

## The Twelfth Grade Students' Error Analysis in Using Conditional Sentence Type I, II, III

Novarita

[novaritazkia@yahoo.com](mailto:novaritazkia@yahoo.com)

Baturaja University, South Sumatera, Indonesia

### Abstract

There were two problems of this study; first, what kinds of error, second, what were the factors of students' errors in using conditional sentence type I, II, III. The objectives of this study were: 1) to find out kinds of errors, 2) to find out the factors of students' error in using conditional sentence type I, II, III. The method used in this study was descriptive. The population was the twelfth grade students of SMK Negeri 4 OKU. The sample of this study was chosen through a random sampling. The total number of sample was 60 students. In collecting the data, the writer asked the sample students to translate 22 items of conditional sentence type I, II, III from Indonesian to English. The data were classified the table of errors in order to find out kinds of error. So, the result of this research showed that there were one thousand (1000) errors. The kinds of errors grouped into eleven (11) major categories namely: addition verb (ing), addition "be" (was), addition "be" (is), addition "punctuation" (comma), omission "will", substitution (do became did), substitution (would became will), substitution "be" (were became was), substitution (should became will), substitution "verb", disordering "subject (i).

*Keywords: Error , Using , Conditional Sentence , type 1,2,3.*

### Introduction

Grammar is the system of language. In linguistic, grammar is the set of structural rules governing the composition of clauses, phrases, and words in any given natural language. The term refers also to the study of such rules, and this field includes morphology, syntax, and phonology, often complemented by phonetics, semantics, and pragmatics. People sometimes describe grammar as the rules of a language, but in fact no language

has rules. If we use the word rules, we suggest that somebody created the rules

first and then spoke the language, like a new game. But language did not start like that.

When students learn English, they would learn language skills and language components. Grammar is one of language components that must be learnt and understood by the students because it is a very basic knowledge for them in understanding English. Grammar covers

all of the language skills. It means that when students want to learn listening for example, they should have a basic rule of that language. So, they can understand the listening material that given easily. And also the other skills such as speaking, reading, and writing.

Errors and mistakes are two ideas about something. According to Brown (2000: 217), states that it is very crucial to make a distinction between mistakes and errors, technically two very different phenomena. A mistake refers to a performance errors that is either a random guess or a “slip”, in that it is failure to utilize a known system correctly. While an error refers to a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner. Learner of language has different competences of level in learning English and automatically that has involved different cause of error. For example if learners ask: “Does John can sing?” they are probably reflecting a competence level in which all verbs require a pre-posed *do* auxiliary for question formation; so, he/ she has committed an error.

Based on the theories above, it can be concluded that when a learner makes errors, he/ she will not be able to correct them correctly and he will probably make the same errors at other time. Errors can be

corrected only when the learner is helped or guided by the target language. While mistake is wrongness as a result as correctness which is caused by memory lapses, physical status (such as tiredness) and psychological condition (such as strong emotion). When a learner made mistakes, he/ she is usually able to correct it by himself because he actually knows the rules which is used.

### **Research Question**

Problem of this study was concerned with An Error Analysis of the Use of Conditional Sentence Type I, II, III at Twelfth Grade of SMK N 04 OKU.

### **Literature Review**

#### **Concept of Error Analysis**

According to Brown (2000:218), state that error analysis is the fact that learners do make errors, and that these errors can be observed, analysed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors. According to Carl James (1998:288), state that errors analysis is the study of kind and quantity of error that occurs, particularly in the fields of applied mathematics particularly numerical analysis, applied linguistics and statistics.

**Kinds of Errors**

According to Brown (2000:222), state that a number of different categories for description of errors have been identified in research on learner language and the most generalized breakdown can be made by identifying:

1. Errors of addition

I will buy a car if I have much money (*I am will buy a car if I have much money*) addition ‘to be’ *am*.

2. Errors of omission

If I am sleepy, I will sleep (*If I am sleepy I will sleep*) omission *comma*.

3. Errors of substitution

If I were you, I would accept Udin as my lover (*If I was you, I would accept*

*Udin as my lover* ) substitution the word ‘ WERE ‘ to be ‘ WAS ‘.

In fact: I am not you so I do not accept Udin as my lover.

4. Errors of ordering

If I am sleepy, I will sleep (*if i sleepy, i am will sleep*).

**The Concept of Conditional Sentence**

According to Thomson and Martinet (1986:197), state that conditional sentence have two part: the **if** - clause and the main clause. In the sentence *If it rains I shall stay at home* ‘ If it rains ‘ is the **if**- clause, and *I shall stay at home* ‘ is the main clause. There are three kinds of conditional sentence:

**Conditional sentence type 1** is used to express a condition that may occur or not occur if the main requirement is fulfilled.

