



**THE STUDENTS' ABILITY IN USING CONDITIONAL SENTENCES
AT GRADE XI STUDENTS SMA NEGERI 4 PADANGSIDIMPUAN**

A THESIS

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

Written By

**ENNI NASUTION
Reg. Number: 12 340 0047**

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

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2017

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in –
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Assalamu'alaikumWr. Wb.

After reading, studying and giving advice for necessary revises on thesis belongs to **Enni Nasution**, entitle "*The Students' Ability in Using Conditional Sentences at Grade XI Students SMA Negeri 4 Padangsidempuan*". We assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Islamic Education (S.Pd), in English Departement of Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined in front of thesis examiner team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalamu'alaikum Wr. Wb.

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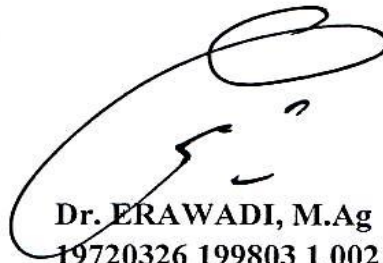


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Thesis : THE STUDENTS' ABILITY IN USING CONDITIONAL
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ABSTRACT

This research is taken based on fact of the problems for students' ability in using conditional sentences. The researcher identified many problem such as students' difficulties in using conditional sentences , students didn't understand the patterns and the using of tenses, mastery of vocabulary student was low, the teacher was not able to used the appropriate method in presenting the material conditional sentences it made the students bored. Finally the researcher interested in searching The Students' Ability in Using Conditional Sentences at Grade XI Students SMA Negeri 4 Padangsidempuan. The aims of the research were to know Students' Ability in Using Conditional Sentences at Grade XI Students SMA Negeri 4 Padangsidempuan.

In this research, researcher used quantitative approach in the type of the descriptive method. There were 59 students as sample of the research at grade XI students SMA Negeri 4 Padangsidempuan. In collecting data, the researcher used the instrument of the research like essay test for students, the essay test consist of 20 items. The researcher used Z test for analyzing data.

Based on the result of research, researcher found that the Students' Ability in Using Conditional sentences at Grade XI Students SMA Negeri 4 Padangsidempuan was enough ability, it was 60.34 category. Then, the hypothesis was accepted by using Z- test. Because $Z_{count} = 10.95 > Z_{table} = 1.96$.

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Reseacher

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Every human has an imagination, desires, and dreams in this world such as Indonesia, English, Arabic, etc. In wherever countries an imagination, desires, and dreams can be owned by people regardless of their ethnicity, culture, and race. In Indonesian is "angan-angan, keinginan, dan impian", in English language is "imagination, desires and dream", in Arabic language is "التفكير, والأحلام, والرغبات, بالتمني". Although it has different written and pronunciation but it still has the same meaning that the word indicates an imagination, desires, and dreams. It can be ideal, objects, job or something. To achieve it is not easy, but it must be through an action is called the effort. The efforts of human are different. As contained in Al-Qur'an Surah Al-Lail : 4-10 below:

إِنَّ سَعْيَكُمْ لَشَتَّىٰ ﴿٤﴾ فَأَمَّا مَنْ أَعْطَىٰ وَاتَّقَىٰ ﴿٥﴾ وَصَدَّقَ بِالْحُسْنَىٰ ﴿٦﴾ فَسَنُيَسِّرُهُ لِلْيُسْرَىٰ ﴿٧﴾
 وَأَمَّا مَنْ بَخِلَ وَاسْتَغْنَىٰ ﴿٨﴾ وَكَذَّبَ بِالْحُسْنَىٰ ﴿٩﴾ فَسَنُيَسِّرُهُ لِلْعُسْرَىٰ ﴿١٠﴾

The meaning:

“4. Indeed, your effort is different 5. As for those who give (freely in the way of Allah) and fear 6. and justify the best reward (heaven). 7 So We will soon set upon easy road for him. 8 and as for those who griping and felt pretty, 9. and

deniers best reward, 10. Then later we will prepare for him (the road) is difficult".¹

From the explanation of the above verse, Allah explains that the actions and human effort are different and it has different consequences that happiness and misery. If humans do with the blessing of God and spend in net income to the poor, Allah will give reward is heaven, and God will provide convenience or user or inspiration so that any subsequent difficulties can be resolved. Conversely, if humans do with the wrath of God and miserly to spend in his wealth to the poor, Allah will give reward is hell then he will get trouble in his life.

As humans is not enough simply trying but must be accompanied by praying. Because trying without praying is arrogant, as contained in Al- Qur'an Surah Al-Mukmin: verse 60 below:

وَقَالَ رَبُّكُمْ ادْعُونِي أَسْتَجِبْ لَكُمْ إِنَّ الَّذِينَ يَسْتَكْبِرُونَ عَنْ عِبَادَتِي سَيَدْخُلُونَ جَهَنَّمَ
دَاخِرِينَ ﴿٦٠﴾

The meaning :

"and the Lord says: "Call on Me, will undoubtedly allow me to you. Those who boast of worship Me and will enter Hell in a state untouchable".²

¹Abdul Malik Mujahid, *The Noble Qur'an in the English Language* (Saudi Arabia: Maktaba Dar-us-salam, 1993) p. 1067.

² R.H.A. Soenarjo, *Al- Qur'an dan Terjemahan*, (Semarang: CV .Toha Putra, 1989), p.425.

This verse contains the command of God to all those who believe to be willing to pray to God and God give any assurance or guarantee for those who believe that they will be heard by God. Who are reluctant to pray to Allah regarded God as the proud. Because people are reluctant to pray to God, in fact implicitly, he believes that he has the ability to achieve whatever it wants. Yet whatever is desired by everyone can be achieved if God bless her. Hence prayer becomes a necessity, so that everyone can achieve anything that was pursued by him, as a result of any human effort will depend on destiny.

Based on the both of verses above, can concluded that as humans are not enough to just try, though strive every day if humans does not submit the results of their efforts, we referred to as being arrogant. So as a man of faith, we should trying accompanied praying.

Sometimes people do effort, he is neglect or did not do it wholeheartedly until what he dreams is not achieved or contrary to fact and cause a regret in the future time. Everyone has regret experienced. The regret is the feelings of guilt for deeds done in the past and hope it can reappear in the present to repair it. But it is impossible occur. The regret always comes back after performed an action in the past. It can create motivation in one's soul to make himself more better in the future time. However, it depends on the person. There is also no motivation remorse to himself. Regret to stay away, as the wind passes.

When regret is occurring, it can be only said "if". In Batak language is "sugari" and in Indonesia language is "seandainya", in Arabic language is "يَلَيْتِي", But the word "sugari, seandainya, if and يَلَيْتِي" can not return us to the past. The words here indicates a regret. So, what we can do now, do it with action maximal effort before the regret will occur the future time. It reputed as experience and something will get in future time is called expectations.

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

To express the imagination, desires, and our dreams in the past, present and future time can be formed in conditional sentences. Conditional sentences is marked by the word "if" to showing a regret, hope, aspirations and dreams that have not been achieved in the past and hope to achieve something in the future time. It learned grammar.

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

Nowadays, there are many students can not write correct sentence by using good sentence especially in conditional sentence. Although it has been learned of the eighth grade in Junior High School, when taught back in Senior High School but there are many still students who do not understand about the conditionalsentence such as the purpose, pattern, using and mastering of conditional sentences. It is evidenced by one of the students in SMAN 4 Padangsidempuan class XI IPS-2 named Wahyuni Nasution. She said that conditional sentence is one of the English materials that difficult to understand because it use many different patterns.³

There are several factors that cause students do not understand about the conditionalsentence such as, the first factor, students do not understand the patterns and the using of tenses. The second factor, mastery of vocabulary student is low, and the third factor, the teacher is notable to use the appropriate method in presenting the material conditional sentences it make the students bored.

³Wahyuni Nasution, Student of SMA Negeri 4 Padangsidempuan, *Private Interview*, at 08th March 2016.

Based on the condition above, the writer interested to conduct the research entitle “ **The Student’s Ability in Using Conditional Sentences at Grade XI Students SMA Negeri 4 Padangsidempuan**”.

B. Identification of the Problem

Based on the background above, the researcher concludes there are several factors that cause students do not understand about the conditional sentence. The first, students do not understand the patterns and the using of tenses. The second, mastery of vocabulary student is low, and the third factor, the teacher is notable to use the appropriate method in presenting the material conditional sentences it make the students bored. So, the student gets difficulty if they write sentences, especially in conditional sentences.

C. Limitation of the Problem

Based on the above identification of problem, there are many problems include in English especially in grammar, such as tenses, part of speech, classes, preposition, gerund, passive voice, conditional sentence and so on. Each subject matter has different using and patterns. It is impossible to research all. Here, the researcher limits the problem on students’ in using conditional, they are future conditional, present conditional, and past conditional in positive form in fluency ability at grade XI students SMA Negeri 4 Padangsidempuan. Because the student only learns conditional sentences in positive form and the ability in using conditional sentences can produce new ideas to become a sentences.

D. Formulation of the Problem

To make the problems clearly in this research, the researcher formulate of the problem as follows :

“How is the students’ ability in using conditional sentences at grade XI studentsSMANegeri 4 Padangsidimpuan?”

E. Purposes of the Research

In this research, the purposes of research can be seen as follows :

“ To know the students’ ability in using conditional sentence at grade XI students SMA Negeri 4 Padangsidimpuan.

F. The Significance of the Research

The significances of the research is:

1. For student,to know the result of this study will give an input to the students to improve their knowledge especially in learning conditional sentences.
2. For English teacher, it is supposed that grammar will be more considered in the teaching learning process. It will make the teachers knows students’ ability in learning conditional sentences.
3. For Another Researcher, It is hoped by other researcher will be useful as a reference or comparisons for another researcher,when they have similar problem in their research.

G. Definition of Terminologies

To avoid ambiguity in this research, the researcher make definition of operational variables, as follows:

1. Students

According to Hornby” the student is a person who is studying at a school, college, university.⁴ Based of those definition above, the researcher concludes that the student is a person on grade of Elementary School, Junior High School, and Senior High School not only on the formal education institution but also on the informal educational.

Based on definition above, the researcher concludes that the student is a person who learns on the Elementary, Junior, and Senior High Education. In this case, the students are at grade XI students SMA Negeri 4 Padangsidempuan.

2. Ability

According to Hornby stated that “ability means the capability of the students to do the fact or that is able to do”. Ability is a level of skill or intelligence.⁵ Ability is physical, mental or legal to perform (he has ability to accomplish whatever he sets his mind to).⁶ Based on definitions above, the

⁴A.S. Hornby, *Oxford Advanced Learner's Dictionary* (New York:Oxford University Press,2000), p.1344.

⁵*Ibid*, p.2.

⁶A. Merriam Webster, *Webster's Colegiate Thesaurus* (USA: Massa Chusetts, 1976) p. 33.

research concludes that ability is a level of skill and mental having someone to do something by hard.

3. Conditional Sentence

Conditional sentence 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, Students’ ability in Conditional Sentences of Grade XI of SMA Negeri 4 Padangsidempuan means study or examined the ability or the potential of the students in conditional sentences in writing sentences.

