuan.

Untuk itu dalam waktu tidak beberapa lama, kami harapkan saudara tersebut dapat dipanggil untuk mempertanggungjawabkan skripsinya dalam sidang munaqasyah.

Demikian dan atas perhatian Bapak, kami ucapkan terima kasih.

Wassalamu 'alaikum wr.wb.

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DECLARATION LETTER OF WRITING OWN THESIS

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Registration number   : 07340 0101

Department / study program : Tarbiyah / TBI – 3

The title of thesis   : THE ABILITY OF THE STUDENTS IN CONDITIONAL SENTENCES AT GRADE XI SMA NEGERI 1 PADANG BOLAK.

   Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors team and without doing plagiarism along with the students' ethic code in article 14 subsections 2.

   I made this declaration truthfully, if there is a deviation and incorrect of my declaration later on, I resign to get the punishment as what has involved in students' ethic code in article 19 subsections 4 that is about dispassion of academic degree disrespectfully and the other punishment accord with the norms and accepting legal requirement.

Padangsidimpuan, 09 may 2012

Declaration Maker

NURLIA SARI SIAGIAN

Reg. No.07340 0101

ACKNOWLEDGEMENT

Firstly, researcher would like to thank Allah SWT who has given researcher the chances to finish this thesis. Secondly, blessing and peace be upon to Prophet Muhammad SAW, who has brought human being from the dark era to the bright era.

In finishing this thesis, the researcher faced a lot of difficulties and troubles. Exactly without any help from the following people, it was impossible for researcher to complete and finish this thesis. Therefore researcher would like thank to:

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Last but least, researcher just wants to say thank you very much for their helping, Allah bless them and STAIN Padangsidimpuan.

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2012

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SEKOLAH TINGGI AGAMA ISLAM NEGERI

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Padangsidimpuan, 26 Maret 2012
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Bapak Ketua STAIN Padangsidimpuan
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             Padangsidimpuan

Assalamu 'alaikum wr.wb.

    Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n. Mariati Harahap, yang berjudul"**The ability of the students in conditional sentences at grade XI SMA Negeri 1 Padang Bolak**", maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan memenuhi syarat-syarat untuk mencapai gelar Sarjana Pendidikan Islam dalam Ilmu Tarbiyah pada Jurusan Tarbiyah STAIN Padangsidimpuan.

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PENGESAHAN

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Ditulis oleh : **NURLIA SARI SIAGIAN**

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<div align="right">

Padangsidimpuan, 09 may 2012

Researcher

Nurlia Sari Siagian
Reg. No: 07 340 0101

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LIST OF APPENDICES

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ABSTRACT

The aims of research were to know the ability of the students in conditional sentences at grade XI SMA Negeri 1 Padang Bolak, the difficulties of students in using conditional sentences at grade XI SMA Negeri 1 Padang Bolak and the efforts of English teacher in overcoming the difficulties at SMA Negeri 1 Padang Bolak.

The research was conducted with descriptive analysis and qualitative approach. There were 39 students from 209 students at grade XI SMA Negeri 1 Padang Bolak. In collecting data, the research used the instrument of the research are test for students, the test consist of 40 items. and interview and observation for the English teacher and head master.

Based on the result of research, researcher found that the ability of second year students at SMA Negeri 1 Padang Bolak in conditional sentences was low (34,55%). The students'were difficult in forming auxiliary of the sentence especially in tenses. Some of them didn't know to differentiate type 2 and type 3 in conditional sentences. The students had poor vocabulary and then students were difficult to differentiate dependent clause and independent clause.

The efforts done by English teacher to overcoming the students' difficulties of the ability in conditional sentences at grade XI SMA Negeri 1 Padang Bolak: the English teachers often repeat the lesson and give more examples that related with the experiences of students; English teacher invited the students one by one write the their example in the blackboard; before the English teacher gave the new lesson, the English teacher invited the students to learn by heart about verb and auxiliary, the English teacher gave task for students.

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CHAPTER I
INTRODUCTION

A. Background of the Problem

Language is a system or arbitrary vocal symbol used for human to communicate. When a person needs to deliver his messages to other people, he /she needs a media or tool to deliver it, and media used consist of symbols that the other people understand.

English is one of the foreign languages in Indonesia that is provided as compulsory subject to students of elementary school, junior high school, senior high school, and even in higher education level. In some private school it has already been given to the kindergarten/third year's pupil of primary education. In studying English, there are four basic skills that must be master. There are Listening, Speaking, Reading, and Writing. Moreover, in al-Qur'an Allah invites the human to learn as written:

اقۡرَأۡ بِٱسۡمِ رَبِّكَ ٱلَّذِى خَلَقَ ۝ خَلَقَ ٱلۡإِنسَـٰنَ مِنۡ عَلَقٍ ۝ ٱقۡرَأۡ وَرَبُّكَ ٱلۡأَكۡرَمُ ۝ ٱلَّذِى عَلَّمَ بِٱلۡقَلَمِ ۝ عَلَّمَ ٱلۡإِنسَـٰنَ مَا لَمۡ يَعۡلَمۡ ۝

Meaning : "Recite in the name of your lord who created, created man from a clot if congealed blood recite: and your lord is most generous who taught by the pen, taught man what he didn't know ".[1]

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[1]Abdullah Yusuf Ali, *The Meaning of the Holy Qur'an in English Language* (Al-Alami Publications: Beirut, 2001) p. 924.

Next, the prophet Muhammad Saw said:

طلب العلم فريضة على كلى مسلم... [2]

Meaning : "Menuntut ilmu adalah wajib bagi setiap muslim…"

(*Browsing knowledge is obligation by Muslim people…*)

In Al-Quran and Hadist explanation above, browsing knowledge is obligation by muslim people in learning English too. In learning English, the students expected to master the structure grammar of English especially in mastery in conditional sentences. However, the students' ability were low in the field. It can be found when the researcher asked the English teacher SMA Negeri 1 Padang Bolak that there are many students that do not understand about conditional sentences.[3] Then, they still confuse how is said conditional sentence and can not differentiate the types of conditional sentence well.

Based on the case, the writer is interested to conduct the research entitle "**The Ability of the Students in Conditional Sentences at grade XI SMA Negeri 1 Padang Bolak**".

B. Focus of the Problem

The problem in this research is limited in order to make it specific. This analysis was focused on Conditional treated by the grade XI students at the

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[2]Muhammad Puad Abdul Baqi, *Sunan Ibnu Madja, Zus Awwal Babul Muqoddimah* (Beirut-Libanon: Dar Alkitab Ilmiah, ttp) p. 81.

[3]Hotmaria, The English teacher in SMA Negeri 1 Padang Bolak, *Personal interview,* 20 Desember 2011.

school. This research also limited to the level the Ability of the students in Conditional Sentences "if" at SMA Negeri 1 Padang Bolak.

C. Definition of Key Terms

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

1. Ability

    In Indonesia dictionary state that ability is power or a mental have someone to do something, a property that people.[4] Ability is physical, mental or legal to perform (he has ability to accomplish whatever he sets his mind to).[5] Based on definitions above, the research concludes that ability is a power or mental having someone to do something by hard.

2. Student

    According to Hornby "the student is a person is studying at school or college".[6] Based of those definitions above, the writer concludes that the student is a person on grade of elementary junior and senior high school not only on the formal educational institution but also on the informal educational.

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[4]Tim Prima Pena. *Kamus Besar Bahasa Indonesia* (TT: Gitamedia Press, tt) p. 511.
[5]A. Merriam Webster. *Webster's Colegiate Thesaurus* (USA: Massa Chusetts, 1976) p. 33.
[6]Hornby. *Oxford Advanced Leaner's Dictionary* (New York: Oxford University Press, 1995) p. 1187.

3. Conditional Sentence.

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 ability of the students in conditional sentences at grade XI SMA Negeri 1 Padang Bolak means study or examined the ability or the potential of the students in conditional sentences in writing sentences.

D. The formulation of Problem

The formulation of the problem of this research as below:

1. How were the students' ability in conditional sentences at grade XI SMA Negeri 1 Padang Bolak?

2. What were the difficulties of students in conditional sentences at grade XI SMA Negeri 1 Padang Bolak?

3. What were the efforts of English Teacher in overcoming the difficulties in SMA Negeri 1 Padang Bolak?

E. The Aims of the Research

The aims of the research are:

1. To know the students ability in conditional sentences at grade XI SMA Negeri 1 Padang Bolak.

2. To know difficulties of students in conditional sentences at grade XI SMA Negeri 1 Padang Bolak.

3. To know the efforts of English teacher in overcoming the difficulties in SMA Negeri 1 Padang Bolak.

F. Significances of the Research

1. Student

   Students know their ability in learning conditional sentences and also their difficulties in learning conditional sentences.

2. English Teacher

   English teacher knows the ability of the students and difficulties in learning conditional sentences. In other word, the teacher finds the solution to solve the difficulties of students in learning conditional sentences.

3. Another Researcher

   It is hoped by the other researcher will be useful as a reference or comparisons for other researcher, when they have similar problem in their research.

G. Outline of the Thesis

The outline of the Script included in to five chapters, they are:

The first chapter was an introduction that consist of the background of the problem, focus of the problem, definition of key terms, formulation of the problem, aims of the research, significant of the research, and 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. Definition 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 a 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 was the content of the thesis generally.

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

The third chapter was the research methodology that consists of the setting of the research, research design, the sources of the research, the technique for collecting the data and instrument, technique of checking trustworthiness and the technique of data analysis.

Setting of research were the place and schedule. The sources of the research were the participant of the data. The technique for collecting the data and instrumentation was the way and instrument to get the data. Techniques of checking trustworthiness were used to reduce the bias of the data and to improve the validity of the collected. The techniques of data analysis were the way to analyze the data collected.

The fourth chapter was the result of the research consists of students ability, students difficulties, the effort of English teacher to solve the difficulties of students in conditional sentences at grade XI SMS Negeri 1 Padang Bolak. The threats and discussion of the research.

The fifth chapter was closing that consists of conclusions and suggestion from the researcher.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Conditional sentences

a. The Definition of Conditional

In this case, firtsly the researcher will discuss about the defenition of Conditional sentence. According to Betty Schrampfer Azar in her book, "a Conditional Sentence is a sentence consist of two parts, that each of them called "if clause" and "main clause" but they have closed relation to each other".[1] Slamet Riyanto says, "Conditional sentence is a sentence that expresses a wish, hope, plan, etc. That may be possible, unreal or contrary to the factor impossible".[2] According to Robert Korhn, "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".[3]

Next, Otong Setiawan Djuharie says that : "Conditional merupakan bentuk kalimat pengandaian dengan ciri hadirnya kata *jika/ apabila*, yang

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[1]Betty Schrampfer Azar. *Understanding and Using English Grammar* (Jakarta: Binapura Aksara, 1985) p. 343.
[2]Slamet Riyanto. *A Complete Course to the TOEIC TEST* (Yogyakarta: Pustaka Belajar, 2008) p. 133.
[3]Robert krohn. *English Sentence Structure* (New York: The University of Michigan, 1971) p. 34.

umumnya dinyatakan dengan kata if".[4] (Conditional is the form of sentences with if the come word if, in general says that conjunction "if"). According to Jeremy Harmer, "Conditional Sentence these are formed when the conjunction "if" is used to preface a condition".[5] Beside it, according Oxford learner's pocket dictionary. "Conditional is (of a clause) beginning with if or unless".[6]

Example: If it rains (condition), you'll get wet (result).

In this case it is quite likely that it will rain and therefore the 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 the using past perfect) will produce an impossible condition.

Example: If it had rained, you would have got wet. But it didn't so you were spared.[7]

Further, "A conditional sentence is formed by joining on independent clause to a special kind of adverbial clause- a conditional clause".[8]

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[4]Otong Setiawan Djuharie. *Functional English Grammar* (Bandung: Yrama Widya, 2008) p. 303.