**Table 1.**

**Formula of Conditional Type I**

Simple future	IF	Simple Present
S + Will + Verb One		S + Verb One + s/es + o

**Conditional Sentence Type II** is used to express a condition that contrary to the actual condition at the current time (impossible)

**Table 2.**

**Formula of Conditional Type II**

Past Future	IF	Simple Past
Would / Could / Might + Verb One		S + Verb Two

**Conditional Sentence Type III** is used to express a condition that contrary with past actual conditions.

**Table 3.**  
**Formula of Conditional Type III**

Past Future Perfect	IF	Simple Past Perfect
Would / Could / Might Have + V.3		Had + Verb Three

### **Possible Errors in Using Conditional Sentence Type I, II, III**

After finding the object to be investigate, the researcher begin to prepare or make a good planning in order to know what the possible that mainly done students in using conditional sentence type I, II, III.

According to Thomson and Martinet (2006:198), state that the errors that the students make in using conditional sentence type I, II, III are:

1. They do not know about using verb that must be used in conditional type I, II, III.
2. On the conditional sentence type2, it never using WAS, but using WERE for all objects, both plural and singular.

Example:

- a. If I were You, I would accept Udin as my lover.
- b. If it were not rain, you should come here.

3. If the IF CLAUSE at the front, comma (,) is given, but if the IF CLAUSE in the middle, without any prior commas.

Example :

- a. Ita will go to the party tomorrow if she has time.
- b. If Sherly come, her mother will cook her favourite food.

### **Factors that Influence Students Errors in Using Conditional Sentence Type I, II, III**

According to Hutabarat (2002:7), stated that there are some factors of teaching that influence students learning achievement. They are students' intelligence, learning factors, attitude, learning activities, emotion and social, environment and teacher.

- a. Students Intelligence

Intelligence is students' ability to do thinking activities which are complicated and abstract. The level of students' intelligence are different from each other.

Some students have high intelligence, others have low intelligence. Students with high intelligence can manage abstract, complicated, and difficult task easier and faster than those who have low intelligence. Intelligence comes from birth and education cannot make it higher but it can develop it. However, high intelligence is not guarantee for learning success because learning success is not determined by intelligence only, but also by other factors.

#### b. Learning Factors

Learning factor is all learning aspect that happen in learning, such as students cannot concentrate to the lesson, students cannot master the material, students do not do their task/ activities from the teacher, students cannot read all learning material, and students do not have effective and efficient learning ways.

#### c. Attitude

Attitude is determined by individual's beliefs about outcomes or attributes of performing the behaviour. A person who holds strong beliefs that positively valued outcomes will result from performing the behaviour will have a positive attitude toward the behaviour. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behaviour will have a negative attitude. Attitude determined whether

students can learn well or not, for a long time or short time, like or dislike the lesson.

#### d. Emotion and Social

Emotion factors such like or dislike to the lesson or the teacher and social factors such as sense competition, collaboration, students-teacher and students-students relationship can become the factors that encourage students learning achievement.

#### e. Environment

Environment influence students learning in term of situation and condition of class or place where the learning is in progress. Noisy, bad smell, mosquito, etc. can make students feel uncomfortably in learning.

#### f. Teacher

Teacher factors such as teacher's personality, teacher's professionalism, and teacher's attention to the students are the most factors that influence students learning achievement. Teacher who does not have ability to teach well and a good mastery of teaching material can become a nightmare for the students' learning success. However, the teacher who is professional, have a good personality can motivate students more in learning.

To design the questionnaires, the writer would use those theories in order to answer the questions about what are the

factors of students' errors in using conditional sentence type I, II, III.

### **Research Methodology, Population, and Sample**

This study was being conducted through a descriptive method. This method seems appropriate to describe and identify the present facts of the students' Error of the Use of Conditional Sentence Type I, II, III. The writer took the twelfth grade students of SMK N 04 OKU as population. Then, she used random sampling to take as the sample of the study.