H. Outline of the Thesis

The systematic of this research was divided into five chapters. Each chapter consisted of many sub chapters with detail as follow:

In chapter one, it is consist of background of the problem talk about the reason to choose the title of the research. Identification of the problems; to find out what are the problem in using conditional sentences. Limitation of the problems, this research focused about students’ ability in using conditional sentences. Formulation of the problem is students’ ability in using conditional sentences, difficulties in using conditional sentences, and solving problem. The aims of the research is made to clarify the purpose of the research. The significant of the research are to give information to teacher about students’ ability in using conditional sentences, as measurement teaching progress, and as a reference or

comparisons for another researcher ,when they have similar problem in their research. Definition of operational variables are ability in using conditional sentences. And the last outline of the thesis is the content of the thesis generally.

In chapter two consist of the theoretical description. It is consist of definition of conditional sentences and the kinds of conditional sentences. Review related finding are Ismail Gintings' thesis, Marlina Rosas' thesis, NurliaSaris' thesis, and Roy Romadonas' thesis.

In chapter three consist of research methodology. It tells about place and time of research, kinds of the research that used by researcher and research methodology. Kinds of the research is quantitative research, population and sample, instrument of collecting data, validity of instruments, techniques for collecting data, and the techniques of the data analysis and hypothesis of the research.

In chapter four consist of analysis of the data. It consist of the data description, the result of using conditional sentences, table the resume of variables score of using conditional sentences, hypothesis testing, discussion, the threat of the research .

In chapter five consist of conclusions, it tells about the mean score of Students' Ability in Using Conditional Sentences of Grade XI at SMA Negeri 4 Padangsidempuan and suggestions .

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Definition of Conditional sentence

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

This statement supported by Jeremy Harmer, he said that conditional sentence these are formed when the conjunction “if” is used to preface a condition.¹ Below some opinions from experts stated about definition of the conditional sentences :

According to SlametRiyanto, “conditional sentence is a sentence that expresses a wish, hope, plan, etc. That may be possible, unreal or contrary to

¹JemeryHarmer,*How to Teach English*(England: Longman,1998) , p.46.

the fact, or impossible.² While according to Betty SchramperAzar in her book, conditional sentences is a sentences consist of two parts, that each of them called “if clause” and “main clause” but they have closed relation to each other”,³Then ,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”.⁴

Next,Otong Setiawan Djuharie says that : “Conditional merupakan kata jika / apabila, yang dinyatakan dengan kata if.”⁵ Beside it, according Oxford learner’s pocket dictionary,” conditional is (of a clause) beginning with if or unless”. Pamela J.Sharpe’s says Conditionals are statements with *If* or *unlessence*. They are opinions about the conditions (circumstances) influence result, and opinion about the results.⁶

Example :

1. If it rains (condition), you’ll get wet (result).
2. If I see him (condition), I will call Harry (result).

²Slamet Riyanto, *A Complete Course to the TOEIC TEST* (Yogyakarta: Pustaka Belajar,2008) ,p.133.

³Betty Schramper Azar, *Understanding and Using English Grammar*(Jakarta: Binarupa Aksara,1985), p.343.

⁴Robert Krohn, *English Sentence Structure* (New York: The University of Michigan, 1971), p.34.

⁵Otong Setiawan Djuharie, *Functional English Grammar* (Bandung: Yrama Widya,2008), p.303.

⁶Pamela J.Sharpe, *Barron’s How To Prepare For The TOEFL Test Of English As A Foreign Language*(Jakarta: Binarupa Aksara,1992), p.69.

3. If you listen to the question carefully (condition), you will answer them easily (result).
4. If we finish our work a little early today (condition), we will attend the lecture at the art museum (result).

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

Example :

1. If it had rained, you would have got wet. (But it didn't so you were spared).⁷
2. If the Goalie had jumped up, he would have caught the ball.(But he didn't jumped up, so he couldn't catch the ball).
3. If the forwards had run faster, they would have scored more goals. (But the forwards hadn't run faster, so they didn't more goals).

Conditional sentences consist of two part, they are dependent clause and independent clause is usually called main clause because a sentence structure that can stand and alone or by itself, and the dependent clause is part of sentence this always called if clause because it is only part of a sentence

⁷JemeryHarmer, *How to Teach English*:p.46.

this clause identifies “if” condition and can not stand by itself. The dependent clause can come before the independent clause if, it comes before it is followed by comma; if it comes after, no comma is needed as the sentence below:

1). I can graduate next semester if I complete sixteen units.

2). I would major in computer science if I were you.⁸

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

2. Kinds of Conditional sentences

There are three kinds of conditionals namely:

a. Future conditional

Future Conditional is used to express a wish, hope or plan that may be possible to happen.⁹Future conditional is also called possible condition or real condition. The real, or” future as it is sometimes called is used when the speaker expresses an action or situation which usually occurs, or will occur if the circumstances in the main clause are met.¹⁰

⁸*Ibid.*,p.219-220.

⁹Slamet Riyanto, *A Complete Course to the TOEIC TEST*: p.134.

¹⁰Michael A. Pyle, *Test of English as a Foreign Language Preparation Guide* (USA: Willey Dreamlech, 2002), p. 114.

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

If I have the time, I will go

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

If my headache disappears, we can play tennis

(I will play tennis unless I have a headache)

It is possible and also very likely that the condition will be fulfilled. Factual conditionals refer to the future. An action in the future will only happen if a certain condition is fulfilled by that time. We don't know for sure whether the condition actually will be fulfilled or not, so rather realistic- so we think it is likely to happen.¹¹

If + Simple present, + simple future

Examples :

1. If you read Al-Qur'an ,your heart will feel calm.
2. If I pass examination, I will carry out fast tomorrow.
3. If I have much money, I will build orphanage in my village.
4. If my sister gets first champion in this competition, she will contribute to orphanage.
5. If we always express istigfar, Allah will forgive our sin.
6. If you give alms to fatherless child, you will get good fortune in your life.

¹¹Pamela J. Sharpe Barron's, *How to Prepare For The TOEFL* (Jakarta: Binarupa Aksara, 1992), p.69.

7. If you obedient to your parents, you will get happiness in the world and the hereafter.
8. If you take wudhu, your face will radiant.
9. If I have much money, I will give alms to orphanage.
10. If I have man child, I will study him in Al-Azhar University.

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

Form:

If + S + Simple present tense + will ,can ,may, must + [verb 1]
--

Example:

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

b. Present Conditional

Present conditional is used to express a wish, hope or plan that may be possible to happen (unreal or contrary to the fact).¹² Present conditional is also called impossible condition or unreal condition and it is used to refer to current state or that is known to be false or improbable. This is usually used to describe less probable situations, for stating preferences and imaginary events.¹³

Form :

If + S + V2, S + Would + V 1

Example :

1. If I found her address, I would send her an invitation.

(I would like to send an invitation to friend. I have looked everywhere for her address, but I can not find it. So now I think it is rather unlikely that I will eventually find her address).

2. If John had the money, he would buy a Ferrari.

(I know John very well and I know that he doesn't have much money ,but he loves Ferraris. He would like to own a Ferrari (in his dream).But

¹²Slamet Riyanto, *A Complete Course to the TOEIC Test*: p.135.

¹³Marziyeh Nekouezadeh & Taher Bahrani, "The Effect of Conversational Shadowing on Teaching and Learning Conditional Sentences", dalam *International Journal of Language and Applied Linguistics World*, vol.05, No.3 ,2000 (www.ijllalw.org/diakses 05 Agustus 2014 pukul09.30 WIB).

I think it is very unlikely that he will have the money to buy one in the near future).¹⁴

3. If you resisted to your parents , Allah would punish you.
4. If I had money, I would give alms to orphanage.
5. If I passed examination, I would give to orphanage.
6. If I became headmaster, I would obligate students to memorize Al-Qur'an.
7. If you got high score, I would give prize to you.
8. If Robert came late to school to school, his teacher would punished him.
9. If I learned English, I would speak English.
10. If I became lecturer in STKIP Padangsidimpuan, I would teach to my students about story of Prophet.

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

Form:

If + S + V(past) , S + would, could, might + Verb 1
--

Examples:

1. If I passed the final examination, I would continue to Gadjahmada university (means; I do not pass the examination now).

¹⁴*ibid.*,p.113.

2. If the teacher didn't speak quickly, I could understand better what he is teaching about.
3. He could hug me, if he were here.
4. If I had a pair of wings, I would fly high.
5. If I were a millionaire, I would travel around the world (means; I am not a millionaire now).

c. Past Conditional

Past conditional is used to express a wish, hope, or plan that is impossible to happen.¹⁵ It is impossible that the condition will be fulfilled because it refers to the past. It refers to situations in the past. An action could have happened in the past if a certain condition had been fulfilled. Things were different then, however. We just imagine, what would have happened in the situation had been fulfilled.

Example:

- a. If I had found her address, I would have sent her an invitation.
(Sometimes in the past, I wanted to send invitation to a friend. I didn't find her address, however, So in the end I didn't send her an invitation).
- b. If John had had the money, he would have bought a Ferrari.

¹⁵Slamet Riyanto, *A Complete Course to the TOEIC Test* : p. 136.

(I knew John very well and I know that he never had much money, but he loved Ferraris. He would have loved to own a Ferrari, but he never had money to buy one).¹⁶

Form:

If + Past Perfect tense, Past future perfect

Examples:

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

¹⁶*ibid.*,p.113.

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

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

Remember that the speaker or writer is expressing an opinion about the results of the past under different conditions or circumstances. In order of the most to the least probable, use the following modals : would, could, might.¹⁷

If	S	Had	Participle	,	S	Would have	Participle	
						Could have		
						Might have		

Examples:

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

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

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

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

¹⁷*Ibid.*,p.74.

3. If I had found her address ,we would have invited her to my birthday party.

4. IfDoni had studied hard, he would have graduated from SMA.

(fact; Doni did not study hard so he did not graduated from SMA).

5. She would have come early if she had got a taxi

(fact; She did not come early so he did not get)a taxi.

3. Definition Ability

Ability is the power or to do something physical or mental. Means that we do something consist of physical or mental achievement. It's also can be determined as a skill, expertness, or talent.¹⁸

While based on Oxford Advance Learner's Dictionary, ability is a potential or capacity and power to do something physical or mental, it's also definite as special nature power to do something well or talent.¹⁹

Then, Meriam says that ability is physical, mental or legal to perform (he has ability to accomplish whatever he sets his mind). It means acquired or natural capacity or talent that enables an individual to perform a particular job or task successfully.²⁰

On the other hand, Woolworth and Marquis, the Word "ability" has three meaning, they are:

¹⁸*Ibid.*, p. 2.

¹⁹As Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000), p.41.

²⁰A Meriam Webster, *Webster's Collegiate Thesaurus*(USA: Massa Chussets,1976),p.33.

- a. Achievement is actual ability and can be measured by straight use of the instrument or devised test.
- b. Capacity is potential ability and can be measured by unstraight, the individual's capacity.
- c. Aptitude is quality and can be expressed by especially training.²¹

There are many kinds of ability, this is 10 mental ability, they are:

Table I

The 10 mental abilities²²

Mental ability	Description
1. Flexibility and speed of closure	The ability to hold in mind a particular visual configuration.
2. Fluency	The ability to produce words, ideas, and verbal expression.
3. inductive reasoning	The ability to form and test hypothesis directed at finding relationships.
4. Associative Memory	The ability to remember bits of unrelated material and to recall.
5. Span Memory	The ability to recall perfectly for immediate reproduction a set as of item after only one presentation of the series.