[5]Jeremy Harmer. *How to Teach English* (England: Longman ,1998) p. 46.
[6]Oxford Learner's Pocket Dictionary (Oxford: University Press, 2008) p.85.
[7]Jeremy harmer, *Op. Cit.,* p. 46.
[8]Addison. *Writing Academic English* (London: Wesley Publishing Company 1983) p. 219.

The conditional clause is formed with

> IF + SUBJECT +VERB+ COMPLEMENT
> unless

If rain comes tomorrow….

If the weather is not clear up….

Unless the sun shines….

In conditional sentence, the if or unless clause state the condition. And the dependent clauses state the result.

Unless means if….not, as shown in these clauses:

Unless the weather is not clear up tomorrow….

If the weather doesn't clear up tomorrow….

Unless you study harder….

If you don't study harder….

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 bellow:

1) I can graduate next semester <u>if I complete</u> sixteen units

2) I would major in computer science if I were you

3) We might have sent you a postcard <u>if we had known</u> your address.[9]

Based on the definition above, the researcher assumes that she agrees with Korhn's statement because her opinion told that an element of

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[9] *Ibid.*, p. 219- 220.

grammar, it is preceded by conjunction if. So the research concludes that conditional sentences is element of grammar make conjunction if hope or expect to do.

b. Types of Conditional Sentences

The *if* conditional sentences haves three types and each is difficult to understand for beginner. Thomson and Martinet says that there are three kinds of Conditional sentences, each kind certain possible variation but students are studying the conditional for the first time should ignore these and on the basic form.[10]

There are there types of conditional in English.[11]

a. **Open/future Condition**: It tells us that something will take place, if a certain condition is fulfilled; this condition may or may not be fulfilled. Form:

Present perfect in "if" clause + subject + will/ shall/ can/ may + verb in main clause.

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[10]A. J. Thomson and A. V. Martinet. *A Practical English Grammar (*London: Oxford University, 1986) p. 197.

[11]Jayanthi Dakshina Murthy. *Contemporary English Grammar* (Delhi: Book Palace, 2003) p. 177.

If Clause	Main Clause
Simple Present	Subject + Will/Shall/Can/May + Plain Infinitive (Verb)
If you come early	we shall begin the work
If she loves him	she will marry him
If I find a job	I can help my mother
If he reads the book	He will enjoy it
If I teach her	She can speak English
If you tell the truth	I may help you

1) The verb in the **if**-clause is the present tense; the verb in the main clause is the future simple. It doesn't matter which comes first.

If he runs, he'll get there in time.

The cat will scratch you if you pull her tail.

This type of sentence implies that the action in the if-clause is quite probable.

Note that the meaning here is present or future, but the verb in the if-clause is the present, not a future tense. **If + will/would** is only possible with certain special meaning.

2) Possible variation of the basic form

ii. Variation of the main clause

Instead of **if** + present+ future may have:

a. **If**+ present+ **may/might** (possibility)

If the fog gets *thicker the plane may/might be diverted. (perhaps the plane will be diverted)*

b.   **If**+ present+ may (permission) or can (permission or ability).

If your documents are in order you may /can leave at once.(permission).

If it stops snowing *we can go out.* (permission or ability)

c.   **If**+ present+ **must, should** or any expression of command. request or advice

If you want to lose weight you must/ should eat less bread.

If you want to lose weight you had better eat less bread.

If you want to lose weight eat leas bread.

If you see Tom tomorrow could you ask him to ring me?

d.   **If**+ present+ another present tense

if+ two present tenses is used to express automatic or habitual results:

If you ice it turns to water. (Will turns is also possible).

If there is shortage of any product prices of that product go up.

e.   When **if** is used to mean as/ since, a variety of tenses can be used in the main clause.

Ann hates London. –if she hates it why does she live there? /she ought to move out. (if so could replace if she hates it here).

This is not, of source, a true conditional clause.

iii. Variation of the **if**- clause

Instead of **if**+ present tense, we can have:

a. **If**+ present continuous, to indicate a present action or a future arrangement.

If you are waiting for a bus (present action) *you'd better join the a queue.*

If you are looking for Peter (present action) *you'll find him upstairs.*

If you are staying for another night (future arrangement) *I'll ask the manager to give you a better room.*

b. **If**+ present perfect

If you have finished dinner I'll ask the waiter for the bill.

If he has written the letter I'll post it.

If they haven't seen the museum we'd better go there today.[12]

b. **Present- Unreal condition**: contrary to the fact in this present time (now).

Form:

Simple past in "if" clause + subject + would/ should/ could/ might + infinitive [Verb].

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[12]A. J. Thomson and A.V. Martinet. *Op. Cit.,* p. 197-198.

If Clause	Main Clause
Past Tense	Subject + Would / Should / Could / Might + Plain Infinitive (Verb)
If you paid the amount	We would deliver the goods
If I saw Lia	I could talk to her
If I had money	I could study in America
If she were a film star	I would ask for her autograph
If they had a house	They might sell it
If Gimin were alive	He might not tolerate the violence in country[13]

1) The verb in the **if**-clause is in the past tense: the verb in the main clause is in the conditional tense:

   If I had a map I would lend it to you.(But I haven't a map). The meaning here is present.

   If someone tried to blackmail me I would tell the police. (But I don't expect that anyone will try to blackmail me. The meaning here is future).

   There is no difference in time between the first and second types of conditional sentence, types 2, like types 1, refer to the present of

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[13]*Ibid.*

future, and the past tense in the if-Clause is not a true past but subjective, which indicates unreality or improbability.

2) Type 2 is used:

a) When the supposition is contrary to know facts :

(1) If I lived near my office, I'd be in time for work

(But I don't live near my office)

(2) If I were you, I'd plant some trees round the house

(But I am not you)

b) When we don't expect the action in the if. Clause to take place :

(1) If a burglar came in to my room at night, I'd scream

(But I don't expect a burglar to come in)

(2) If I dyed hair blue everyone would laugh at me

(But I don't intend to dye it)

c) Some times rather confusingly, type 2 can be used as an alternative to type 1 for perfectly possible plans and suggestion :

(1) Will many be in time if she gets the ten o'clock bus?

(2) No, but she'd be in time if she got the nine thirty bus

Or

(3) No, but she'll in time if she gets the nine thirty bus

A suggestion in type 2 is a little more polite than suggestion in type 1, just as would you is amore polite request form than will you. But the student needn't trouble too much over this use of type 2.[14]

3) Possible variation of the basic form

    a) Variation of the main clause

        (1) **migh**t or **could** may be used instead of **would**:

        If you tried again you would succeed. (certain result).

        If you tried again you might succeed. (possible result).

        If I knew her number I could ring her up. (ability).

        If he had a permit he could get a job. (ability   or permission).

        (2) **The** continuous conditional form may be used instead of the simple conditional form:

        Ali is on holiday; he is touring Italy.-If I were on holiday I would / might be touring Italy too.

        (3) **If** + past tense can be followed by another past tense when we wish to express automatic or habitual reactions in the past. The past tenses here have a past meaning.

        If anyone interrupted him he got angry. (whenever anyone interrupted him).

        If there was a scarcity of anything prices of that thing went up.

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[14]A. J. Thomson and A.V. Martinet. *Op. cit.,* p. 198-199.

(4) When **if** is used to mean 'as' or 'since', a variety of tenses is possible in the main clause. **If**+ past tense here has a past meaning.

b) Variation of the **if**-clause

Instead of if+ simple past can have:

1) **If**+ past continuous

   If my car was working I would/could drive you to the station.

2) **If**+ past perfect

   If he had taken my advice he would be a rich man now.[15]

c. **Past- Unreal condition**: contrary to the fact in the past time.

Form:

Past perfect ''if'' clause + subject + would/ should/ could/ might/ have/ past participle in main clause.

If Clause	Main Clause
Past Perfect	Subject + Would / Should / Could / Might + Have + Past Participle
If you had resigned the job	You would have faced several financial troubles.
If I had married Aisyah	I would have been happier.

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[15]*Ibid.*, p. 199-200.

If Sarifah had read my books	She might have praised me.
If Halim hadn't been an actor	He might have become an engineer.
If I had been healthy	I could have married Aisyah.[16]

1) The verb in the if-clause is in the past perfect; the verb in the main clause is in the perfect conditional. The time is past and conditional cannot be fulfilled because the action in the if-clause didn't happen.

   If I had know that you were coming I would have met you at the airport. (But didn't know, so I didn't come).

2) Possible variations of the basic form

   a) Could or might may be instead of would:

      If our documents had been in order we could have left at once.

   b) The continuous form of the perfect conditional may be used:

      At the time of the accident I was sitting in the back of the car, because Tom's little boy was sitting beside him in front. If Tom's boy hat not been there I would have been sitting in front.

   c) Can use the past perfect continuous in the if-clause:

      I was wearing a seat belt. If I hadn't been wearing one I'd have been seriously injured.

      Special uses of **will/would** and **should** in if-clauses

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[16]Jayanthi Dakshina Murthy. *Op. Cit.,* p. 178.

Normally these auxiliaries are not used after if in conditional sentences. There are, however, certain exceptions.

(1) **If you will/would** is often used in polite request. Would is the more polite form.

If you will/would wait a moment I'll see if Mr. Ali is free. (please wait)

(2) **If you would**+ infinitive is often used alone when the request is one which would normally be made in the circumstances. The speaker assumes that the other person will comply as a matter of course.

(in a class) *If you'd open your books.*

(3) **If + will/would** can be used with all person to indicate willingness.

If he'll listen to me I'll be able to help him. (If he is willing to listen…).

If Ali would tell me what he wants for him dinner I'd cook it for him. (The speaker implies that Ali is unwilling to tell her).

(4) **Will** can be used to express obstinate insistence

If you will pay the drums all night no wonder the neighbors complain. (If you insist on playing….).

(5) **If+ would like/care** can be used instead of **if+ want/wish** and is more polite.

If you would like to come I'll get a ticket for you.

(6) **If+ should** can be used in type 1to indicate that the action, though possible, is not very likely. It is usually combined with an imperative and is chiefly used in written instructions.

If you should have any difficulty in getting spare parts ring this number.[17]

c. Conditional sentences with if

Conditional sentences consist of have two part, they are dependent clause and independent clause, the independent clause is usually called main clause because is a sentence structure that can stand alone or by itself, and the dependent clause is part of sentence always called if clause because it is only part of a sentence this clause identifies "if" condition and can not stand by itself.[18]

a. Conditional Clause

Thomson and Martinet states that "Conditional Clause begins with if, even if, whether, unless, but for, otherwise, provided that, suppose".[19]

Example:

1) You must go tomorrow whether you are ready or not.

2) I used my calculator otherwise I'd have taken longer.

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[17]A.J. Thomson and A.V . Martinet. *Op. Cit.,* p. *201-202.*
[18]Slamet Riyanto, *A Complete Grammar for TOEFL Prepation* (Yogyakarta: Pustaka Belajar, 2009) p. 187.
[19]A.J. Thomson and A.V . Martinet. *Op. Cit.,* p. 202-203.

The order of the clause is not important, sentence maybe written in following form.

Main clause + Conditional

Or

Conditional + main Clause

Example:

1) If she is careless with matches, she will burn herself.

2) She will burn herself if she is careless with matches.

Main clause may be first and second in the sentence, Pyle and Munaz stated in their books. "If main clause is placed first, the sentence is written without a comma, but if the conditional clause is placed first comma is required".[20]

b. If Conditional

If Conditional are Conditional sentences that have the *if* clauses and main clause.

Example:

1) If your turn the light, shall not be able to read.

2) If I study hard, I will pass examination.

2. **Learning difficulties**

Learning difficulties are a shortage that is not outwardly visible. Inability to learn can not be recognized in a different physical form with people who do

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[20]M. Pyle and Munaz. *Toefl Preparation* (New Delhi: Chiffsnotes, 1989) p. 114.

not have problems learning difficulties. Learning difficulties are not always caused by a low intelligence factor, but can also be caused due to other factors outside intelligence.[21] The high-IQ does not necessarily guarantee the success of learning. Thus it can be said that learning difficulties and learning process is a condition characterized certain obstacles in achieving learning outcomes.

a. Causes Learning Difficulties

Problems of this learning difficulty, it is caused by various factors. To provide an aid to children who have learning difficulties, the teacher must know in advancing what factors are the cause of the problem of learning difficulties.

Factors that cause learning difficulties can be classified into two categories,[22] namely:

1) Internal factors (factors from within the child itself) that includes:

  a) Physiology factors

Physiological factors are the physical factors of the students themselves. A child who is sick, of course, will experience physical weakness, so the process of receiving lessons, understand the lessons to be imperfect.

[21]Muhibbin Syah, *Psikologi Belajar* (Jakarta: Raja Grafindo Persada, 2008) p. 182.
[22]*Ibid*, p. 182-184.

b) Psychological factors

Psychological factors are the various things pertaining to the various behaviors that are needed in the study. Psychological factors that IQ can be the cause of the problem of learning difficulties is a talent, interest, motivation, mental health conditions of children, and also the type of children in learning.

2) External factor (factors outside the child) include;
   a) Social factor

Social factors have affect to learners. Children who do not receive adequate attention would have been different with children swho are getting enough attention, or children who are given too much attention. It has relationship with the child's parents, whether harmonious or meet rarely or even separated. So it influences to the child's study habits.

   b) Factors of non-social

Factors of non-social can be the cause of the problem of learning difficulties is the factor of teachers in schools, then the tools of learning, where learning conditions, as well as the curriculum.

b. Overcoming Learning Difficulties

There are some efforts to overcome learning difficulties. Tutoring is one effort of teachers to help students who have difficulty in learning.   The procedure tutoring can be reached through the folllowing steps, such as the

teacher give the information about how to learn effectively not only in the school but also in the house, the teacher helps placement namely the teacher place the students in learning group or discuss group, the teacher show the learning concretely to students namely the teachers use various learning methods to help the students to understand the learning, and the teachers give specipic attantion to students that have slow learning and the teachers effort to motivate the students in learning.[23]

Beside, to overcome learning difficulties, it can be done by the teacher through remedial. It is an activity that given to students who have not understand the learning that have been learned. The aim of this activity to increase the students' mastery of the learning. The other, the teachers can do enrichment. It is given to the students so that they have richer the knowledge and skills.[24]

B. Review of Related Findings

There are some related findings that discuss about Conditional sentences: the first, research done by Ismail Ginting[25] which title "The Correlation between Tenses Ability and students Ability in Using Conditional (A study of the grade XI students of Madrasah Aliyah Al-Mukhlishin Lumut). In which the result that the

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[23]Mulyasa, *Menjadi Guru Propesional* (Bandung: Remaja Rosda Karya, 2008) p. 121-126
[24]Yatim Riyanto, *Paradigma Baru Pembelajaran* (Jakarta: Pranada Media Group, 2009) p. 140.
[25]Ismail Ginting, The Correlation between Tenses Ability and students Ability in Using Conditional (A study of the grade XI students of Madrasah Aliyah Al-Mukhlishin Lumut) (Unpudlished Script) (Padangsidimpuan: UMTS, 2000).

percentage in using Tenses 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 students are differential where is dependent clause and independent clause and didn't know differential types in conditional sentences.

The second, research done by Marlina Rosa[26] which title "A Research on Students Mastery Tense to their Ability to use Conditional Sentence to Grade IX of SMP N.1 Pintu Padang in 2007/ 2008 Academic Year. The result was the Students Mastery Tense to their Ability to use Conditional Sentence to Grade IX of SMP N.1 Pintu Padang in 2007/ 2008 Academic Year can be categorized in to high ability, the students have mistakes in conditional sentences they are in using tenses.

Next, research done by Roy Romadona[27] which title "The correlation between modal mastery and conditional sentences ability of the grade XI students at SMA Negeri 6 Padangsidimpuan. It can be conduced that the students Modal mastery can be categorized enough and Conditional Sentences can be categorized good.

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[26]Marlina Rosa, A Research on Students Mastery Tense to their Ability to use Conditional Sentence to Grade IX of SMP N.1 Pintu Padang (Unpudlished Script) (Padangsidimpuan: UMTS, 2008).

[27]Roy Romadona, The correlation between Modal mastery and Conditional Sentences ability of the grade XI students at SMA Negeri 6 Padangsidimpuan (Unpudlished Script) (Padangsidimpuan: UMTS, 2009).

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.

If the researchers before concluded that the students were able in conditional sentences. In this case, the researcher interested to do research about "The ability of the students in conditional sentences at grade XI SMA Negeri 1 Padang Bolak". She would look or find the differences or even the sameness from the students but in the different location.

CHAPTER III

RESEARCH METHODOLOGY

A. The Location and Schedule of Research

1. Place

This research has been done at the second year SMA Negeri 1 Padang Bolak in 2011/2012 Academic Years. Which address in Jln. Kihajar Dewantara No.50 Gunung Tua Kec. Padang Bolak.

2. Schedule

This research had done for 8 months. Started from August 2011 until March 2012.

B. Method of the Research

Based on the analysis of data, the research used qualitative approach. Penelitian kualitatif adalah penelitian yang bermaksud untuk memahami fenomena tentang apa yang dialami oleh subjek penelitian dengan memanfaatkan metode ilmiah.[1] (Qualitative research is the research that's means to understand the phenomena about what is the subject research undergone by using natural method).

This method used in this research was descriptive method. According to Winarno Surakhman in his book Pengantar Penelitian Ilmiah Dasar Metode dan Teknik stated "Metode Deskriptif adalah penyelidikan yang menentukan dan

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[1] Lexy J. Moleong. *Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2009) p. 126.

mengalokasikan penyelidikan dengan teknis, angket, observasi, atau teknis tes, studi kasus waktu dan gerak analisis komperatif atau operasional".[2] (Descriptive Method is a survey that determine and allocate it with interview technical, observation, or test technical, studying time of problem and indication, comparative analysis or operational).

So, it can be concluded that descriptive research meant to analyze or made a sense perception (description) about situation or events. It was used describe how the ability of the students in conditional sentences at grade XI SMA Negeri 1 Padang Bolak, the difficulties of students in conditional sentences, and the efforts of the English teachers at grade XI SMA Negeri 1 Padang Bolak.

C. Sources of Data

The sources of data in this research were divided in to parts, they are:

1. Primary sources of data, is the grade XI of students at SMA Negeri 1 Padang Bolak, they are 209 students. They are divided in to six classes. And divided in to three classes IPA and three classes IPS.The researcher took only one class of them, they are XI IPA 2. It can seen the table as follow:

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[2]Winarno Surakhman, *Pengantar Penelitian Ilmiah Dasar Metode dan Teknik* (Bandung: Kasito, 1982) p. 2.

Table 1
The total of grade XI students at SMA Negeri 1 Padang Bolak
in 2011-2012 academic year.

No.	Class	Total
1.	XI IPA- 1	38
2.	**XI IPA- 2**	**39**
3.	XI IPA- 3	40
4.	XI IPS- 1	36
5.	XI IPS- 2	31
6.	XI IPS- 3	25
Total of students		209

2. Secondary sources of data, is information from:

1) The headmaster SMA Negeri 1 Padang Bolak Ali Usman Siregar, S.Pd

2) The English teacher of SMA Negeri 1 Padang Bolak, 10 teachers. The
    researcher took one of them; she was Mrs. Hotmaria, S.Pd. She is the
    English teacher at class XI IPA- 2.

D. Instruments of Collecting Data

The instruments of collecting Data used in this research are:

1. Observation

According to Abdurrahman Fathoni, "observasi adalah teknik pengumpulan Data yang dilakukan melalui suatu pengamatan, dengan disertai pencatatan-pencatatan terhadap keadaan atau prilaku objek sasaran."[3] (Observation is a technique of collecting Data which is done through an observation and take a note about the condition or the aim of the object behavior).

This research used this observation in order to know information about the ability of the students in conditional sentences at grade XI SMA Negeri 1 Padang Bolak. The researcher observated the teacher and the students when they were learning in their class room. How the students received the English subject is, what were method teacher used in learning conditional sentences and etc. (see appendix I).

2. Interview

Interview is a purposeful interaction usually between two people, focused on one person to get information from the other person.[4] In this research will use structural interview, the research prepare the question and

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[3]Abdurrahman Fathoni. *Metodologi Penelitian dan Teknik Penyusunan Skripsi* (Jakarta: Rineka Cipta, 2006) p. 104.
[4]Gay & Peter Airasian. *Education Research Competencis For Analysis and Aplication* (USA: Prentice Hall, 2000) p. 219.

alternative of the answer that will be given to the respondent.[5] So, the researcher did the interview to the headmaster of SMA Negeri 1 about the general finding of the school, and English teacher about the effort of English teacher in overcoming the difficulties in conditional sentences. (see appendix II).

3. Test

The research used the test make some questions about Conditional sentences in order to get the information about the ability of students in Conditional sentences. The researcher stated the total of test was 40 items, and the score for each items is 2,5. It meant that the totality of score for this test was 100. (see appendix III). The researcher made the indicator of test as follows:

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[5]Amirul Hadi and Naryono. *Metodologi Penelitian Pendidikan* (Bandung: Pustaka Setia, 1998) p. 136.

Table 2: Indicator of the test

No.	Indicator	Items	Number items	Score
1.	Conditional sentences types I	14	1 - 14	14x2,5 = 35
2.	Conditional sentences types II	13	15 - 27	13x2,5 = 32,5
3.	Conditional sentences types III	13	28 - 40	13x2,5 = 32,5
	Total	40		100

E. Technique of the Data Trustworthiness

There are many techniques to determine the data trustworthiness but the researcher only used triangulation stated by Lexy J. Moleong, "triangulation is the technique of checking data trustworthiness that using something beside the data to verification or as a comparison of the data".[6] Triangulation is used to check the trustworthiness data with compare the result of observation, interview and the test.

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[6]Lexy J. Moleong. *Op. Cit.,* p. 175-183.

F. Techniques of Data Analysis

After data is collected, the research will analyze the data by using some steps, they are:

a. Checked the true or false of the data

b. Counted sum of the true from the students answer and then classified it based on their score.

c. Calculate the their result(mark) by using mean score, the formula is below:

$$M = \frac{\sum X}{N}$$

Where:

M: Mean score (average)

N: Sum of respondents

$\sum x$: Total of the result.[7]

d. Description of data, it is done to described or interpreted data that have been collected systematically.

e. After conclusion, it is done conclude the discussion solidly and briefly.

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[7]Anas Sudijono. *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 1987) p. 81.

CHAPTER IV

THE RESULT OF THE RESEARCH

A. General Findings

As a general result of this thesis, research would describe the location and setting of research. SMA Negeri 1 Padang Bolak is one of the senior high school in Padang Bolak. Location of SMA Negeri 1 Padang Bolak is strategies. The wide of area is about 1 Ha. Which the complete address was at Jln. Kihajar Dewantara no. 50 Gunung Tua Kec. Padang Bolak. This school was building in 1962. The school has headmaster (see appendix VII).

SMA Negeri 1 Padang Bolak have good infrastructures: those are the infrastructures that can be found in SMA Negeri 1 Padang Bolak:

Table 3
The Kinds of Infrastructures at SMA Negeri 1 Padang Bolak

No.	Kind of infrastructures	Total/Wide
1.	Classes	18 Classes
2.	Office Room	1 unit
3.	Headmaster Room	1 unit
4.	Administration room	1 unit
5.	Library IPA	1 unit
6.	Computer Room	1 unit
7.	Language Laboratory	1 unit

8.	Sport Room	1 unit
9.	Mushollah	1 unit
10.	Canteen	2 units

To complete of teaching learning, SMA Negeri 1 Padang Bolak has 56 teachers,[1] to teach all students with their own teaching capability.