²¹H Douglas Brown, *Teaching by Principles and Interactive Approach To Language Pedagogy* (New Jersey: Engle Wood Cliffs, 2001), p.236-238.

²²Gibson, et.,all, *Organization Behavior Structure Processes*(Singapore: The McGraw Hill Companies, 2004), p. 93`

6. Number Facility	The ability to rapidly manipulate number in arithmetic operations.
7. Perceptual Speed	Speed in finding figures, making comparisons, and carrying out simple task involving visual perception.
8. Deductive Reasoning	The ability to reason from stated premises to their necessary conclusion.
9. Spatial Orientation and Visualization	The ability to perceive spatial patterns and to manipulate or transform the image of spatial patterns.
10. Verbal Comprehension	Knowledge of words and their meaning as well as the application of knowledge.

Based on the explanation above, the researcher used ability from the book Gibson with the title Organization Behavior Structure Processes the number 2. The researcher chose point two, because the ability in using conditional sentences can produce new ideas to become a sentences. So that, ability is skill or potential to getting about a competence special power result for action or practice and used to work something, especially in using conditional sentences.

B. Review of Related Findings

There are some related findings that discuss about conditional sentence: the first, research done by Ismail Ginting which title “The Correlation Between Tense Ability Of Madrasah Aliyah Al-MukhlisinLumut). In which the result that the percentage in using Tense ability and Conditional sentences of the Grade XI Students of Madrasah Aliyah Al- MukhlisinLumut in 2009/ 2010 Academic year can be categorized in to poor ability, the difficulties of the students are differential where is dependent clause and independent clause and didn’t know differential types in conditional sentences.²³

The second, research done by Marlina Rosa which title “A research on Students’ Mastery Tense to their Ability to Use Conditional Sentence to Grade IX of SMP Negeri 1 Pintu Padang in 2007/2008 Academic Year. The results was the the Student Mastery Tense to their Ability to use Conditional Sentence to Grade IX of SMP Negeri 1 Pintu Padang in 2007/ 2008 Academic Year can be categorized into high ability, the students have mistakes in conditional Sentence they are in using tenses²⁴.

²³Ismail Ginting, The Correlation Between Tenses Ability and Students Ability in Using Conditional (A Study of the Grade XI Students of Madrasah Aliyah Al-MukhlisinLumut2009/2010 Academic Year (**Unpublised Script**),(Padangsidimpuan: UMTS,2000).

²⁴Marlina Rosa, A research on Students’ Mastery Tense to their Ability to Use Conditional Sentence to Grade IX of SMP Negeri 1 Pintu Padang (**Unpublished Script**), (Padangsidimpuan: UMTS,2008).

The third, research done by Nurlia Sari Siagian which title “The Ability of the Students in Conditional Sentences At Grade XI SMA Negeri 1 Padang Bolak in 2011/2012 Academic Years can be categorized into low category (34,55 %).²⁵

The results was the ability of Student in conditional sentence Grade IX of SMP Negeri 1 Pintu Padang in 2007/ 2008 Academic Year can be categorized in to high ability, the students have mistakes in conditional Sentence they are in using tenses²⁶.

Next, research done by Roy Romadona which title “The Correlation between Modal Mastery and conditional sentence Ability of the Grade XI Students at SMA Negeri 6 Padangsidimpuan. It can be categorized enough and Conditional Sentences can be categorized good.²⁷

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 “Students’ Ability in Using Conditional Sentences at Grade XI SMA Negeri 4

²⁵Nurlia Sari Siagian, The Ability of the Students in Conditional Sentences. At Grade XI SMA Negeri 1 Padang Bolak(**Unpublished Script**), (Padangsidimpuan: STAIN,2012).

²⁶Marlina Rosa, A research on Students’ Mastery Tense to their Ability to Use Conditional Sentence to Grade IX of SMP Negeri 1 PintuPadang(**Unpublished Script**),(Padangsidimpuan: UMTS,2008).

²⁷Roy Romadona, The Correlation between Modal Mastery and conditional sentence Ability of the Grade XI Students at SMA Negeri 6 Padangsidimpuan (**Unpublished Script**),(Padangsidimpuan: UMTS,2009).

Padangsidempuan”. She would look or find the differences or even the sameness from the students but in the different location.

C. Hypotheses

In accordance with the formula and limitation of the problem above and in order to provide guidance for this research which specifies the correct processing, acquiring, and analyzing of the data, it needs to formulate hypothesis. Thus, hypotheses of this research are as follow: “The students’ ability in using conditional sentences of Grade XI at SMA Negeri 4 Padangsidempuan is enough ability”.

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of the Research

1. Place

This research is located at SMA Negeri 4 Padangsidimpun, Jln. Sutan Soripada Mulia, Padangsidimpun, North Sumatera .

2. Time

The researcher done collecting data and analyzing the data in this research. It was started from 19th July until 14th October 2016.

B. Kinds of the Research

The kind of the research was quantitative research and the method of research was descriptive method. According to L.R Gay & Peter Airasian that “Quantitative method is based on the collect and analysis data by numeral, usually obtained from questionnaires, test, checklist and other formal paper.”¹

In this research, the descriptive method is used to describe the students’ ability in using conditional sentences at grade XI of SMA Negeri 4 Padangsidimpun.

¹L.R Gay & Peter Airasian. *Educational Research: Competence for Analysis & Application* (USA:Prentice-Hall,2000) p.8.

C. Population and Sample

a. Population

The population of the research is all of the grade XI students of SMA Negeri 4 Padangsidempuan. According to Ott and Longnecker that, "Population is the set of all measurements of interest to the sample corrector".² There were nine classes of grade XI as the population of research. They were IPA and IPS classes. IPA classes divided into 6 classes, while IPS classes divided into three classes. IPA consist of 199 students and IPS consist of 96 students. So, the total of population of research was 325 students. Based on the explanation above, the population of research could be seen in the table below:

Table II
Population of the XI Grade Students of SMA Negeri 4
Padangsidempuan

No	Class	Total Students
1	XI.IPA-1	35
2	XI.IPA-2	34
3	XI.IPA-3	34
4	XI.IPA-4	33
5	XI.IPA-5	30

²Ott, Lyman R. and Michael T. Longnecker, *An Introduction to Statistical and Data Analysis*, Belmont: Brooks/ Cole CengageLearning, 2010), p.5.

6	XI.IPA-6	33
7	XI.IPS-1	29
8	XI.IPS-2	34
9	XI.IPS-3	33
Total		295

b. Sample

According to Suharsimi Arikunto stated, "Sample is a part of population which will be research". In this research, the researcher decide to take the grade XI.IPA-5 and XI.IPS-1 as sample of the research, it is cluster sampling namely. The total of number of sample are 59 students. The researcher guided Suharsimi Arikunto's opinion, he said that," when the subject less than 100, taken better all together and if its amount more amount was taken by 10%-15% or 20%-25% or more appropriate with the researchers ability.³ It means that the researcher take 20% from the total number population of grade XI students of SMA Negeri 4 Padangsidimpuan. Based on the explanation above, the sample of research can be seen in the table below:

³Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta :Rineka Cipta, 2003),p.109.

Table III**Sample of the XI Grade Students of SMA Negeri 4Padangsidimpuan**

No	Class	Total Students
1	XI.IPA- 5	30
2	XI.IPS- 1	29
Total		59

D. Instrument of Collecting Data

A researcher must have an instrument in doing the research, because a good instrument could make guarantee for taking the valid data. Suharsimi Arikunto said that, “instrument adalah alat yang digunakan untuk mengumpulkan data”. (instrument of research is a tool of facility is used by the researcher in collecting data). So that, the process of collecting data was easier and better with the more careful, complete and systematic.

In this research, the researcher used test for collecting data. Suharsimi Arikunto said that, ” Tes adalah sederetan pertanyaan atau latihan serta alat yang digunakan untuk mengukur keterampilan, pengetahuan, intelegensi ,kemampuan atau bakat yang dimiliki oleh individu”.(It means that,“ test is number of questions to measure the skill, knowledge, ability or talents are had by individual or group). This test is given to know the students’ ability in using conditional sentences. In research, the research made the indicators of test. The test was made in essay test form as instrument of collecting the data. The total

of test is 20 items, the score of a question is 5, and the total score of all the test is 100. The indicators of the students' ability in using conditional sentences can be seen on the table below:

Table IV
The Indicator of Test

No	Indicator	Number of Item	Total item	Score for Item	Total Score
1	Future Conditional	1-8	8	5	50
2	Present Conditional	9-14	6	5	25
3	Past Conditional	15-20	6	5	25
Total			20		100

Based on the table of indicators of test above, the researcher give 100 values for the respondents' correct answer of using totality.

E. Validity of instruments

Anas sudijono state that validity is a characteristic of the good test. To get the validity of an achievement test cab be use two ways.⁴

The researcher used item validity and content validity to establish the validity of the instrument, that is test.

⁴Anas Sudijono, *Pengantar Evaluasi Pendidikan* (Jakarta: PT. Raja Grafindo Persada), p. 163.

1. Item validity

To know the validity of the each question will be refer to list r biserial with r_t in 5% significant: 0, 361 and 1% significant: 0, 463. So, if $r_{account} > r_{table}$ the test is classified valid.

To get the validity of the test, the formula of r point biserial canbe used as follow:

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{p}{q}$$

Where:

r_{pbi} : coefficient item validity

M_p : mean score of the total sore

SD_t : Standard Deviation of the total score

p : Presentation of the right answer of the item tested validity.

q : presentation of the wrong answer of the item tested validity.

After the researcher had done validity of the test with calculate test based on formular *pointbiserial*, the researcher got that there were 20 items classified into valid, and 5 item classified into invalid test. So, the researcher took 20 items as test in this research.

2. Content validity

The researcher took content validity as the instrument because content validity refers to the extent to which instrument represents the content of interest. In order to have content validity, a measure must adequately sample both the topics and the cognitive processes include in the content universe under consideration. In this case researcher used completing test as the starting point of making the test.

In applying the research, the researcher has validated completing test. The test means to analyze the items of the test comprehensively. In this case, because the test function is to measure the students' ability in using conditional sentences. So, the test should be arranging test. It can make students easier to use conditional sentences. This process of analysis has showed the content validity of the test, in other words, the researcher concluded that the completing test has been valid. The validation was done by checked the test to the expert person. She is the English teacher of grade XI at SMA Negeri 4 Padangsidempuan. Then, she said that the test has be available for the students. More, the test has been also signed by English.

F. The Technique for Collecting Data

In this research, researcher designed technique for collecting data as follows:

1. Preparing the test.

The researcher made test in essay test. The test consist of 20 items.

2. Giving students list of questions of using conditional sentences test.
3. Determining the time for students to do test.

The researcher determined the time of doing the test. The time of doing test in 25 minutes.

4. The research gave chance or time for students to ask something left or unclear in doing the test.
5. The researcher asked the students to do test and the researcher monitored the students during the test was done.
6. After students finished answering the test, the researcher collected their answer to be analyzed.

G. Technique of Analysis Data

After collecting students' answer, the researcher analyzed the result of the test with mean scores and the average scores. The researcher presented the result of test in descriptive data with the formula as following:

$$M = \frac{\sum x}{n}$$

Explanation

M : Mean score (average)

$\sum x$: Total of the result

n : Sum of respondent⁵

After the researcher get the data, it would enter in frequency table with the formula as following:

Z-Test

$$Z = \frac{\frac{x}{n} - p}{\frac{p(1-p)}{n}}$$

Explanation

x = Data that includes hypothesis categories.

n = All of data

p =Hypothesis proportion⁶

After the researcher get the data, it has been presented in frequency table as following:

Table V

The Classification Quality of the Students' Score

⁵AnasSudijono.*PengantarStatistikPendidikan*, (Jakarta: PT. Raja Grafindo Persada,1987), p. 81.