Table 4
Total student of SMA Negeri 1 Padang Bolak.

NO.	Grade	Department		Total
		IPA	IPS	
1.	X	-	-	239
2.	XI	117	92	209
3.	XII	116	78	194

SMA Negeri 1 Padang Bolak has 18 classes, class X is divided into 6 classes total 239 students, class XI is divided into 6 classes and divided into 3 classes IPA and 3 classes IPS total 209 students, and class XII is divided into 6 classes and divided into 3 IPA and 3 classes IPS total 194 students. So the total all students are 641 person.

Especially for English lesson, SMA Negeri 1 Padang Bolak has 10 teacher that attached to English Development Program, (see appendix VIII). These are a little description of SMA Negeri 1 Padang Bolak that research can pretend as a general result about location and setting of research.

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[1]Ali Usman Siregar, The Headmaster in SMA Negeri 1 Padang Bolak, *Personal Interview* 20 December 2011.

B. Specific Findings

1. Description of the ability of the students in conditional sentences at grade SMA Negeri 1 Padang Bolak.

This research used this observation in order to know information about the ability of the students in conditional sentences at grade XI SMA Negeri 1 Padang Bolak. The researcher observated the teacher and the students when they were learning in their class room. And the researcher did the interview to the headmaster of SMA Negeri 1 about the general finding of the school, and English teacher about the effort of English teacher in overcoming the difficulties in conditional sentences.

Based on result was found from the respondent, it can be seen that score of respondent very between. The description data of the students at grade XI in SMA Negeri 1 Padang Bolak in Using Conditional Sentences can be seen the following table:

a. Conditional sentences types I

Table 5. Question no.1

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
1.	If I have any time, I …..go.	13	26
	Percentage	33,33%	66,67%

Based on the pattern of the sentence as an item of the test above, the students must fill the blank with "types I". It means that the students fill the blank with "will". From the above, the result of the test that the students ability in conditional sentences were 13 students (33,33%) and whereas, there were 26 students (66,67%) unable in using conditional sentences.

Table 6.Question no.2

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
2.	If I…..hard, I will pass exam.	17	22
Percentage		43,58%	56,41%

Based on the pattern of the sentence as an item of the test above, the students must fill the blank with "verb". It means that the students fill the blank with "study". From the above, the result of the test that the students ability in conditional sentences were 17 students (43,58%) and whereas, there were 22 students (56,41%) unable in using conditional sentences.

Table 7.Question no.3

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
3.	If I have much money, I …..buy a new car.	25	14
	Percentage	64,10%	35.90%

Based on the pattern of the sentence as an item of the test above, the students must fill the blank with "conditional sentences". It means that the students fill the blank with "will". From the above, the result of the test that the students ability in conditional sentences were 25 students (64,10%) and whereas, there were 14 students (35,90 %) unable in using conditional sentences.

Table 8.Question no.4

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
4.	If I…..my diary, he will Give it to you.	16	23
	Percentage	41,02%	58,98%

Based on the pattern of the sentence as an item of the test above, the students must fill the blank with "verb". It means that the students fill the blank with "find". From the above, the result of the test that the students ability in conditional sentences were 16 students (41,02%) and whereas, there were 23 students (58,98%) unable in using conditional sentences.

Table 9. Question no.5

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
5.	I ….come to your house, if you invite me.	28	11
Percentage		71,79%	28,21%

Based on the pattern of the sentence as an item of the test above, the students must fill the blank with "conditional sentences". It means that the students fill the blank with "will". From the above, the result of the test that the students ability in conditional sentences were 28 students (71,79%) and whereas, there were 11 students (28,21%) unable in using conditional sentences.

Table 10.Question no.6

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
6.	You…..do if someone despise you.	13	26
	Percentage	33.33%	66,67%

Based on the pattern of the sentence as an item of the test above, the students must fill the blank with "conditional sentences". It means that the students fill the blank with "shall". From the above, the result of the test that the students ability in conditional sentences were 13 students (33,33%) and whereas, there were 26 students (66,67%) unable in using conditional sentences.

Table 11.Question no.7

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
7.	I…..go to Bali, if I have much money.	13	26
	Percentage	33,33%	66,67%

Based on the pattern of the sentence as an item of the test above, the students must fill the blank with "conditional sentences". It means that the students fill the blank with "will". From the above, the result of the test that the students ability in conditional sentences were 13 students (33,33%) and whereas, there were 26 students (66,67%) unable in using conditional sentences.

Table 12.Question no.8

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
8.	I…..speak English fluently if I study hard.	15	24
	Percentage	38,46%	61,54%

Based on the pattern of the sentence as an item of the test above, the students must fill the blank with "conditional sentences". It means that the students fill the blank with "can". From the above, the result of the test that the students ability in conditional sentences were 15 students (38,46%) and whereas, there were 24 students (61,54 %) unable in using conditional sentences.

Table 13.Question no.9

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
9.	You…..answer those questions, if you are study hard.	13	26
	Percentage	33,33%	66,67%

Based on the pattern of the sentence as an item of the test above, the students must fill the blank with "conditional sentences". It means that the students fill the blank with "can". From the above, the result of the test that the students ability in conditional sentences were 13 students (33,33%) and whereas, there were 26 students (66,67%) unable in using conditional sentences.

Table 14.Question no.10

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
10.	You…..go home if you aren't ill.	13	26
	Percentage	33,33%	66,67%

Based on the pattern of the sentence as an item of the test above, the students must fill the blank with "conditional sentences". It means that the students fill the blank with "may". From the above, the result of the test that the students ability in conditional sentences were 13 students (33,33%) and whereas, there were 26 students (66,67%) unable in using conditional sentences.

Table 15.Question no.11

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
11.	The servant …..open the door, if he ring he ball.	13	26
	Percentage	33,33%	66,67%

Based on the pattern of the sentence as an item of the test above, the students must fill the blank with "conditional sentences". It means that the students fill the blank with "will". From the above, the result of the test that the students ability in conditional sentences were 13 students (33,33%) and whereas, there were 26 students (66,67%) unable in using conditional sentences.

Table 16.Question no.12

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
12.	She….. go out if the weather is fine	15	24
	Percentage	38,46%	61,54%

Based on the pattern of the sentence as an item of the test above, the students must fill the blank with "conditional sentences". It means that the students fill the blank with "will". From the above, the result of the test that the students ability in conditional sentences were 15 students (38,46%) and whereas, there were 24 students (61,54%) unable in using conditional sentences.

Table 17.Question no.13

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
13.	If you are careless, you…..get into trouble.	14	25
	Percentage	35,89%	64,11%

Based on the pattern of the sentence as an item of the test above, the students must fill the blank with "conditional sentences". It means that the students fill the blank with "will". From the above, the result of the test that the students ability in conditional sentences were 14 students (35,89%) and whereas, there were 25 students (64,11%) unable in using conditional sentences.

Table 18.Question no.14

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
14.	He will be ill if he…..to much.	18	21
Percentage		46,15%	53,85%

Based on the pattern of the sentence as an item of the test above, the students must fill the blank with "verb". It means that the students fill the blank with "eat". From the above, the result of the test that the students ability in conditional sentences were 18 students (46,15%) and whereas, there were 21 students (53,85%) unable in using conditional sentences.

b. Conditional sentences types II

Table 19.Question no.15

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
15.	If I had the time, I…..go to the beach with you this weekend.	10	29
	Percentage	25,64%	74,36%

Based on the pattern of the sentence as an item of the test above, the students must fill the blank with "conditional sentences". It means that the students fill the blank with "would". From the above, the result of the test that the students ability in conditional sentences were 10 students (25,64%) and whereas, there were 29 students (74,36%) unable in using conditional sentences.

Table 20.Question no.16

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
16.	If today was Saturday, we….. go to the beach.	12	27
	Percentage	30,76%	69,24%

Based on the pattern of the sentence as an item of the test above, the students must fill the blank with "conditional sentences". It means that the students fill the blank with "could". From the above, the result of the test that the students ability in conditional sentences were 12 students (30,76%) and whereas, there were 27 students (69,24%) unable in using conditional sentences.

Table 21.Question no.17

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
17.	If I…..hard, I would pass exam.	12	27
Percentage		30,76%	69,24%

Based on the pattern of the sentence as an item of the test above, the students must fill the blank with "verb". It means that the students fill the blank with "studied". From the above, the result of the test that the students ability in conditional sentences were 12 students (30,76%) and whereas, there were 27 students (69,24%) unable in using conditional sentences.

Table 22.Question no.18

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
18.	If I have much money, I…..buy a new car.	11	28
	Percentage	28,20%	71,80%

Based on the pattern of the sentence as an item of the test above, the students must fill the blank with "conditional sentences". It means that the students fill the blank with "would". From the above, the result of the test that the students ability in conditional sentences were 11 students (28,20%) and whereas, there were 28 students (71,80%) unable in using conditional sentences.

Table 23.Question no.19

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
19.	If I…..my diary, He would give it to you.	18	21
	Percentage	46,15%	53,85%

Based on the pattern of the sentence as an item of the test above, the students must fill the blank with "verb". It means that the students fill the blank with "found". From the above, the result of the test that the students ability in conditional sentences were 18 students (46,15%) and whereas, there were 21 students (53,85%) unable in using conditional sentences.

Table 24.Question no.20

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
20.	I would come to your house, if you…..me.	13	26
	Percentage	33,33%	66,67%

Based on the pattern of the sentence as an item of the test above, the students must fill the blank with "verb". It means that the students fill the blank with "invited". From the above, the result of the test that the students ability in conditional sentences were 13 students (33,33%) and whereas, there were 26 students (66,67%) unable in using conditional sentences.

Table 25.Question no.21

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
21.	You…..do if someone despised you.	11	28
	Percentage	28,20%	71,80%

Based on the pattern of the sentence as an item of the test above, the students must fill the blank with "conditional sentences". It means that the students fill the blank with "should". From the above, the result of the test that the students ability in conditional sentences were 11 students (28,20%) and whereas, there were 28 students (71,80%) unable in using conditional sentences.

Table 26.Question no.22

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
22.	I…..go to Bali if I had much money.	13	26
	Percentage	33,33%	66,67%

Based on the pattern of the sentence as an item of the test above, the students must fill the blank with "conditional sentences". It means that the students fill the blank with "would". From the above, the result of the test that the students ability in conditional sentences were 13 students (33,33%) and whereas, there were 26 students (66,67%) unable in using conditional sentences.

Table 27.Question no.23

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
23.	You could answer those questions, if you …..hard.	11	28
Percentage		28,20%	71,80%

Based on the pattern of the sentence as an item of the test above, the students must fill the blank with "verb". It means that the students fill the blank with "studied". From the above, the result of the test that the students ability in conditional sentences were 11 students (28,20%) and whereas, there were 28 students (71,80%) unable in using conditional sentences.

Table 28.Question no.24

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
24.	The servant would open the door, if he…..the ball.	12	27
	Percentage	30,76%	69,24%

Based on the pattern of the sentence as an item of the test above, the students must fill the blank with "verb". It means that the students fill the blank with "rung". From the above, the result of the test that the students ability in conditional sentences were 12 students (30,76%) and whereas, there were 27 students (69,24%) unable in using conditional sentences.

Table 29.Question no.25

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
25.	He would be ill if he…..to much.	11	28
	Percentage	28,20%	71,80%

Based on the pattern of the sentence as an item of the test above, the students must fill the blank with "verb". It means that the students fill the blank with "eaten". From the above, the result of the test that the students ability in conditional sentences were 11 students (28,20%) and whereas, there were 28 students (71,80%) unable in using conditional sentences.

Table 30.Question no.26

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
26.	I…..give her money if she found my wallet.	11	28
	Percentage	28,20%	71,80%

Based on the pattern of the sentence as an item of the test above, the students must fill the blank with "conditional sentences". It means that the students fill the blank with "might". From the above, the result of the test that the students ability in conditional sentences were 11 students (28,20%) and whereas, there were 28 students (71,80%) unable in using conditional sentences.

Table 31.Question no.27

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
27.	You…..pass the exam if you studied seriously.	13	26
	Percentage	33,33%	66.67%

Based on the pattern of the sentence as an item of the test above, the students must fill the blank with "conditional sentences". It means that the students fill the blank with "should". From the above, the result of the test that the students ability in conditional sentences were 13 students (33,33%) and whereas, there were 26 students (66,67%) unable in using conditional sentences.

c. Conditional sentences types III

Table 32.Question no.28

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
28.	She…..sold the house if she had found the right buyer.	9	30
	Percentage	23,07%	76,93%

Based on the pattern of the sentence as an item of the test above, the students must fill the blank with "conditional sentences". It means that the students fill the blank with "would have". From the above, the result of the test that the students ability in conditional sentences were 9 students (23,07%) and whereas, there were 30 students (76,93%) unable in using conditional sentences.

Table 33.Question no.29

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
29.	If we hadn't lost our way, we…..arrived sooner.	19	20
Percentage		48,71%	51,29%

Based on the pattern of the sentence as an item of the test above, the students must fill the blank with "conditional sentences". It means that the students fill the blank with "would have arrived". From the above, the result of the test that the students ability in conditional sentences were 19 students (48,71%) and whereas, there were 20 students (51,29%) unable in using conditional sentences.

Table 34.Question no.30

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
30.	If she had seen the movie, she…..told you.	11	28
	Percentage	28,20%	71,80%

Based on the pattern of the sentence as an item of the test above, the students must fill the blank with "verb". It means that the students fill the blank with "had seen". From the above, the result of the test that the students ability in conditional sentences were 11students (28,20%) and whereas, there were 28 students (71,80%) unable in using conditional sentences.

Table 35.Question no.31

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
31.	She…..a new car if she had has much money.	8	31
	Percentage	20,51%	79,49%

Based on the pattern of the sentence as an item of the test above, the students must fill the blank with "conditional sentences". It means that the students fill the blank with "would have bought". From the above, the result of the test that the students ability in conditional sentences were 8 students (20,51%) and whereas, there were 31 students (79,49%) unable in using conditional sentences.

Table 36.Question no.32

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
32.	He…..if you had given me the money.	8	31
Percentage		20,51%	79,49%

Based on the pattern of the sentence as an item of the test above, the students must fill the blank with "conditional sentences". It means that the students fill the blank with "would have gone". From the above, the result of the test that the students ability in conditional sentences were 8 students (20,51%) and whereas, there were 31 students (79,49%) unable in using conditional sentences.

Table 37.Question no.33

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
33.	If he has come, I…..him.	17	22
Percentage		43,58%	56,42%

Based on the pattern of the sentence as an item of the test above, the students must fill the blank with "conditional sentences". It means that the students fill the blank with "could have asked". From the above, the result of the test that the students ability in conditional sentences were 7 students (43,58%) and whereas, there were 22   students (56,42%) unable in using conditional sentences.

Table 38.Question no.34

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
34.	If I had been healthy, I…..Ali.	10	29
Percentage		25,64%	74,36%

Based on the pattern of the sentence as an item of the test above, the students must fill the blank with "conditional sentences". It means that the students fill the blank with "could have married". From the above, the result

of the test that the students ability in conditional sentences were 10 students (25,64%) and whereas, there were 29 students (74,36%) unable in using conditional sentences.

Table 39.Question no.35

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
35.	If I had married Ali, I…..happier.	11	28
	Percentage	28,20%	71,80%

Based on the pattern of the sentence as an item of the test above, the students must fill the blank with "conditional sentences". It means that the students fill the blank with "would have been". From the above, the result of the test that the students ability in conditional sentences were 11 students (28,20%) and whereas, there were 28 students (71,80%) unable in using conditional sentences.

Table 40.Question no.36

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
36.	If I had studied hard, I…..exam.	20	19
	Percentage	51,29%	48,71%

Based on the pattern of the sentence as an item of the test above, the students must fill the blank with "conditional sentences". It means that the students fill the blank with "would have passed". From the above, the result of the test that the students ability in conditional sentences were 12 students (30,76%) and whereas, there were 27 students (69,24%) unable in using conditional sentences.

Table 41.Question no.37

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
37.	If I had known you were there, I would…..you written you letter.	13	26
Percentage		33,33%	66,67%

Based on the pattern of the sentence as an item of the test above, the students must fill the blank with "verb". It means that the students fill the blank with "written". From the above, the result of the test that the students ability in conditional sentences were 13 students (33,33%) and whereas, there were 26 students (66,67%) unable in using conditional sentences.

Table 42.Question no.38

No.	The items of test	Number of Students Answer	
		T (True)	F (False)

38.	If you had asked me I would….. you the whole story.	11	28
	Percentage	28,20%	71,80%

Based on the pattern of the sentence as an item of the test above, the students must fill the blank with "verb". It means that the students fill the blank with "have told". From the above, the result of the test that the students ability in conditional sentences were 11 students (28,20%) and whereas, there were 28 students (71,80%) unable in using conditional sentences.

Table 43.Question no.39

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
39.	If our documents had in order we could…..left at once.	10	29
	Percentage	25,64%	74,36%

Based on the pattern of the sentence as an item of the test above, the students must fill the blank with "verb". It means that the students fill the blank with "have left". From the above, the result of the test that the students ability in conditional sentences were 10 students (25,64%%) and whereas, there were 29 students (74,36%) unable in using conditional sentences.

Table 44.Question no.40

No.	The items of test	Number of Students Answer	
		T (True)	F (False)
40.	If I had know that you were there, I…..you a book.	8	31
	Percentage	20,51%	79,49%

Based on the pattern of the sentence as an item of the test above, the students must fill the blank with "verb". It means that the students fill the blank with "would have bought". From the above, the result of the test that the students ability in conditional sentences were 8 students (20,51%) and whereas, there were 31 students (79,49%) unable in using conditional sentences.

After analyzing the data that has been collected from the respondent, it was gotten that the value of the mean score (M) at grade XI in SMA Negeri 1 Padang Bolak in 2011/2012 academic year in ability in conditional sentences is 34,55 and it can be categorized to the low category to know the description about classification or the criteria of the ability grade XI students in conditional sentences at SMA Negeri 1 Padang Bolak in 2011/2012 academic year, look the following table:

Table 45.
The Criteria Score Interpretation

No.	Percentage	Criteria
1	0% - 20%	Very low
2	21% -40%	Low
3	41% - 60%	Enough
4	61% - 80%	High
5	81%-100%	Very High[2]

Table 46.

The Classification of the ability of the Students in conditional sentences at grade XI

SMA Negeri 1 Padang Bolak in 2011/2012 Academic Year.

No.	Classification	Predicate	Total of student	Percentage
1.	0% - 20%	Very low	3	7,69%
2.	21% - 40%	Low	30	76,92%
3.	41% - 60%	Enough	4	10,25%
4.	61% - 80%	High	2	5,12%
5.	81% - 100%	Very High	0	0%
Total			39	100%

According to the classification above, it can be seen that:

1. There are 3 student that can be categorized into very low category It means that there are 7,69% of the student can be classified very low category.

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[2]Riduwan, *Belajar Mudah Penelitian untuk Guru- Karyawan dan Penelitian Pemula,* (Bandung: Alfabela, 2005) p. 89.

2. There are 30 students that can be categorized into weak category. It means that there are 76,92% of the students can be classified low category.

3. There are 4 students that can be categorized into enough category. It means that there are 10,25% of the students can be classified to the enough category.

4. There are 2 students that can be categorized into high category. It means that there are 5,12% of the students can be classified to high category.

5. No one of the student that can be categorized into very good category.

2. **The difficulties that faced by students in using conditional sentences at SMA Negeri 1 Padang Bolak.**

Based on the result of observation and interview to English teachers, there are some difficulties that usually faced by students in using conditional sentences Mrs. Hotmaria said that:[3]

a. The students didn't know what the auxiliary that will they use in the sentences.

b. Some of them didn't know differentially type 2 and type 3 in conditional sentences.

c. The students had poor vocabularies so they felt difficult when they have been asked to make the conditional sentences.

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[3]Hotmaria, The English Teacher at SMA Negeri 1 Padang Bolak, *Personal Interview,* 20 December 2011 .

d. The students difficulties differential where is dependent clause and independent clause

One of the aims in this research was to know the students' difficulties in conditional sentences grade XI at SMA Negeri 1 Padang Bolak. The instruments that used to found those difficulties is interview. Based on the result of interview to students, the were students' difficulties in conditional sentences.

a. Difficulties in conditional sentences

Researcher was interview informant that haven't difficulty in determining in conditional sentences, because they had understood about conditional sentences. Melati Septina said that students have difficulties because the students still confused to differentiate in conditional sentences. For example, in conditional sentences types 1,2 and 3.[4]

b. Difficulties in deferentially dependent clause and independent clause

The order difficulties were about differentially dependent clause and independent clause. Based on the result of interview with Lisa Hana said that, she didn't know how to differentially dependent clause and

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[4]Melati Septina, The Student at SMA Negeri 1 Padang Bolak, *Personal Interview,* 30 May 2012.

independent clause.[5] Similarly, Jhonni Saputra same say that difficulties differentially dependent clause and independent clause.[6]

c. Difficulties in vocabulary

Based on the result of interview between the researcher with Zimmy Harahap said, the big difficult in using articles was about vocabulary. He hasn't many vocabularies and he never memorizes the vocabularies. So, she needed long time to open dictionary.[7] Similarly, Ahmad Apik Pulungan said that, vocabulary is one of difficulties in conditional sentences. Because English was difficult to memorize the vocabularies.[8]

Based on the result of observation had done by the researcher, when the researcher gave them the test in using articles, many students didn't know the meaning of sentences. Even though the researcher gave a change for them opened the dictionary. But they were lazy to open dictionary. The last, most of them imitated their friends answer sheet.[9]

The researcher concluded that vocabularies were very important in conditional sentences. Without the vocabulary, students were not able

[5]Lisa Hana, The Student at SMA Negeri 1 Padang Bolak, *Personal Interview,* 30 May 2012.
[6]Jhonni Saputra, The Student at SMA Negeri 1 Padang Bolak, *Personal Interview,* 30 May 2012.
[7] Zimmy Harahap, The Student at SMA Padang Bolak, *Personal Interview,* 30 May 2012.
[8]Apik Pulungan, The student at SMA Negeri 1 Padang Bolak, *Personal Interview,* 30 May 2012.
[9]The Result of Observation at SMA Negeri 1 Padang Bolak 30 May 2012.

in conditional sentences; the students didn't have many vocabularies. So, they felt difficult to answer the test.

3. **The efforts of the English Teacher in Overcoming Difficulties of students in Conditional Sentences.**

Based on the interview to Mrs. Hotmaria, S.Pd as one of the English teacher in SMA Negeri 1 Padang Bolak, she said that, the effort to solve the difficulties of students in difficulties of students in conditional sentences were:

1. The English teachers often repeated the lesson and give more examples that related with the experiences of students. English teacher invited the students one by one write their example in the blackboard.

2. Before the English teacher gave the new lesson, first the English teacher gave chance or time students to something left or not clears about the lesson.

3. The English teacher invited the students to learn by heart about verb and auxiliary verb.

4. The English teacher gave task for students.

5. The aids of the English teacher in teaching conditional sentences.

The media of the english teachers in teaching conditional sentences. Mrs. Hotmaria said that, the English teacher use Mediatama as their book in learning English in SMA Negeri 1 Padang Bolak, but it was depended to themselves to use the other books as the secunder book in learning English.