⁶AhmadNizarRangkuti, *StatistikPenelitianPendidikan*, (Medan: PerdanaMulyaSarana, 2014), p.80.

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 ⁷

After the researcher find the mean scores of all students', it would consult to the criteria as following:

1. If the value of mean score is 0 – 20, it can be categorized into very low ability.
2. If the value of mean score is 21 – 40, it can be categorized into low ability.
3. If the value of mean score 41-60, it can be categorized into enough ability.
4. If the value of mean score 61- 80, it can be categorized into high ability.
5. If the value of mean score 81- 100, it can be categorized into very high .

⁷Riduwan, M.B.A, *Pengantar Statistik Untuk Penelitian: Pendidikan Sosial, Komunikasi, Ekonomi, dan Bisnis*, (Bandung : Alfabeta,2013), p. 23.

CHAPTER IV
ANALYSIS OF THE DATA

A. Description of the Data

Absolutely, to know the extent of the students' ability in using conditional sentences, the researcher used the essay test as instrument of the collecting the data. Whereas, the researcher asked the to write some the conditional sentences based on its form correctly. The total of numbers of test were 20 questions; the score of a question is 5. Thus, the total of score of all the test is 100. After distributed the instrument of research for the grade XI student at SMA Negeri 4 Padangsidempuan in using conditional sentences, the score each of them can be got as below:

Table VI

The Students' Total Scores in Using Conditional Sentences

NO	Students' Initial Name	Total Score
1	ARS	70
2	AR	65
3	AAFL	55
4	AFL	65
5	AMN	45
6	ARHN	30

7	BDJ	75
8	DP	70
9	FS	55
10	FYT	35
11	HM	55
12	JF	80
13	ML	60
14	MDN	45
15	MESM	50
16	MIFP	25
17	NSP	70
18	NGDH	50
19	NFR	45
20	NSD	60
21	PA	80
22	RH	75
23	RAH	55
24	RHR	60
25	RRH	90
26	SRR	25
27	WHSS	60

28	WDS	70
29	YR	65
30	ZRAH	60
31	AF	65
32	CEEBM	60
33	DHP	50
34	EKS	65
35	EET	55
36	HM	35
37	IDR	60
38	JRG	60
39	JYN	55
40	LKH	65
41	LMH	30
42	MD	80
43	MAUN	40
44	MDZ	60
45	MRS	60
46	MPH	65
47	NI	85
48	RAFP	60

49	RD	50
50	RLP	50
51	RKS	80
52	RIS	65
53	RAH	60
54	SZ	55
55	SPR	35
56	ST	75
57	TAF	35
58	WNH	65
59	YY	80
	Total	3445

Based on the table above, the total scores of grade XI students of SMA Negeri 4 Padangsidempuan in using conditional sentences is 3445. It can also be seen that there were many students who have got 90 as the highest score and there were many who got 25 as the lowest score. Thus, to know the quality score of each of the students in using conditional sentences can be seen as follows:

Table VII**The Quality Score of the Students in Using Conditional Sentences**

NO	Students' Initial Name	Total Score	Quality Score
1	ARS	70	High
2	AR	65	High
3	AAFL	55	Enough
4	AFL	65	High
5	AMN	45	Enough
6	ARHN	30	Low
7	BDJ	75	High
8	DP	70	High
9	FS	55	Enough
10	FYT	35	Low
11	HM	55	Enough
12	JF	80	High
13	ML	60	Enough
14	MDN	45	Enough

15	MESM	50	Enough
16	MIFP	25	Low
17	NSP	70	High
18	NGDH	50	Enough
19	NFR	45	Enough
20	NSD	60	Enough
21	PA	80	High
22	RH	75	High
23	RAH	55	Enough
24	RHR	60	Enough
25	RRH	90	Very high
26	SRR	25	Low
27	WHSS	60	Enough
28	WDS	70	High
29	YR	65	High
30	ZRAH	60	Enough
31	AF	65	High
32	CEEBM	60	Enough
33	DHP	50	Enough
34	EKS	65	High
35	EET	55	Enough

36	HM	35	Low
37	IDR	60	Enough
38	JRG	60	Enough
39	JYN	55	Enough
40	LKH	65	High
41	LMH	30	Low
42	MD	80	High
43	MAUN	40	Low
44	MDZ	60	Enough
45	MRS	60	Enough
46	MPH	65	High
47	NI	85	Very high
48	RAFP	60	Enough
49	RD	50	Enough
50	RLP	50	Enough
51	RKS	80	High
52	RIS	65	High
53	RAH	60	Enough
54	SZ	55	Enough
55	SPR	35	Low
56	ST	75	High

57	TAF	35	Low
58	WNH	65	High
59	YY	80	High
Total		3445	

Based on the table above, it is clearly that the quality score the students' score in using conditional sentences is differently. Whereas, there were many students have low, enough, high, and very high ability. It means that the ability at grade XI students SMA Negeri 4 Padangsidempuan in 2017 -2018 academic years in using conditional sentences is variously

The test score become the data that were needed for testing hypothesis is the data are tabulated as follow:

Table VIII
The Resume of Variable Score in Using Conditional Sentences

No	Statistic	Variable
1	High score	90
2	Low score	25
3	Mean score	60.34
4	Median	61.07
5	Modus	60.69

From the above table, it was known that the high score for variable of using conditional sentences had been searched from 59 students, and based on the total of sample research the high score is 90 and low score is 25, mean score is 60.34 , median is 61,07, and modus is 60.69. (see appendix IV)

Based on the calculation means score was 60.34. So application in using conditional sentences was enough, it can be known from the table interpretation mean score in chapter III. To know revelation of data was done to group the variable score in using conditional sentences which interval 10.

Table. XI

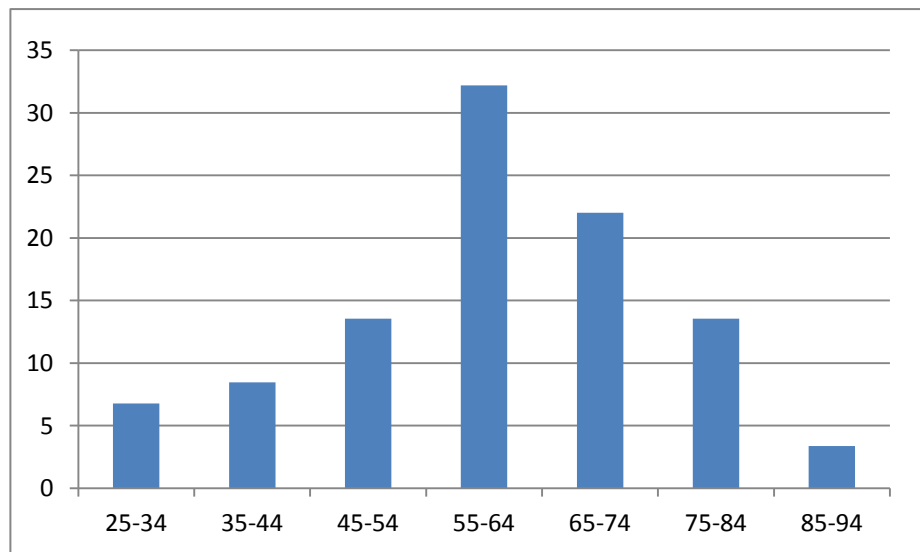
The Frequency Distribution in Using Conditional Sentences

No	Interval Class	Frequency Absolute	Frequency Relative
1	25 – 34	4	6.77 %
2	35 – 44	5	8.47 %
3	45 – 54	8	13.55 %
4	55 – 64	19	32.20 %
5	65 – 74	13	22.03 %
6	75 – 84	8	13.55 %
7	85 – 94	2	3.38 %

	i = 10	59	100 %
--	---------------	-----------	--------------

Based on the above table, it can be drawn at histogram as below :

Frequency



Picture 1: The histogram in using conditional sentences at grade XI Students

SMA Negeri 4 Padangsidempuan

Based on the above table, it was known that the variable revelation in using conditional sentences shown that the respondent at 25 –34 were 4 students (6.77 %), interval 35 – 44 were 5 students (8.47%), interval 45 – 54 were 8 students (13.55%), interval 55– 64 were 19 students (32.20 %), interval 65– 74 were 13 students (22.03%), interval 75 – 84 were 8 students (13.55 %), interval 85 – 94 were 2 students (3.38%). So, the meaning of interval in this research is showing the count of sample who got score in percentage.

B . Hypothesis Testing

The hypothesis of research are “The students’ Ability in Using conditional Sentences at Grade XI Students SMA Negeri 4 Padangsidempuan was enough ability”. Based on the collected data, the data has been analyzed to prove hypothesis by using formula of Z- test. It can be seen follow:

Calculation Z_{count} :

$$Z = \frac{\frac{x}{n} - p}{\frac{p(1-p)}{n}}$$

$$Z = \frac{\frac{65}{59} - 0,41}{\frac{0,41(1-0,41)}{59}}$$

$$= \frac{1,10169492 - 0,41}{\frac{0,41(0,59)}{59}}$$

$$\begin{aligned}
 &= \frac{1.10169492 - 0.41}{\frac{0,2419}{59}} \\
 &= \frac{0.70169492}{0.0041} \\
 &= \frac{0.70169492}{0.06403124} \\
 &= 10.95
 \end{aligned}$$

Calculation Z_{table} :

$$Z_{1 - \frac{\alpha}{2}} = Z_{table}$$

$$\alpha = 0.05$$

$$Z = \frac{1}{2}(0.05)$$

$$Z = 0,025$$

$$Z = Z_{table}$$

$$0.025 = 1.96$$

Based on calculation it can be concluded that $Z_{count} = 10.95$ was more than $Z_{table} = 1.96$ ($Z_{count} = 10.95 > Z_{table} = 1.96$) by level 0.05. So, from the result above the researcher concluded that the hypothesis was accepted by using Z- test. Because $Z_{count} = 10.95 > Z_{table} = 1.96$.

. The meaning in the level 5 % The Students' Ability in Using Conditional Sentences at Grade XI Students SMA Negeri 4 Padangsidempuan have good ability.

So, The Students' Ability in Using Conditional Sentences at Grade XI Students SMA Negeri 4 Padangsidempuan was enough ability according the table V The Classification Quality of the Students' score. It was 60.34 category.

C. Discussion

Based on theory that the using conditional sentences was very important in studying English ,conditional sentences is very important for students and it must be mastered by students because it's one of their material at grade XI.

In this research, the researcher searched Students' Ability in Using conditional Sentences at Grad XI Students SMA Negeri 4 Padangsidempuan. The researcher wanted to know Students' Ability in Using Conditional Sentences. The researcher conducted with a test. The research who conducted the test to determine the level of Students' Ability in Using Conditional Sentences. The test is that have been conducted by researcher.

After doing this research based on the test, the mean score of Students Ability in Using Conditional Sentences at Grade XI Students SMA Negeri 4 Padangsidempuan was 60.34, it could be categorized into enough ability. Researcher got enough result, it was demonstrated with the analyzed that has been conducted by researchers. This proves instrumental above the results.

The researcher's hypothesis was proved by calculation by using Z test. Which the research had done. The result calculation were $Z_{count} = 10.95$ was more than $Z_{table} = 1.96$ ($Z_{count} = 10,95 > Z_{table} = 1.96$) by level of significance 0.05. So, from the result the researcher concluded that hypothesis accepted.

D. The threats of the Research

In this research, the researcher believed that there were many treats of the researcher. It starter from the titled until the technique 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 with was given to be students' not enough. And also the students' did not do the test seriously. So, the researcher look the 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 become there were threats

the writer, the researcher the helping from the entire advisers, headmaster and English teachers.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

After analyzing and describing the data on “Students’ Ability in Using Conditional Sentences at Grade XI Students SMA Negeri 4 Padangsidempuan”, the researcher gave conclusion as follows: “Students’ Ability in Using Conditional Sentences at Grade XI Students SMA Negeri 4 Padangsidempuan are categorized into enough ability”. Then, the hypothesis was accepted by using Z- test. Because $Z_{count} = 10.95 > Z_{table} = 1.96$.

B. The suggestions

After formulating the conclusion, the researcher wanted to give the suggestion concern with the result of this research. It could be seen as below:

1. To the English teacher at SMA Negeri 4 Padangsidimpuan, to motivate the students' to improve their ability in learning conditional sentences.
2. To headmaster much add an English teacher for teaching in SMA Negeri 4 Padangsidimpuan because with many teacher that school can be support of students' more practice the English language everyday.
3. To the reader especially learner more improve their knowledge in sentences especially in using conditional sentences.

CHAPTER IV
ANALYSIS OF THE DATA

A. Description of the Data

Absolutely, to know the extent of the students' ability in using conditional sentences, the researcher used the essay test as instrument of the collecting the data. Whereas, the researcher asked the to write some the conditional sentences based on its form correctly. The total of numbers of test were 20 questions; the score of a question is 5. Thus, the total of score of all the test is 100. After distributed the instrument of research for the grade XI student at SMA Negeri 4 Padangsidempuan in using conditional sentences, the score each of them can be got as below:

Table VI

The Students' Total Scores in Using Conditional Sentences

NO	Students' Initial Name	Total Score
1	ARS	70
2	AR	65
3	AAFL	55
4	AFL	65
5	AMN	45
6	ARHN	30

7	BDJ	75
8	DP	70
9	FS	55
10	FYT	35
11	HM	55
12	JF	80
13	ML	60
14	MDN	45
15	MESM	50
16	MIFP	25
17	NSP	70
18	NGDH	50
19	NFR	45
20	NSD	60
21	PA	80
22	RH	75
23	RAH	55
24	RHR	60
25	RRH	90
26	SRR	25
27	WHSS	60

28	WDS	70
29	YR	65
30	ZRAH	60
31	AF	65
32	CEEBM	60
33	DHP	50
34	EKS	65
35	EET	55
36	HM	35
37	IDR	60
38	JRG	60
39	JYN	55
40	LKH	65
41	LMH	30
42	MD	80
43	MAUN	40
44	MDZ	60
45	MRS	60
46	MPH	65
47	NI	85
48	RAFP	60

49	RD	50
50	RLP	50
51	RKS	80
52	RIS	65
53	RAH	60
54	SZ	55
55	SPR	35
56	ST	75
57	TAF	35
58	WNH	65
59	YY	80
	Total	3445

Based on the table above, the total scores of grade XI students of SMA Negeri 4 Padangsidempuan in using conditional sentences is 3445. It can also be seen that there were many students who have got 90 as the highest score and there were many who got 25 as the lowest score. Thus, to know the quality score of each of the students in using conditional sentences can be seen as follows:

Table VII**The Quality Score of the Students in Using Conditional Sentences**

NO	Students' Initial Name	Total Score	Quality Score
1	ARS	70	High
2	AR	65	High
3	AAFL	55	Enough
4	AFL	65	High
5	AMN	45	Enough
6	ARHN	30	Low
7	BDJ	75	High
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20	NSD	60	Enough
21	PA	80	High
22	RH	75	High
23	RAH	55	Enough
24	RHR	60	Enough
25	RRH	90	Very high
26	SRR	25	Low
27	WHSS	60	Enough
28	WDS	70	High
29	YR	65	High
30	ZRAH	60	Enough
31	AF	65	High
32	CEEBM	60	Enough
33	DHP	50	Enough
34	EKS	65	High
35	EET	55	Enough

36	HM	35	Low
37	IDR	60	Enough
38	JRG	60	Enough
39	JYN	55	Enough
40	LKH	65	High
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42	MD	80	High
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44	MDZ	60	Enough
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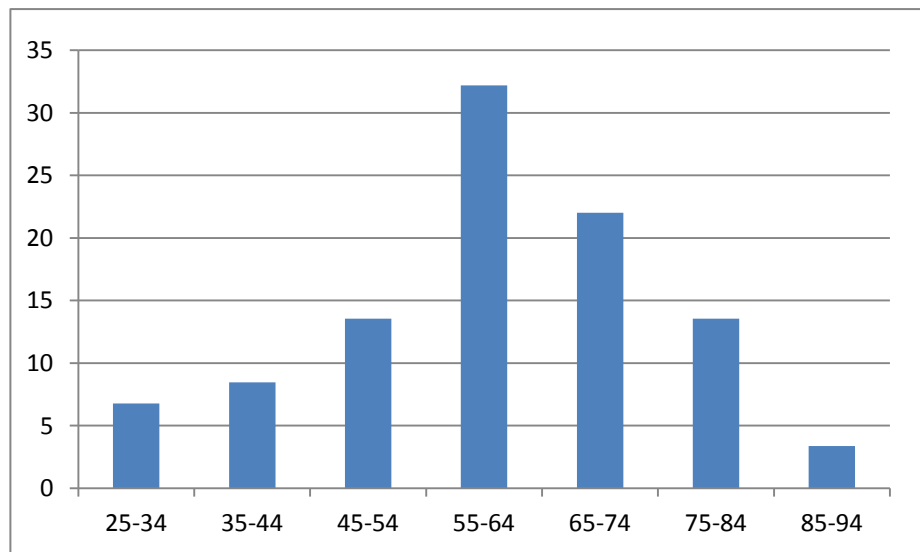
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CURRICULUM VITAE

A. Identify

Name : Enni Nasution
Reg. No : 12 340 0047
Place / Birthday : Sabungan Jae / 05 March 1994
Sex : Female
Religion : Islamic
Address : Sabungan Jae, Kecamatan Padangsidimpuan Hutaimbaru

B. Parents

Father's name : Hamdan Nasution
Mother's name : Maimunah Siregar

C. Educational Background

1. Elementary school : SD Negeri 142470 Sabungan Jae, Kecamatan Padangsidimpuan Hutaimbaru (2006)
2. Junior High School : SMP Negeri 7 Padangsidimpuan (2009)
3. Senior High School : SMA Negeri 6 Padangsidimpuan (2012)
4. Institute : IAIN Padangsidimpuan (2017)

APPENDIX I Validity test

N	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	Xt	Xt²
1	1	1	1	0	0	1	0	0	1	1	0	1	0	0	0	1	1	1	1	0	1	1	0	0	0	13	169
2	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	21	441
3	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	1	0	1	0	0	1	1	0	0	0	13	169
4	1	1	1	0	1	1	1	1	0	0	0	1	1	1	0	1	0	1	0	0	1	1	0	1	1	16	256
5	1	1	0	0	1	1	1	1	0	0	0	1	1	1	0	1	1	1	0	1	1	0	1	1	17	289	
6	1	1	1	0	0	1	1	0	1	0	1	1	0	0	1	1	1	1	0	1	1	1	1	1	17	289	
7	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	21	441	
8	1	1	0	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	20	400	
9	0	1	1	1	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	5	25	
10	1	1	1	1	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	6	36	
11	1	1	1	0	0	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	0	1	1	19	361	
12	1	1	0	0	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	19	361	
13	1	1	0	0	1	1	1	0	1	0	1	1	0	1	1	1	1	1	0	0	1	1	1	1	18	324	
14	1	1	1	0	1	1	1	0	1	0	1	0	0	0	1	1	1	1	0	1	1	1	1	1	17	289	
15	1	1	1	0	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	20	400	
16	0	1	1	1	0	0	0	0	0	1	0	1	1	0	0	1	0	1	0	0	0	0	0	0	8	64	
17	1	1	1	0	0	1	0	0	1	1	0	1	0	0	1	1	0	1	1	0	1	1	0	0	13	169	
18	1	0	1	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	6	36	
19	1	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	4	16	
20	1	1	1	0	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	0	0	0	17	289	
21	1	1	1	1	0	1	0	0	0	0	1	0	0	0	1	1	0	1	1	0	1	0	1	1	14	196	
22	1	1	1	1	0	1	1	0	0	0	0	0	0	0	1	0	0	1	1	0	1	1	0	0	11	121	
23	0	1	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	5	25	
24	1	1	1	0	0	1	0	0	1	1	0	1	0	0	1	1	0	1	0	0	0	0	0	0	10	100	
25	1	1	1	0	0	1	0	0	0	1	0	0	0	0	1	1	0	1	1	0	1	1	0	0	11	121	
26	0	0	1	0	0	0	0	0	0	1	0	1	0	0	0	1	0	1	0	0	1	0	0	0	6	36	
27	1	1	1	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	0	0	7	49	
28	1	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	7	49	

APPENDIX II

$$\text{Calculation of } r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

A. Calculation of Pre-test

1. Mean score from score total (M_t)

$$M_t = \frac{X_t}{N}$$

$$M_t = \frac{383}{30} = 12,76$$

2. Standard Deviation (SD_t)

$$SD_t = \sqrt{\frac{X_t^2}{N} - \frac{X_t^2}{N}}$$

$$SD_t = \sqrt{\frac{5785}{30} - \frac{383^2}{30}}$$

$$SD_t = \sqrt{192,83 - (12,76)^2}$$

$$SD_t = \sqrt{192,83 - 162,81}$$

$$SD_t = \sqrt{30,02} = 5,47$$

3. Mean Score (M_p)

Item 1

$$M_{p1} = \frac{\text{total score of students' score that true item answer}}{n1}$$

$$M_{p1} = \frac{13+21+13+16+17+17+21+20+6+19+19+18+17+20+13+6+4+17+14+11+10+11+7+7+10+11}{26}$$

$$M_{p1} = \frac{359}{26} = 13,80$$

Item 2

$$M_{p2} = \frac{\text{total score of students' score that true item answer}}{n2}$$

$$M_{p2} = \frac{13+21+13+16+17+17+21+20+5+6+19+19+18+17+20+8+13+17+14+11+5+10+11+7+7+10+11}{27}$$

$$M_{p2} = \frac{367}{27} = 13,59$$

Item 3

$$M_{p3} = \frac{\text{total score of students' score that true item answer}}{n3}$$

$$M_{p3} = \frac{13+21+13+16+17+21+5+6+19+17+20+8+13+6+17+14+11+5+10+11+6+7+7+10+11}{25}$$

$$M_{p3} = \frac{304}{25} = 12,16$$

Item 4

$$M_{p4} = \frac{\text{total score of students' score that true item answer}}{n4}$$

$$M_{p4} = \frac{5+6+8+14+11+7+7+10+11}{9}$$

$$M_{p4} = \frac{79}{9} = 8,77$$

Item 5

$$M_{p5} = \frac{\text{total score of students' score that true item answer}}{n5}$$