For example, *High school English Grammar* and etc. To support the learning English, the teacher used their place or their environment as the near media to make them understood or can received the lesson easy.[10]

The method and strategies that used by the English teacher in teaching Conditional Sentences. The method of English teacher in teaching Conditional Sentences in SMA Negeri 1 Padang Bolak were explained the lesson and then they gave some examples to make them understood. Based on the researcher's observated when they were learning English, the condition or situation of the class was quiet, they studied seriously and patient to comprehend the material, even though they felled hard or difficult. After the students understood the material, the teacher asked the student made other examples about their lesson and the presented it in front of the class or wrote on the white board or collaged their task and the teacher would check it. If the students still far from the understood, the teacher would ask what they felled hard or difficult and always motivated the students to be better.[11]

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[10]Hotmaria,The English Teacher at SMA Negeri 1 Padang Bolak, *Personal Interview,* 20 December 2011.
[11]*Ibid.*

C. **The Threats of the Research**

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

On doing the test, there were the threats of time, because the students had activities. Beside, the time which was given to the students was not enough. And also the students did not do the test seriously. So, the researcher took the sets answer 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 the writer. The researcher the helping from the entire advisors, headmaster and English teachers.

D. **Discussion**

The result of this research which the title ” The ability of the Students in Conditional Sentences at grade XI SMA Negeri 1 Padang Bolak, can be categorized into low category (34,55). Based on the result of this research, there were some difficulties of students ability in conditional sentences, they were: the students difficult to auxiliary of the sentences especially in tenses, the students didn’t know differentially types 2 and types 3 in conditional sentences, the students had poor vocabulary and the students difficulties differential where is dependent clause and independent clause.

This result related to the researcher before that had been researched the first by Ismail Ginting which title "The Correlation between Tenses Ability and students Ability in Using Conditional (A study of the grade XI students of Madrasah Aliyah Al-Mukhlishin Lumut). In which the result that the percentage in using Tenses 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 are differential where is dependent clause and independent clause. It means that, the result of the this research about the difficulties of students in the ability of the students in conditional sentences at grade XI SMA Negeri 1 Padang Bolak is same with the researcher before.

To anticipate the learning difficulties, the English teacher efforts were the English teacher often repeated the lesson especially in determining subjects of sentences and the addition of the pattern of the Conditional Sentences then the English teachers asked the students to know the vocabularies from their text and then English teacher kicked the students in learning randomly. The other, the English teacher always motivated the students in learning process. It is done by teacher to guide the slow learner.[12] In addition, according to Yatim Riyanto that to overcome learning difficulties can be done through remedial.[13] Thus, the teacher can errich students' ability with review the lesson or remedial.

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[12]Mulyasa, *Menjadi Guru Profesional* (Bandung:Remaja Rosda Karya, 2008) p. 121.
[13]Yatim Riyanto. *Paradigma Baru Pembelajaran* (Jakarta:Pradana Media Group,2009) p. 140.

CHAPTER V

THE CONCLUSION AND SUGGESTION

A. The Conclusions

After treating the collecting data, the researcher took the conclusions about this research as the following:

1. The result of this research which the title"the Ability of the Students in Conditional Sentences at grade XI SMA Negeri 1 Padang Bolak Academic Year 2011/2012, they can be categorized into low category (34,55%).

2. The students difficulties in conditional sentences were:

   a. The students difficult to forming auxiliary of the sentences, especially in tenses.

   b. Some of them didn't know differentially type 2 and type 3 in conditional sentences.

   c. The students had poor vocabularies so they felt difficult when they have been asked to make the conditional sentences.

   d. The students difficulties differential where is dependent clause and independent clause.

3. The efforts of the English teachers in overcoming difficulties of students in using Conditional Sentences at SMA Negeri 1 Padang Bolak.

   a. The English teachers often repeat the lesson and give more examples.

b. Before the English teacher gave the new lesson, first the English teacher gave chance or time for students to something left or not clears about the lesson.

c. The English teacher invited the students to the learnt about auxiliary and verb.

d. The English teacher gave task for students.

e. The aids of the English teacher in teaching conditional sentences.

B. The Suggestions

After take the conclusions, the researcher want give the suggestion above the result of this research. It can be seen as bellow:

1. It is suggested to the headmaster top motivate his teacher to increase their ability in study English.

2. It is suggested to the English teacher to:

   a. Before studying the students to pray together in the class.

   b. Before studying the Conditional Sentences, the students had know and mastery about types in Conditional Sentences and tenses.

   c. Apply the suitable strategies, methods, ways or etc, which can improve or help them understand in learning English. Especially in using Conditional Sentences.

3. It is important to other researcher to make the deepest research with the topic of this research, because it is still far from perfect one due to the limitation of the researchers material, knowledge and experience.

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DECLARATION LETTER OF WRITING OWN THESIS

Name   : NURLIA SARI SIAGIAN

Registration number   : 07340 0101

Department / study program   : Tarbiyah / TBI – 3

The title of thesis   : THE ABILITY OF THE STUDENTS IN CONDITIONAL
SENTENCES AT GRADE XI SMA NEGERI 1 PADANG
BOLAK.

       Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors team and without doing plagiarism along with the students' ethic code in article 14 subsections 2.

       I made this declaration truthfully, if there is a deviation and incorrect of my declaration later on, I resign to get the punishment as what has involved in students' ethic code in article 19 subsections 4 that is about dispassion of academic degree disrespectfully and the other punishment accord with the norms and accepting legal requirement.

Padangsidimpuan, 09 may 2012

Declaration Maker

NURLIA SARI SIAGIAN
Reg. No.07340 0101

LOKASI SMA NEGERI 1 PADANG BOLAK KABUPATEN PADANG LAWAS UTARA

JL. PADANGSIDIMPUAN -GUNUNG TUA

KAMPUNG BANJIR
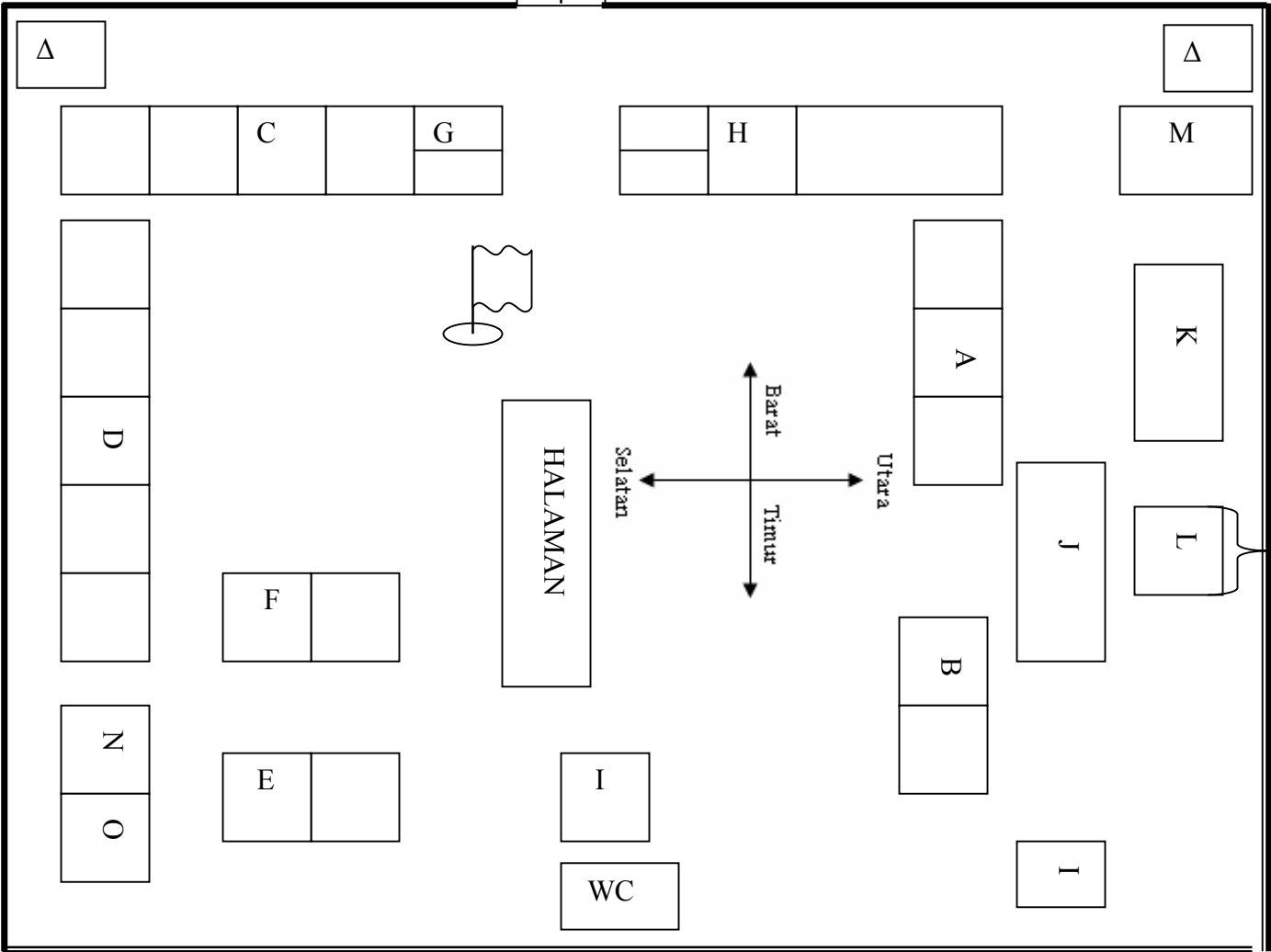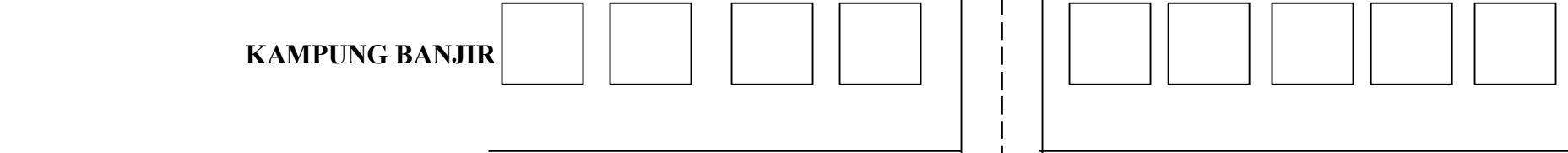
A–F = RUANG BELAJAR
G   = KANTOR KEPALA SEKOLAH
H   = KANTOR GURU
I   = PERPUSTAKAAN
J   = RUANG KOMPUTER
K   = LABORATORIUM
L   = MUSHOLLA
M   = GUDANG
N   = RUANGAN SENI TARI
O   = KANTIN LAKI-LAKI
WC   = TOILET
△   = PARKIR