$$M_{p5} = \frac{21+13+16+17+21+18+17+20+17}{9}$$

$$M_{p5} = \frac{160}{9} = 17,77$$

Item 6

$$M_{p6} = \frac{\text{total score of students' score that true item answer}}{n6}$$

$$M_{p6} = \frac{13+21+13+16+17+17+21+20+5+19+19+18+17+13+6+17+14+11+5+10+11+7+10+11}{24}$$

$$M_{p6} = \frac{331}{24} = 13,79$$

Item 7

$$M_{p7} = \frac{\text{total score of students' score that true item answer}}{n7}$$

$$M_{p7} = \frac{21+13+16+17+17+21+20+19+19+18+17+20+17+11}{14}$$

$$M_{p7} = \frac{246}{14} = 17,57$$

Item 8

$$M_{p8} = \frac{\text{total score of students' score that true item answer}}{n8}$$

$$M_{p8} = \frac{21+13+16+17+21+20+19+19+20}{9}$$

$$M_{p8} = \frac{166}{9} = 18,44$$

Item 9

$$M_{p9} = \frac{\text{total score of students' score that true item answer}}{n9}$$

$$M_{p9} = \frac{13+21+17+21+20+19+19+18+17+20+13+17+5+10}{14}$$

$$M_{p9} = \frac{230}{14} = 16,42$$

Item 10

$$M_{p10} = \frac{\text{total score of students' score that true item answer}}{n10}$$

$$M_{p10} = \frac{13+8+13+10+11+6+11}{7}$$

$$M_{p10} = \frac{72}{7} = 10,28$$

Item 11

$$M_{p11} = \frac{\text{total score of students' score that true item answer}}{n11}$$

$$M_{p11} = \frac{21+17+21+20+19+19+18+17+20+17+14+10}{12}$$

$$M_{p11} = \frac{213}{12} = 17,75$$

Item 12

$$M_{p12} = \frac{\text{total score of students' score that true item answer}}{n12}$$

$$M_{p12} = \frac{13+21+16+17+17+21+20+19+19+18+20+8+13+17+10+6+11}{17}$$

$$M_{p12} = \frac{266}{17} = 15,64$$

Item 13

$$M_{p13} = \frac{\text{total score of students' score that true item answer}}{n13}$$

$$M_{p13} = \frac{21+13+16+17+21+20+6+19+19+20+8+4+17+11}{14}$$

$$M_{p13} = \frac{212}{14} = 15,14$$

Item 14

$$M_{p14} = \frac{\text{total score of students' score that true item answer}}{n14}$$

$$M_{p14} = \frac{21+13+16+17+21+20+6+19+19+18+20+4+17+10}{14}$$

$$M_{p14} = \frac{221}{14} = 15,78$$

Item 15

$$M_{p15} = \frac{\text{total score of students' score that true item answer}}{n15} =$$

$$M_{p15} = \frac{21+20+18+13+6+4+14+11+10+11+10}{11}$$

$$M_{p15} = \frac{138}{11} = 12,54$$

Item 16

$$M_{pl6} = \frac{\text{total score of students' score that true item answer}}{n16}$$

$$M_{pl6} = \frac{13+21+13+16+17+17+21+20+19+19+18+17+20+8+13+17+14+10+11+6}{20}$$

$$M_{pl6} = \frac{310}{20} = 15,5$$

Item 17

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n17}$$

$$M_{pl} = \frac{13+21+17+17+21+20+5+19+19+18+17+20+20}{13}$$

$$M_{pl} = \frac{224}{13} = 17,23$$

Item 18

$$M_{pl8} = \frac{\text{total score of students' score that true item answer}}{n18}$$

$$M_{pl8} = \frac{13+21+13+16+17+17+21+20+19+19+18+17+20+8+13+6+17+14+11+10+11+6+10+11}{24}$$

$$M_{pl8} = \frac{348}{24} = 14,5$$

Item 19

$$M_{pl9} = \frac{\text{total score of students' score that true item answer}}{n18}$$

$$M_{pl9} = \frac{13+21+20+19+20+13+17+14+11+11+7}{11}$$

$$M_{pl9} = \frac{166}{11} = 15,09$$

Item 20

$$M_{p20} = \frac{\text{total score of students' score that true item answer}}{n20}$$

$$M_{p20} = \frac{21+17+12+21+20+19+17+20+17}{9}$$

$$M_{p20} = \frac{169}{9} = 18,77$$

Item 21

$$M_{p21} = \frac{\text{total score of students' score that true item answer}}{n21}$$

$$M_{p21} = \frac{13+21+13+16+17+17+21+20+19+19+18+17+20+13+6+17+14+11+11+6+7+11}{22}$$

$$M_{p21} = \frac{327}{22} = 14,86$$

Item 22

$$M_{p22} = \frac{\text{total score of students' score that true item answer}}{n22}$$

$$M_{p22} = \frac{13+21+13+16+17+21+19+18+17+13+11+5+11+7+7+10+11}{17}$$

$$M_{p22} = \frac{230}{17} = 13,52$$

Item 23

$$M_{p23} = \frac{\text{total score of students' score that true item answer}}{n23}$$

$$M_{p23} = \frac{21+17+17+21+20+19+19+18+17+20+14}{11}$$

$$M_{p23} = \frac{203}{11} = 18,45$$

Item 24

$$M_{p24} = \frac{\text{total score of students' score that true item answer}}{n24}$$

$$M_{p24} = \frac{21+16+17+17+21+20+19+19+18+17+20+14}{12}$$

$$M_{p24} = \frac{219}{12} = 18,25$$

Item 25

$$M_{p25} = \frac{\text{total score of students' score that true item answer}}{n25}$$

$$M_{p25} = \frac{21+16+17+17+21+20+19+19+18+17+20+14}{12}$$

$$M_{p25} = \frac{219}{12} = 18,25$$

4. Calculation of the formulation $r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$

Item 1

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{13,80 - 12,76}{5,47} \frac{0,9}{0,1}$$

$$r_{pbi} = \frac{1,04}{5,47} \bar{9}$$

$$r_{pbi} = 0,190 \times 3 = 0,570$$

Item 2

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{\text{pbi}} = \frac{13,59 - 12,76}{5,47} \frac{\overline{0,9}}{0,1}$$

$$r_{\text{pbi}} = \frac{0,83}{5,47} \overline{9}$$

$$r_{\text{pbi}} = 0,151 \times 3 = 0.453$$

Item 3

$$r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \frac{\overline{p}}{q}$$

$$r_{\text{pbi}} = \frac{12,6 - 12,76}{5,47} \frac{\overline{0,8}}{0,2}$$

$$r_{\text{pbi}} = \frac{-0,6}{5,47} \overline{4}$$

$$r_{\text{pbi}} = -0.109 \times 2 = -0.218$$

Item 4

$$r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \frac{\overline{p}}{q}$$

$$r_{\text{pbi}} = \frac{8,77 - 12,76}{5,47} \frac{\overline{0,3}}{0,7}$$

$$r_{\text{pbi}} = \frac{-3,99}{5,47} \overline{0,42}$$

$$r_{\text{pbi}} = -0,729 \times 0,64 = -0.466$$

Item 5

$$r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \frac{\overline{p}}{q}$$

$$r_{\text{pbi}} = \frac{17,77 - 12,76}{5,47} \frac{\overline{0,3}}{0,7}$$

$$r_{\text{pbi}} = \frac{5,01}{5,47} \overline{0,42}$$

$$r_{\text{pbi}} = 0,915 \times 0,64 = 0.585$$

Item 6

$$r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \frac{\overline{p}}{q}$$

$$r_{\text{pbi}} = \frac{13,79 - 12,76}{5,47} \frac{\overline{0,8}}{0,2}$$

$$r_{\text{pbi}} = \frac{1,03}{5,47} \overline{4}$$

$$r_{\text{pbi}} = 0,188 \times 2 = 0.376$$

Item 7

$$r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{\text{pbi}} = \frac{17,57 - 12,76}{5,47} \frac{0,5}{0,5}$$

$$r_{\text{pbi}} = \frac{4,81}{5,47} \bar{1}$$

$$r_{\text{pbi}} = 0,879 \times 1 = 0,879$$

Item 8

$$r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{\text{pbi}} = \frac{18,44 - 12,76}{5,47} \frac{0,3}{0,7}$$

$$r_{\text{pbi}} = \frac{5,68}{5,47} \overline{0,42}$$

$$r_{\text{pbi}} = 1,038 \times 0,64 = 0,664$$

Item 9

$$r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{\text{pbi}} = \frac{16,42 - 12,76}{5,47} \frac{0,5}{0,5}$$

$$r_{\text{pbi}} = \frac{3,66}{5,47} \bar{1}$$

$$r_{\text{pbi}} = 0,669 \times 1 = 0,669$$

Item 10

$$r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{\text{pbi}} = \frac{10,28 - 12,76}{5,47} \frac{0,2}{0,8}$$

$$r_{\text{pbi}} = \frac{-2,48}{5,47} \overline{0,25}$$

$$r_{\text{pbi}} = -0,453 \times 0,5 = -0,226$$

Item 11

$$r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{\text{pbi}} = \frac{17,75 - 12,76}{5,47} \frac{0,4}{0,6}$$

$$r_{\text{pbi}} = \frac{4,99}{5,47} \overline{0,66}$$

$$r_{\text{pbi}} = 0,912 \times 0,81 = 0,738$$

Item 12

$$r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{\text{pbi}} = \frac{15,64 - 12,76}{5,47} \frac{0,6}{0,4}$$

$$r_{\text{pbi}} = \frac{2,88}{5,47} \overline{1,5}$$

$$r_{\text{pbi}} = 0,526 \times 1,22 = 0,641$$

Item 13

$$r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{\text{pbi}} = \frac{15,14 - 12,76}{5,47} \frac{0,5}{0,5}$$

$$r_{\text{pbi}} = \frac{2,38}{5,47} \overline{1}$$

$$r_{\text{pbi}} = 0,435 \times 1 = 0,435$$

Item 14

$$r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{\text{pbi}} = \frac{15,78 - 12,76}{5,47} \frac{0,5}{0,5}$$

$$r_{\text{pbi}} = \frac{3,02}{5,47} \overline{1}$$

$$r_{\text{pbi}} = 0,552 \times 1 = 0,552$$

Item 15

$$r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{\text{pbi}} = \frac{12,54 - 12,76}{5,47} \frac{0,4}{0,6}$$

$$r_{\text{pbi}} = \frac{-0,22}{5,47} \overline{0,66}$$

$$r_{\text{pbi}} = -0,040 \times 0,81 = -0,032$$

Item 16

$$r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{\text{pbi}} = \frac{15,5 - 2,76}{5,47} \frac{0,7}{0,3}$$

$$r_{\text{pbi}} = \frac{2,74}{5,47} \overline{2,33}$$

$$r_{\text{pbi}} = 0,500 \times 1,52 = 0,760$$

Item 17

$$r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{\text{pbi}} = \frac{17,23 - 12,76}{5,47} \frac{0,4}{0,6}$$

$$r_{\text{pbi}} = \frac{4,47}{5,47} \overline{0,66}$$

$$r_{\text{pbi}} = 0,817 \times 0,81 = 0,661$$

Item 18

$$r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{\text{pbi}} = \frac{14,5 - 12,76}{5,47} \frac{0,8}{0,2}$$