△

△

C   G   H   M

K

A

Barat

D   Utara

Selatan
HALAMAN
Timur

J   L

F

B

N   E   I

O   WC   I

THE ABILITY OF THE STUDENTS IN CONDITIONAL SENTENCES AT GRADE XI SMA NEGERI 1 PADANG BOLAK

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	JLH
1	0	2,5	2,5	0	2,5	0	0	0	0	0	0	0	0	0	0	0	2,5	2,5	0	2,5	0	0	0	0	0	0	2,5	0	2,5	0	0	0	0	0	2,5	2,5	0	0	0	0	25
2	0	0	0	2,5	2,5	0	0	2,5	0	0	0	0	0	0	0	0	2,5	0	2,5	0	2,5	0	0	2,5	0	0	0	0	2,5	0	2,5	0	2,5	2,5	2,5	2,5	0	0	0	0	32,5
3	2,5	2,5	2,5	0	2,5	2,5	2,5	0	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	0	2,5	2,5	2,5	2,5	0	2,5	2,5	2,5	0	2,5	0	2,5	2,5	0	2,5	0	2,5	0	0	2,5	0	0	2,5	70
4	2,5	0	0	0	0	0	2,5	0	0	0	2,5	0	0	0	0	0	2,5	0	0	2,5	0	0	0	0	0	2,5	0	0	0	0	2,5	2,5	0	0	2,5	0	0	0	0	0	22,5
5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	0	2,5	2,5	2,5	2,5	0	2,5	0	2,5	2,5	2,5	0	2,5	0	2,5	2,5	0	2,5	0	2,5	0	2,5	2,5	80
6	0	2,5	2,5	0	2,5	0	2,5	0	0	0	0	0	0	0	0	2,5	0	2,5	0	0	2,5	0	0	0	0	0	2,5	2,5	2,5	0	2,5	0	0	0	0	2,5	0	0	0	0	27,5
7	0	0	0	2,5	2,5	2,5	0	2,5	0	0	0	0	2,5	0	2,5	0	0	2,5	0	2,5	0	0	2,5	2,5	0	0	0	2,5	2,5	0	0	0	0	0	2,5	2,5	2,5	2,5	0	0	40
8	2,5	0	2,5	0	0	0	0	0	2,5	0	0	2,5	0	2,5	0	0	0	2,5	0	0	0	0	0	2,5	0	0	0	0	0	0	0	0	0	2,5	0	2,5	0	0	0	0	22,5
9	0	0	0	2,5	2,5	2,5	0	2,5	0	2,5	0	2,5	0	0	2,5	0	0	2,5	0	0	0	0	0	2,5	0	2,5	0	0	2,5	0	0	0	0	0	2,5	2,5	2,5	0	0	0	40
10	0	2,5	2,5	0	0	2,5	0	0	0	0	2,5	0	0	0	0	2,5	0	2,5	0	0	2,5	0	2,5	v	2,5	0	0	0	0	0	2,5	0	2,5	2,5	2,5	2,5	0	2,5	0	2,5	37,5
11	0	0	0	2,5	2,5	0	0	2,5	2,5	2,5	0	2,5	2,5	0	0	0	2,5	0	2,5	0	0	0	0	2,5	0	0	2,5	2,5	2,5	2,5	0	0	2,5	0	0	0	0	0	0	0	37,5
12	0	0	2,5	0	0	2,5	2,5	2,5	0	0	2,5	0	0	0	2,5	0	0	0	2,5	0	0	0	2,5	0	0	2,5	2,5	2,5	0	0	0	0	2,5	2,5	2,5	2,5	2,5	2,5	0	2,5	37,5
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14	0	0	2,5	0	0	0	0	0	0	2,5	2,5	0	2,5	0	2,5	0	0	2,5	0	0	0	2,5	0	2,5	0	0	0	2,5	0	2,5	0	2,5	2,5	0	2,5	0	2,5	2,5	0	0	37,5
15	0	2,5	0	2,5	2,5	00	2,5	0	2,5	0	0	2,5	0	2,5	0	0	0	2,5	0	2,5	0	0	2,5	2,5	0	0	0	2,5	0	2,5	0	2,5	2,5	2,5	0	0	0	0	0	0	35
16	2,5	0	2,5	0	0	2,5	0	2,5	0	2,5	0	0	2,5	2,5	2,5	0	0	2,5		0	2,5	0	0	0	0	2,5	2,5	2,5	2,5	0	0	0	2,5	0	2,5	0	0	0	0	40
17	0	2,5	2,5	0	2,5	0	0	0	2,5	0	2,5	2,5	0	0	2,5	0	0	0	2,5	0	0	0	2,5	0	0	0	0	0	2,5	0	2,5	0	2,5	0	2,5	2,5	0	37,5			37,5
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21	0	2,5	0	2,5	2,5	2,5	0	2,5	0	0	0	2,5	2,5	2,5	0	0	2,5	2,5	0	2,5	0	0	0	0	0	0	0	2,5	0	2,5	0	0	2,5	0	0	2,5	0				32,5
22	0	0	2,5	0	2,5	0	0	0	0	2,5	2,5	0	0	0	0	0	0	2,5	0	0	2,5	0	0	0	2,5	0	2,5	2,5	2,5	0	2,5	0	0	0	0	0	0				27,5
23	2,5	0	0	2,5	2,5	0	0	2,5	0	0	0	2,5	2,5	2,5	0	0	0	0	2,5	2,5	0	0	0	2,5	0	2,5	0	0	0	0	0	2,5	0	0	0	0	2,5	2,5	0		35
24	0	0	2,5	0	2,5	0	0	0	0	2,5	0	2,5	0	0	0	2,5	0	2,5	0	0	2,5	0	2,5	0	0	2,5	0	2,5	2,5	2,5	0	0	0	2,5	2,5	2,5	0	0	2,5		40
25	0	0	2,5	0	0	0	0	2,5	0	0	0	0	2,5	2,5	0	0	2,5	0	0	2,5	0	0	0	0	2,5	0	0	2,5	2,5	0	0	0	0	0	0	0	0	2,5	0		25
26	2,5	2,5	2,5	2,5	2,5	0	0	0	0	0	0	0	0	0	0	0	2,5	0	2,5	2,5	2,5	0	0	0	0	2,5	0	0	0	0	2,5	2,5	0	0	2,5	0	2,5	0	0		35
27	0	0	2,5	0	0	2,5	0	2,5	0	2,5	0	0	0	2,5	0	0	0	2,5	0	0	0	2,5	0	0	2,5	0	0	2,5	0	0	0	0	0	0	0	2,5	0				22,5
28	0	0	2,5	0	2,5	0	0	0	0	0	0	0	0	0	0	0	2,5	2,5	0	0	0	0	0	0	2,5	0	0	0	2,5	0	2,5	0	0	0	2,5	2,5	0				22,5
29	2,5	2,5	2,5	2,5	0	2,5	2,5	2,5	2,5	0	2,5	2,5	0	2,5	0	2,5	2,5	2,5	0	2,5	0	2,5	0	2,5	2,5	2,5	2,5	0	0	2,5	0	0	2,5	0	0	2,5	0	0	0		57,5
30	0	0	0	0	2,5	0	0	0	0	2,5	0	0	2,5	0	0	2,5	2,5	2,5	0	0	0	2,5	0	0	2,5	0	0	0	0	0	0	2,5	2,5	2,5	0	0					27,5
31	0	2,5	0	2,5	0	2,5	0	0	2,5	0	0	0	0	2,5	0	0	0	2,5	0	0	0	0	0	0	0	0	0	0	2,5	0	0	0	0	0	0						20
32	2,5	0	2,5	0	2,5	0	2,5	0	0	0	2,5	0	2,5	0	0	0	2,5	0	0	0	0	0	2,5	0	0	0	0	0	0	0	0	0	0	0	0	0	0				14,7
33	2,5	2,5	0	2,5	2,5	2,5	0	0	2,5	2,5	0	2,5	0	2,5	0	2,5	0	0	0	2,5	0	2,5	0	2,5	0	2,5	0	2,5	0	0	0	2,5	0	0	2,5	0	0	0	0		45
34	0	0	2,5	0	2,5	0	0	0	0	0	0	0	2,5	2,5	0	0	0	2,5	0	2,5	0	0	0	2,5	0	0	0	2,5	0	0	0	2,5	0	0	2,5	0	2,5	2,5			27,5
35	0	2,5	0	2,5	2,5	0	0	0	0	0	0	0	2,5	0	0	2,5	2,5	0	0	0	2,5	0	0	0	0	0	0	0	2,5	2,5	2,5	0	0	2,5	0	0					25
36	0	2,5	2,5	0	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	0	2,5	0	2,5	0	2,5	0	2,5	0	2,5	0	2,5	0	2,5	0	2,5	0	0	0	0	2,5	0	0	0	0				57,5
37	0	0	2,5	0	2,5	0	0	0	0	0	0	0	2,5	0	0	0	2,5	0	2,5	0	0	0	0	0	2,5	0	0	0	2,5	0	0	0	0	0	0	2,5	0	2,5	0		22,5
38	0	2,5	0	2,5	2,5	0	2,5	0	0	0	0	0	0	2,5	0	0	0	0	0	0	0	2,5	2,5	0	0	0	0	0	0	0	0	0	2,5	0	2,5	2,5					22,5
39	2,5	0	2,5	0	2,5	0	2,5	0	2,5	0	2,5	0	0	0	2,5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				20
																				TOTAL																						1347,5

The researc calculated the score by using the following formula

$$= \frac{\sum score}{\sum responden^x \sum item^x nilai \ \ item \ \ tertinggi} x \ \ 100\%$$

$$= \frac{1347,5}{39x40x2,5} x 100\%$$

$$= \frac{134750}{3900}$$

$$= 34,55\%$$

Appendix I

PEDOMAN OBSERVASI (OBSERVATION GUIDENING)

1. Lokasi SMA Negeri 1 Padang Bolak

   (The location of SMA Negeri 1 Padang Bolak)

2. Proses pembelajaran Bahasa Inggris di SMA Negeri 1 Padang Bolak

   (The proses of teaching English in SMA Negeri 1 Padang Bolak)

3. Sarana dan Prasarana yang di gunakan sebagai penunjang proses kegiatan belajar mengajar.

   (Media or tools that used to help or make the teaching activity effectively)

4. Metode yang di gunakan ketika guru mengaajar conditional sentences.

   (The method that used by the teacher when teaching conditional sentences)

5. Cara guru dalam penyampaian materi condsitional sentences.

   (TRhe teachers strategy in teaching material of conditional sentences)

6. Kemampuan siswa dalam menerima pelajaran dari guru yang bersangkutan.

   (The ability of students in receiving the subject from their teacher)

Appendix II

PEDOMAN WAWANCARA (INTERVIEW GUIDENING)

A. Interview to the English Teacher

1. Apa buku pokok yang digunakan Bapak/Ibu dalam mengajar Conditional

   Sentences?

   (What is the primer b ook that used by the teacher in teaching Conditional

   Sentences?)

2. Bagaimana hasil belajar siswa dalam pembelajaran Conditional Sentences?

   (How about the students result in learning Conditional Sentences?)

3. Kesulitan- kesulitan apa yang dihadapi siswa ketika belajar Conditional Sentences?

   (What are thestudents difficulties in learning Conditional Sentences?)

4. Bagaimana Bapal/Ibu guru memecahkan masalah tersebut?

   (How do English teacher solve the problems?)

5. Apa media Bapak/Ibu ketika mengajar Conditional Sentences?

   (What are the mediums of the teacher in teaching Conditional Sentences?)

6. Apa indicator yang digunakan Bapak/Ibu untuk menentukan kemampuan siswa

   dalam menguasai Conditional Sentences/

   (What is the indicator that used by the ceacher to determinethe students ability in

   Conditional Sentences?)

B. Interview to the Headmaster

1. Apa yang melatar belakangi berdirnya SMA Negeri 1 Padang Bolak?

    (What is the background of SMA Negeri 1 Padng Bolak?)

2. Sudah berapa lama SMA Negeri 1Padang Bolak berdiri?

    (How is the SMA Negeri 1 Padng Bolak ols?)

3. Berapa jumlah guru Bahasa Inggrish di SMA Negeri 1 Padang Bolak?

    (How many teacher are there in SMA Negeri 1 Padang Bolak?)

4. Berapa jumlah siswa di SMA Negeri 1 Padang Bolak?

    (How many students are there in SMA Negeri 1 Padang Bolak?)

C. Interview to the Students

1. Apakah adik menyenangi bahasa Inggris?

2. Bagaimana cara mengajarkan conditional sentences di sekolah adik? Apakah cara itu cukup bagus menurut adik?

3. Apakah adik mengalami kesulitan dalam belajar conditional sentences.

4. Kesulitan - kesulitan apa saja yang adik alami ketika belajar conditional sentences.

Appendix III

The list of questions

Complete the sentences appropriate with conditional sentences (types I, types II and types III).