$$r_{\text{pbi}} = \frac{1,74}{5,47} \overline{4}$$

$$r_{\text{pbi}} = 0,318 \times 2 = 0,636$$

Item 19

$$r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{\text{pbi}} = \frac{15,09 - 12,76}{5,47} \frac{0,4}{0,6}$$

$$r_{\text{pbi}} = \frac{2,33}{5,47} \overline{0,66}$$

$$r_{\text{pbi}} = 0,425 \times 0,81 = 0,344$$

Item 20

$$r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{\text{pbi}} = \frac{18,77 - 12,76}{5,47} \frac{0,3}{0,7}$$

$$r_{\text{pbi}} = \frac{6,01}{5,47} \overline{0,42}$$

$$r_{\text{pbi}} = 1,098 \times 0,64 = 0,702$$

Item 21

$$r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{\text{pbi}} = \frac{14,86 - 12,76}{5,47} \frac{0,9}{0,1}$$

$$r_{\text{pbi}} = \frac{2,1}{5,47} \bar{9}$$

$$r_{\text{pbi}} = 0,383 \times 3 = 1,149$$

Item 22

$$r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{\text{pbi}} = \frac{13,52 - 12,76}{5,47} \frac{0,6}{0,4}$$

$$r_{\text{pbi}} = \frac{0,76}{5,47} \overline{1,5}$$

$$r_{\text{pbi}} = 0,138 \times 1,22 = 0,168$$

Item 23

$$r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{\text{pbi}} = \frac{18,45 - 12,76}{5,47} \frac{0,4}{0,6}$$

$$r_{\text{pbi}} = \frac{5,69}{5,47} \overline{0,66}$$

$$r_{\text{pbi}} = 1,040 \times 0,81 = 0,842$$

Item 24

$$r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{\text{pbi}} = \frac{18,25 - 12,76}{5,47} \frac{0,4}{0,6}$$

$$r_{\text{pbi}} = \frac{5,49}{5,47} \overline{0,66}$$

$$r_{\text{pbi}} = 1,003 \times 0,81 = 0,812$$

Item 25

$$r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{\text{pbi}} = \frac{18,25 - 12,76}{5,47} \frac{0,4}{0,6}$$

$$r_{\text{pbi}} = \frac{5,49}{5,47} \overline{0,66}$$

$$r_{\text{pbi}} = 1,003 \times 0,81 = 0,812$$

APPENDIX III

Table Validity of test

No	M _p	M _t	SD _t	P	Q	$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{p}{q}$	r _t on 5% significant	Interpretation
1.	13,80	12,76	5,47	0,9	0,1	0,570	0.361	valid
2.	13,59	12,76	5,47	0,9	0,1	0,453	0.361	valid
3.	12,16	12,76	5,47	0,8	0,2	- 0,218	0.361	invalid
4.	8,77	12,76	5,47	0,3	0,7	- 0,466	0.361	invalid
5.	17,77	12,76	5,47	0,3	0,7	0,585	0.361	valid
6.	13,79	12,76	5,47	0,8	0,2	0,376	0.361	valid
7.	17,57	12,76	5,47	0,5	0,5	0,879	0.361	valid
8.	18,44	12,76	5,47	0,3	0,7	0,664	0.361	valid
9.	16,42	12,76	5,47	0,5	0,5	0,669	0.361	valid
10.	10,28	12,76	5,47	0,2	0,8	- 0,226	0.361	invalid
11.	17,75	12,76	5,47	0,4	0,6	0,738	0.361	Valid
12.	15,64	12,76	5,47	0,6	0,4	0,641	0.361	valid
13.	15,14	12,76	5,47	0,5	0,5	0,435	0.361	valid
14.	15,78	12,76	5,47	0,5	0,5	0,552	0.361	valid
15.	12,54	12,76	5,47	0,4	0,6	- 0,032	0.361	invalid
16.	15,5	12,76	5,47	0,7	0,3	0,760	0.361	valid
17.	17,23	12,76	5,47	0,4	0,6	0,661	0.361	valid
18.	14,5	12,76	5,47	0,8	0,2	0.636	0.361	valid
19.	15,09	12,76	5,47	0,4	0,6	0,344	0.361	valid
20.	18,77	12,76	5,47	0,3	0,7	0,702	0.361	valid
21.	14,86	12,76	5,47	0,9	0,1	1,149	0.361	invalid
22.	13,52	12,76	5,47	0,6	0,4	0,168	0.361	valid
23.	18,45	12,76	5,47	0,4	0,6	0,842	0.361	valid
24.	18,25	12,76	5,47	0,4	0,6	0,812	0.361	valid
25.	18,25	12,76	5,47	0,4	0,6	0,812	0.361	valid

APPENDIX IV

Name :

Time: 25 Minutes

Class :

Semester :

Instruction

Complete the conditional sentences by putting the verbs into the correct form!

1. If I find your ring, I.....(give) it back to you.
 2. If I do this test , it(improve) my English
 3. Simon will go to London next week, if he.....(get) a cheap flight.
 4. If he(drop) that glass, it will break.
- If you..... (buy) some bananas, I shall buy some too.
I can sit down, if I (have) a chair.
If Jack studies hard, he.....(pass) the examinations.
If Tom worked more carefully, he.....(make) less mistakes
If he thought this class, he..... (give) a test.
If I(find) his address, I would sent invitation to him.
I would go to the beach this weekend if I(have) time.
He would come to your party if you.....(invite) him.
Hendra would give money to me if I.....(help) him.
If we had known the answer, we..... (tell) you.
He could have brought a new car if he..... (have) a lot of money.
If it had rained, she..... (get) wet.
We could have helped them, if they (ask) us.
If I(see) Susan, I should have asked her to lunch.
He could have brought a new car if he....(have) a lot of money.
I would have wrote you postcard ,if I (find) your address.

Key of Answer

Will give

Will improve

Gets

Drops

Buy

Have

Will pass

Would make

Would give

Found

Had had

Invited

Helped

Would have told.

Would have had

Would have got

Had asked

Had seen

Had had

Had found

Appendix 12

Table Validity of Post-test

No	M _p	M _t	SD _t	P	Q	$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$	r _t on 5% significant	Interpretation
	37.83	35.2	3.53	0.7	0.3	1.132	0.396	valid
	36.21	35.2	3.53	0.6	0.4	0.349	0.396	invalid
	36.5	35.2	3.53	0.9	0.1	1.105	0.396	valid
	37.18	35.2	3.53	0.9	0.1	1.122	0.396	valid
	38.05	35.2	3.53	0.7	0.3	1.227	0.396	valid
	37.68	35.2	3.53	0.6	0.4	0.857	0.396	valid
	35.07	35.2	3.53	0.5	0.5	-0.037	0.396	invalid
	34.8	35.2	3.53	0.8	0.2	-0.227	0.396	invalid
	37.11	35.2	3.53	0.7	0.3	0.822	0.396	valid
	37.15	35.2	3.53	0.8	0.2	1.105	0.396	valid
	34.68	35.2	3.53	0.8	0.2	-0.295	0.396	invalid
	35.88	35.2	3.53	0.7	0.3	0.293	0.396	invalid
	37.05	35.2	3.53	0.7	0.3	0.797	0.396	valid
	35.16	35.2	3.53	0.7	0.3	-0.017	0.396	invalid
	37.93	35.2	3.53	0.6	0.4	0.944	0.396	valid
	36.55	35.2	3.53	0.7	0.3	0.581	0.396	valid
	36.5	35.2	3.553	0.7	0.3	0.560	0.396	valid
	36.76	35.2	3.53	0.5	0.5	0.442	0.396	valid
	36.5	35.2	3.53	0.8	0.2	0.737	0.396	valid
	35.94	35.2	3.53	0.7	0.3	0.319	0.396	invalid
	36.55	35.2	3.53	0.8	0.2	0.765	0.396	valid
	37.58	35.2	3.53	0.5	0.5	0.674	0.396	valid
	35.09	35.2	3.53	0.8	0.2	-0.062	0.396	invalid
	36.11	35.2	3.53	0.7	0.3	0.392	0.396	valid
	36.78	35.2	3.53	0.8	0.2	0.895	0.396	valid
	37.05	35.2	3.53	0.8	0.2	1.048	0.396	valid
	37.18	35.2	3.53	0.6	0.4	0.684	0.396	valid
	36.45	35.2	3.53	0.4	0.6	0.287	0.396	invalid
	36.68	35.2	3.53	0.8	0.2	0.839	0.396	valid
	37.04	35.2	3.53	0.8	0.2	1.042	0.396	valid
	34	35.2	3.53	0.7	0.3	-0.517	0.396	invalid
	36.14	35.2	3.53	0.6	0.4	0.325	0.396	invalid
	35.5	35.2	3.53	0.7	0.3	0.129	0.396	invalid
	36.88	35.2	3.53	0.7	0.3	0.723	0.396	valid
	37.18	35.2	3.53	0.6	0.4	0.684	0.396	valid
	36.6	35.2	3.53	0.8	0.2	0.793	0.396	valid
	36.44	35.2	3.53	0.7	0.3	0.534	0.396	valid
	37	35.2	3.53	0.6	0.4	0.622	0.396	valid
	37	35.2	3.53	0.8	0.2	1.020	0.396	valid
	37.89	35.2	3.53	0.8	0.2	1.524	0.396	valid
	36.73	35.2	3.53	0.6	0.4	0.529	0.396	valid
	36.29	35.2	3.53	0.7	0.3	0.469	0.396	valid
	36.44	35.2	3.53	0.7	0.3	0.534	0.396	valid
	36.26	35.2	3.53	0.8	0.2	0.601	0.396	valid

	36.08	35.2	3.53	0.5	0.5	0.249	0.396	invalid
	36.72	35.2	3.53	0.9	0.1	1.292	0.396	valid
	36.42	35.2	3.53	0.8	0.2	0.691	0.396	valid
	37	35.2	3.53	0.8	0.2	1.020	0.396	valid
	36.47	35.2	3.53	0.7	0.3	0.547	0.396	valid
	36.61	35.2	3.53	0.8	0.2	0.799	0.396	valid

37	IDR	5	5	5	5	5	5	5	5	5	5	0	0	0	0	5	5	0	0	0	0	5	60
38	JRG	5	5	5	5	5	5	5	5	5	5	0	0	0	0	5	5	0	0	0	0	5	60
39	JYN	5	5	0	5	5	5	5	5	5	5	5	0	0	5	0	0	0	0	0	0	5	55
40	LKH	5	5	5	5	5	5	5	0	5	5	5	5	5	0	5	0	0	0	0	0	65	
41	LMH	5	0	5	5	5	5	0	0	0	0	0	5	0	0	0	0	0	0	0	0	30	
42	MD	5	5	5	5	5	5	5	0	5	5	0	0	0	5	5	5	5	5	5	5	80	
43	MAUN	5	5	0	5	5	5	0	0	5	0	0	5	0	0	0	0	0	0	0	5	40	
44	MDZ	5	5	0	0	5	5	5	5	5	5	0	0	0	5	5	5	0	0	0	5	60	
45	MRS	5	5	5	5	5	5	5	5	5	5	0	5	5	0	0	0	0	0	0	5	60	
46	MPH	5	5	5	5	5	5	5	5	5	5	0	0	0	5	5	0	0	0	0	5	65	
47	NI	5	5	5	5	5	5	5	0	5	5	0	5	0	5	5	5	5	5	5	5	85	
48	RAFD	5	0	5	5	5	5	5	5	5	5	0	0	0	5	5	0	0	0	0	5	60	
49	RD	5	0	5	5	5	5	5	0	5	5	0	5	0	5	0	0	0	0	0	0	50	
50	RLP	5	5	0	0	5	5	5	5	5	5	0	0	0	5	0	0	0	0	0	5	50	
51	RKS	5	5	5	5	5	5	5	0	5	5	0	5	0	5	5	5	0	5	5	5	80	
52	RIS	5	5	5	5	5	5	5	0	5	5	5	5	5	0	0	0	0	0	0	5	65	
53	RAH	5	5	5	5	5	5	5	5	5	5	0	0	0	5	5	0	0	0	0	5	65	
54	SZ	5	5	5	5	5	5	5	5	5	5	0	0	0	5	0	0	0	0	0	5	60	
55	SPR	5	0	5	5	5	5	0	0	5	0	0	5	0	0	0	0	0	0	0	0	35	
56	ST	5	5	5	0	5	5	0	0	5	5	0	5	0	5	5	5	5	5	5	5	75	
57	TAF	5	5	5	0	5	5	0	0	5	0	0	5	0	0	0	0	0	0	0	0	35	
58	WNH	5	5	5	5	5	5	5	5	5	5	0	0	0	5	5	0	0	0	0	5	65	
61	YY	5	5	5	5	5	5	0	0	5	5	0	5	0	5	5	5	5	5	5	5	80	
Total																					3445		

APPENDIX VI

STATISTIC EXAMINE LOOK FOR MEAN, MEDIAN, MODUS, RANGE, TOTAL OF CLASSES AND STANDARD DEVIATION OF STUDENTS' ABILITY IN USING CONDITIONAL SENTENCES SMA NEGERI 4 PADANGSIDIMPUAN

1. Minimum and maximum score were gotten by setting variable score from low score to high score.

25	25	30	30	35	35	35	35	40	45
45	45	50	50	50	50	50	55	55	55
55	55	55	55	60	60	60	60	60	60
60	60	60	60	60	60	65	65	65	65
65	65	65	65	65	70	70	70	70	75
75	75	80	80	80	80	80	85	90	

2. High score : 90

3. Low score : 25

4. Range (R) : high score - low score
= 90 - 25
= 65

5. The total of classes (BK) = $1 + 3,3 \log n$
= $1 + 3,3 \log 59$
= $1 + 3,3 \times 1,7708$

$$= 1 + 5,8436$$

$$= 6,8436$$

$$= 7$$

$$6. \text{ Interval } (i) = \frac{R}{BK} = \frac{65}{7} = 9,28 = 10$$

7. Mean score

$$M_x = \frac{\sum FX}{N}$$

NO	Interval	F	x	Fx
1	25 – 34	4	29,5	118
2	35 – 44	5	39,5	197,5
3	45 – 54	8	49,5	396
4	55 – 64	19	59,5	1130,5
5	65 – 74	13	69,5	903,5
6	75 – 84	8	79,5	636
7	85 – 94	2	89,5	179
	i = 10	59 = N	416,5	3560,5 = $\sum FX$

$$M_x = \frac{\sum FX}{N}$$

$$= \frac{3560,5}{59} = 60,34$$

8. Median

$$Mdn = \ell + \frac{\frac{1}{2}N - FK_b}{F_i} \times i$$

No	Interval	Fi	FK _b	FK _a
----	----------	----	-----------------	-----------------

1	85 – 94	2	59 = N	2
2	75 – 84	8	57	10
3	65 – 74	13	49	23
4	55 – 64	19	36	42
5	45 – 54	8	17	50
6	35 – 44	5	9	55
7	25 – 34	4	4	59 = N
	i = 10	59 = N	–	–

$$\ell = 55 - 0,5$$

$$= 54,50$$

$$u = 64 + 0,5$$

$$= 64,50$$

$$FK_a = 23$$

$$FK_b = 17$$

$$F_i = 19$$

$$i = 10$$

$$N = 59$$

$$\frac{1}{2} N = 29,5$$

$$Mdn = \ell + \frac{\frac{1}{2}N - FK_b}{F_i} \times i$$

$$= 54,50 + \frac{\frac{1}{2}59 - 17}{19} \times 10$$

$$= 54,50 + \frac{29,5 - 17}{19} \times 10$$

$$= 54,50 + \frac{12,5}{19} \times 10$$

$$= 54,50 + 6,578$$

$$= 67,07 = \mathbf{61}$$

Atau

$$Mdn = u - \frac{\frac{1}{2}N - FK_a}{F_i} \times i$$

$$= 64,50 - \frac{\frac{1}{2}59 - 23}{19} \times 10$$

$$= 64,50 - \frac{6,5}{19} \times 10$$

$$= 64,50 - 3,421$$

$$= 61,07 = \mathbf{61}$$

$$= 67,07 = \mathbf{61}$$

9. Modus

$$Mo = \ell + \frac{F_a}{F_a + F_b} \times i$$

No	Interval	Fi
1	85– 94	2
2	75 – 84	8
3	65– 74	13
4	55– 64	19
5	45– 54	8

6	35 - 44	5
7	25 - 34	4
	i = 10	59 = N

$$\begin{aligned} \ell &= 54 + 0,5 \\ &= 54,50 \end{aligned}$$

$$\begin{aligned} u &= 64 + 0,5 \\ &= 64,50 \end{aligned}$$

$$F_{\text{maximum}} = 19$$

$$F_a = 13$$

$$F_b = 8$$

$$i = 10$$

$$\text{Mo} = \ell + \frac{F_a}{F_a + F_b} \times i$$

$$= 54,50 + \frac{13}{13+8} \times 10$$

$$= 54,50 + \frac{13}{21} \times 10$$

$$= 54,50 + (0,619) \times 10$$

$$= 54,50 + 6,19$$

$$= 60,69$$

Atau

$$\text{Mo} = u - \frac{F_b}{F_a + F_b} \times i$$

$$= 64,50 - \frac{8}{13+8} \times 10$$

$$= 64,50 - \frac{8}{21} \times 10$$

$$= 64,50 - (0,3809) \times 10$$

$$= 64,50 - 3,809$$

= 60,69

10. Standard Deviasi (SD)

$$SD = \frac{1}{N} \sqrt{N \sum FX^2 - (\sum FX)^2}$$

Interval	F	X	X ²	FX	FX ²
25 – 34	4	29,5	870,25	118	3481
35 – 44	5	39,5	1560,25	197,5	7801,25
45 – 54	8	49,5	2450,25	396	19602
55– 64	19	59,5	3540,25	1130,5	67264,75
65– 74	13	69,5	4830,25	903,5	62793,25
75– 84	8	79,5	6320,25	636	50562
85 – 94	2	89,5	8010,25	179	16020,5
i = 9	59	416,5	27581,75	3560,5	227524,75

$$N = 59$$

$$\sum FX = 3560,5$$

$$\sum FX^2 = 227524,75$$

$$SD = \frac{1}{N} \sqrt{N \sum FX^2 - (\sum FX)^2}$$

$$SD = \frac{1}{59} \sqrt{59 \cdot 227524,5 - (3560,5)^2}$$

$$SD = \frac{1}{59} \sqrt{13423960,75 - 12677160,25}$$

$$SD = \frac{1}{59} \sqrt{746800}$$

$$SD = \frac{1}{59} \times 864,175$$

$$SD = 14,647$$

APPENDIX VII

HYPOTHESES EXAMINE

Z Test

$$z = \frac{\frac{x}{n} - p}{\frac{p(1-p)}{n}}$$

$$z = \frac{\frac{65}{59} - 0,41}{\frac{0,41(1-0,41)}{59}}$$

$$= \frac{1,10169492 - 0,41}{\frac{0,41 \cdot 0,59}{59}}$$

$$= \frac{1,10169492 - 0,41}{\frac{0,2419}{59}}$$

$$= \frac{0,70169492}{0,0041}$$

$$= \frac{0,70169492}{0,06403124}$$

$$= 10,95$$

Calculation Z_{table} :

$$Z_{1-\frac{\alpha}{2}} = Z_{\text{table}}$$

$$\alpha = 0.05$$

$$Z = \frac{1}{2}(0.05)$$

$$Z = 0,025$$

$$Z = Z_{\text{table}}$$

$$0.025 = 1.96$$

$$Z_{\text{count}} = 10.95 > Z_{\text{table}} = 1.96$$



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web : http://www.sman4psp.sch.id

Kode Pos : 22715

SURAT KETERANGAN

Nomor: 421.4/874/SMAN.4/PL/2016

Yang bertanda tangan di bawah ini :

Nama : **JAHRONA SINAGA, S.Pd.**
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Jabatan : Kepala Sekolah
Unit Kerja : SMA Negeri 4 Padangsidempuan

menerangkan bahwa :

Nama : **ENNI NASUTION**
NPM : 123400047
Fakultas/Jurusan : Pendidikan Tarbiyah dan Ilmu Keguruan/TBI
Alamat : Sabungan Jae Kecamatan Padangsidempuan Hutaimbaru
Kota Padangsidempuan

benar telah melaksanakan penelitian di SMA Negeri 4 Padangsidempuan pada tanggal 14 Oktober 2016 s.d 14 Nopember 2016, dengan judul skripsi :

“THE STUDENTS’ ABILITY IN USING CONDITIONAL SENTENCES AT GRADE XI STUDENTS SMA NEGERI 4 PADANGSIDIMPUAN”

Demikian surat keterangan ini diberikan kepada yang bersangkutan, untuk dapat dipergunakan sebagaimana mestinya.



Padangsidempuan, 14 Nopember 2016

Kepala SMA Negeri 4 Padangsidempuan

JAHRONA SINAGA, S.Pd.

NIP. 19651228 199512 2 001



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Hal : Izin Penelitian
Penyelesaian Skripsi.

12 Oktober 2016

Yth. Kepala SMA Negeri 4 Padangsidimpuan
Kota Padangsidimpuan

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

Nama : Enni Nasution
NIM : 123400047
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI
Alamat : Sabungan Jae Kecamatan Padangsidimpuan Hutaimbaru

adalah benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Students' Ability in Using Conditional Sentences at Grade XI Students SMA Negeri 4 Padangsidimpuan". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan. atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bid. Akademik



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Padangsidempuan, 09 Juli 2015

: Biasa

:

: **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:

Bapak/Ibu:

1. Eka Sustris Harida, M.Pd (Pembimbing I)
2. Yusni Sinaga, S.Pd., M.Hum (Pembimbing II)

di-

Padangsidempuan

Assalamu 'Alaikum Wr. Wb

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi, dan melakukan penyempurnaan judul bila mana perlu untuk mahasiswa di bawah ini dengan data sebagai berikut:

Nama : ENNI NASUTION
Nim : 12 340 0047
Jurusan : Tadris Bahasa Inggris
Judul Skripsi : **The Students' Ability In Using Conditional Sentences of Grade XI SMA Negeri 4 Padangsidempuan**

Seiring dengan hal tersebut, kami akan mengharapkan kesediaan Bapak/Ibu menjadi pembimbing I dan Pembimbing II penelitian penulisan skripsi yang dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terimakasih.

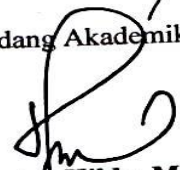
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BERSEDIA/TIDAK BERSEDIA
PEMBIMBING II