1. If I have any time, I …..go.

2. If I…..hard, I will pass exam.

3. If I have much money, I …..buy a new car.

4. If I…..my diary, he will Give it to you.

5. I ….come to your house, if you invite me.

6. You…..do if someone despise you.

7. I…..go to Bali, if I have much money.

8. I…..speak English fluently if I study hard.

9. You…..answer those questions, if you are study hard.

10. You…..go home if you aren't ill.

11. The servant …..open the door, if he ring he ball.

12. She….. go out if the weather is fine

13. If you are careless, you…..get into trouble.

14. He will be ill if he…..to much.

15. If I had the time, I…..go to the beach with you this weekend.

16. If today was Saturday, we….. go to the beach.

17. If I…..hard, I would pass exam.

18. If I have much money, I…..buy a new car.

19. If I…..my diary, He would give it to you.

20. I would come to your house, if you…..me.

21. You…..do if someone despised you.

22. I…..go to Bali if I had much money.

23. You could answer those questions, if you …..hard.

24. The servant would open the door, if he…..the ball.

25. He would be ill if he…..to much.

26. I…..give her money if she found my wallet.

27. You…..pass the exam if you studied seriously.

28. She…..sold the house if she had found the right buyer.

29. If we hadn't lost our way, we…..sooner.

30. If she had seen the movie, she…..told you.

31. She…..a new car if she had has much money.

32. He…..if you had given me the money.

33. If he has come, I…..him.

34. If I had been healthy, I…..Ali.

35. If I had married Ali, I…..happier.

36. If I had studied hard, I…..exam.

37. If I had known you were there, I…..you written you letter.

38. If you had asked me I….. you the whole story.

39. If our documents had in order we…..left at once.

40. If I had know that you were there, I…..you a book.

Appendix IV

The Answering Of Question

1. Iflhaveanytime,Iwillgo.

2. If I study hard, I will pass exam.

1. If I have much money, I will buy a new car.

2. If I find my diary, he will Give it to you.

3. 1 jflcome to your house, if you invite me.

4. You shall do if someone despise you.

5. Ijjll go to Bali, if I have much money.

6. 1 can speak English fluently if I study hard.

7. You can answer those questions, if you are study hard.

8. You may go home if you aren't ill.

9. The servant will open the door, if he ring he ball.

10. She go out if the weather is fine

11. If you are careless, you yffl get into trouble.

12. He will be ill ifhe eat to much.

13. If I had the time, I would go to the beach with you this weekend.

14. If today was Saturday, we could go to the beach.

15. If I studied hard, I would pass exam.

16. If I have much money, I would buy a new car.

17. If I found my diary, He would give it to you.

18. I would come to your house, if you invited me.

19. You should do if someone despised you.

20. I would go to ali if I had much money.

21. You could answer those questions, if you studied hard.

22. The servant would open the door, if he g the ball.

23. He would be ill if he eaten to much.

24. I might give her money if she found my wallet.

25. You should pass the exam if you studied seriously.

26. She would have sold the house if she had found the right buyer.

27. If we hadn't lost our way, we would have arrived sooner.

28. If she had seen the movie, she would have told you.

29. She would have bought a new car if she had has much money.

30. He would have gone if you had given me the money.

31. If he has come, I could have asked him.

32. If I hd been healthy, Izould have married Au.

33. If I ñad married Au, I would have been happier.

34. If I had studied hard, I would have passed exam.

35. If I had known you were there, I would have written you written you letter.

36. If you had asked me I would have told you the whole story.

37. If our documents had in order we might have left at once.

38. If I had know that you were there, I would have brought you a book.

39. If our documents had in order we might have left at once.

40. If I had know that you were there, I would have brought you a book.

Appendix IV

The answering of question

1. If I have any time, I <u>will</u> go.

2. If I <u>study</u> hard, I will pass exam.

1. If I have much money, I <u>will</u> buy a new car.

2. If I <u>find</u> my diary, he will Give it to you.

3. I <u>will</u> come to your house, if you invite me.

4. You <u>shall</u> do if someone despise you.

5. I <u>will</u> go to Bali, if I have much money.

6. I <u>can</u> speak English fluently if I study hard.

7. You <u>can</u> answer those questions, if you are study hard.

8. You <u>may</u> go home if you aren't ill.

9. The servant <u>will</u> open the door, if he ring he ball.

10. She <u>will</u> go out if the weather is fine

11. If you are careless, you <u>will</u> get into trouble.

12. He will be ill if he <u>eat</u> to much.

13. If I had the time, I <u>would</u> go to the beach with you this weekend.

14. If today was Saturday, we <u>could</u> go to the beach.

15. If I <u>studied</u> hard, I would pass exam.

16. If I have much money, I <u>would</u> buy a new car.

17. If I <u>found</u> my diary, He would give it to you.

18. I would come to your house, if you <u>invited</u> me.

19. You <u>should</u> do if someone despised you.

20. I <u>would</u> go to Bali if I had much money.

21. You could answer those questions, if you <u>studied</u> hard.

22. The servant would open the door, if he <u>rung</u> the ball.

23. He would be ill if he <u>eaten</u> to much.

24. I <u>might</u> give her money if she found my wallet.

25. You <u>should</u> pass the exam if you studied seriously.

26. She <u>would have</u> sold the house if she had found the right buyer.

27. If we hadn't lost our way, we <u>would have</u> arrived sooner.

28. If she had seen the movie, she <u>would have</u> told you.

29. She <u>would have bought</u> a new car if she had has much money.

30. He <u>would have gone</u> if you had given me the money.

31. If he has come, I <u>could have asked</u> him.

32. If I had been healthy, I <u>could have married</u> Ali.

33. If I had married Ali, I <u>would have been</u> happier.

34. If I had studied hard, I <u>would have passed</u> exam.

35. If I had known you were there, I <u>would have written</u> you written you letter.

36. If you had asked me I <u>would have told</u> you the whole story.

37. If our documents had in order we <u>might have left</u> at once.

38. If I had know that you were there, I <u>would have brought</u> you a book.

39. If our documents had in order we <u>might have</u> left at once.

40. If I had know that you were there, I <u>would have brought</u> you a book.

Appendix VII

The Names of Headmaster at SMA Negeri 1 Padang Bolak

No.	Name	Period
1	Mula Tua Dongoran	1962 until 1963
2	Aminul Hajar, B.A	1963 until 1966
3	Gulmat Siregar, B.A	1966 until 1978
4	Muhammad Saleh Harahap, B.A	1978 until 1986
5	Drs. Ismail	1986 until 1988
6	Tiolina Harahap, B.A	1988 until 1992
7	Amran Hasibuan, B.A	1992 until 1997
8	Drs. Ahmad Jalil Harahap	1997 until 2005
9	Khoirul Saleh, S. Pd	2005 until 2007
10	Drs. Hasmy Siregar	May until Nop 2007
11	Ali Usman Siregar, S. Pd	2007 until now

Appendix VIII

The names of English Teachers at SMA Negeri 1 Padang Bolak

1. Ali Umrin, S.Pd.

2. Ali Usman, S. Pd.

3. Annitika Harahap, S. Pd.

4. Hotmaria, S. Pd.

5. Khadijah, S. Pd.

6. Nafiah Pane, S. Pd

7. Nemsi Gultom, S. Pd.

8. Sapiruddin Siregar, S. Pd.

9. Sri Rahayuningsih, S. Pd

10. Ummi Kalsum, S. Pd.

DEPARTEMENT AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN

Sekretariat : Jl.Imam Bonjol Km.4,5 Sihitang, Telp.0634-240022 Padangsidimpuan 22733

Nomor: Sti.14/USB/P 22/2010
Lamp: ....
Hal :Pembimbing skripsi

Padangsidimpuan, 2d Nop   2011
Kepada Yth;
Bapak/ibu:
1. Drs.Syahid Muammar Pulungan, SH
2. Yusni Sinaga, M.Hum
    Di _
        Padangsidimpuan

Assalamu'Alaikum Wr.Wb.

Dengan hormat, disampaikan kepada Bapak/ Ibu bahwa berdasarkan hasil sidang Tim Pengkajian kelayakan Judul Skripsi, telah ditetapkan judul skripsi mahasiswa tersebut dibawah ini sebagai berikut:

Nama/ NIM   : NURLIA SARI SIAGIAN/07.340 0101
Jurusan/ Prodi : Tarbiyah/ Tadris Bahasa Iggris-3
Judul skripsi **:The Ability of Second Year Students in Using Conditional Sentences at SMA Negeri 1 Padang Bolak**

Seiring dengan hal tersebut, kami mengharapkan kesediaan bapak/ibu menjadi Pembimbing I dan Pembimbing II penelitian penulisan skripsi mahasiswa dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerja sama yang baik dari Bapak/Ibu, kami ucapkan terima kasih.

Wassalamu'alaikum wr.wb.

KETUA PRODI BAHASA INGGRIS

Rayendriani Fahmei Lubis M.Ag
NIP.19710510 200003 2 001

KEPALA UNIT BINA SKRIPSI

Drs.Agus Salim Lubis, M.Ag
NIP.19630821 199303 1 003

An. PEMBANTU KETUA I,
KETUA JURUSAN TARBIYAH

Hj.Zulhimma,S.Ag,M.Pd
NIP.19720702 199703 2 003

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

Bersedia/ Tidak bersedia
Pembimbing I

Drs.Syahid Muammar Pulungan, SH
NIP.19531207 198003 1 003

Bersedia/ ~~Tidak bersedia~~
Pembimbing II

Yusni Sinaga, M.Hum
NIP.19700715 200501 2 010

KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN

Alamat : Jl.Imam Bonjol Km 4,5 Sihitang Telp (0634) 22080 Padangsidimpuan 22733
email:stainpasid@yahoo.co.id

Padangsidimpuan, 7 Desember 2011

Nomor :Sti.14/I.B4/PP.00.9/*1175*/2011
Lamp. : -
Hal : *Mohon Bantuan Informasi*
      Penyelesaian Skripsi.

Kepada Yth,
Kepala SMA N 1 Padang Bolak
di-
     Tempat

Assalamu'alaikum Wr.Wb.

Dengan hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidimpuan menerangkan bahwa :

Nama	: Nurlia Sari Siagian
Nomor induk mahasiswa	: 07 340 0101
Jurusan/prog.Studi	: Tarbiyah/TBI-3
Alamat	: Sihitang

adalah benar Mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Ability of Second Year Students in Using Conditional Sentences at SMA N 1 Padang Bolak"**.

    Sehubungan dengan itu, dimohon bantuan Bapak untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

    Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.

a.n. Ketua
Pembantu Ketua I

Drs.H. Irwan Saleh Dalimunthe, MA
NIP 19610615 199103 1 004

Tembusan :
Bina Skripsi

PEMERINTAH KABUPATEN PADANG LAWAS UTARA
DINAS PENDIDIKAN
SMA NEGERI 1 PADANG BOLAK NPSN : 10.20.7089
RINTISAN SEKOLAH KATEGORI MANDIRI/SEKOLAH STANDAR NASIONAL
NSS : 30.1.07.10.11.004

Alamat : Jl. Kihajar Dewantara No. 50 Gunungtua Telp. (0635) 510228 KP.22753

SURAT KETERANGAN
Nomor : 420/ 255 /SMA.01/2011

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Padangbolak di Gunungtua Kab. Padang Lawas Utara Propinsi Sumatera Utara dengan ini menerangkan dengan sebenarnya bahwa :

N a m a	:	**NURLIA SARI SIAGIAN**
NIM/NPM	:	07 340 0101
Universitas	:	STAIN Padangsidimpuan
Jur/Program Studi	:	Tarbiyah / TBI-3
Alamat	:	Sihitang

Benar telah melaksanakan penelitian di SMA Negeri 1 Padangbolak pada tanggal 19 Desember 2011 dengan judul :

"THE ABILITY OF SECOND YEAR STUDENTS IN USING CONDITIONAL SENTENCES AT SMA N 1 PADANG BOLAK".

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

Gunungtua, 20 Desember 2011
Kepala SMA Negeri 1 Padangbolak

ALI USMAN SIREGAR, S.Pd
Pembina
NIP. 19621212 198602 1 002