### **Findings**

#### **An Error Analysis of the Use of Conditional Sentence Type I, II, III at Twelfth Grade of SMK N 04 OKU**

From the result of the test, the writer distributed students answer into following table:

**Table 4.**  
**Categories of Students' Errors in percentage**

<b>NO</b>	<b>Kind of Errors</b>	<b>Number of Errors</b>	<b>Percentage</b>
1	Addition Verb ( ing )	68	6.8 %
2	Addition "Be" ( was)	23	2.3 %
3	Addition " Be " ( is )	60	6 %
4	Addition " functuation" ( comma )	23	2.3 %
5	Omission " will "	87	8.7 %
6	Subtitution ( do became did )	32	3.2 %
7	Subtitution ( would became will)	264	26.4 %
8	Subtitution Be ( were became was)	156	15.6 %
9	Subtitution ( should became will)	47	4.7 %
10	Subtitution " verb "	180	18 %
11	Misordering "subject ( i )	60	6 %
	<b>Total of errors</b>	<b>1000</b>	<b>100 %</b>

**Table 5**  
**Total Percentage of Errors between Conditional Sentence type I, II, III**

No.	Conditional Sentence	Total of Errors	Percentage of Errors
1.	Type I	178 errors	17,8 %
2.	Type II	407 errors	40,7 %
3.	Type III	415 errors	41,5 %
<b>1000 errors</b>			<b>100 %</b>

From table 18 the Researcher conclude that Conditional Sentence type I with total errors were 178 errors, Conditional Sentence type II were 407 errors and Conditional Sentence type III were 415 errors, so the highest errors between Conditional Sentence type I,II,III were Conditional Sentence type III with 415 total errors.

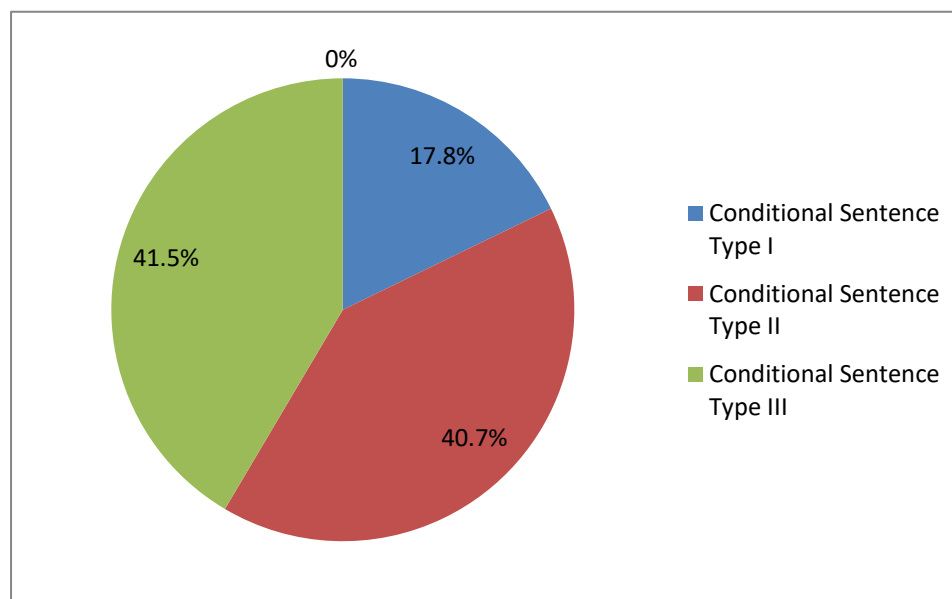
### **The Result of Questionnaire**

Based on the result, the writer found that there were some items of questionnaire that contributed the best score. They were item number 7, 4, and 18. From number 7, there were 45 students (75%) states that teacher gave opportunity to students in conveying opinion about conditional sentence type I, II, III. From item number 4, there were 40 students (66.66%) states that students asked to the

teacher when the lesson was learned by teacher did not yet understand. From number 18, there were 38 students (63.33%) states that teacher gave homework after the class.

Moreover, the researcher found that there were some items of questionnaire that contributed the least score. They were item number 6, 8, and 17. From item number 6 there were 11 students (18.33%) states that students were easy in understanding language that used by the teacher in explaining conditional type I, II, III. From item number 8 there were 13 students (21.66%) states that teacher used interest media in explaining conditional sentence type I, II, III. From item number 17 there were 9 students (15%) states that teacher gave the example of exercises conditional sentence type I, II, III in teaching learning process

**Chart I**  
**Percentage of Students' Error in Conditional Sentence type I, II, III.**



From the chart above, the writer found that the highest errors between conditional sentence type I,II,III were Conditional sentence type III with 415 total errors (41.5%).

### Conclusion

Based on the data analysis, it can be seen that the twelfth grade students of SMKN 4 OKU still made error in using conditional sentence type I, II, III. The result of test was stated that the percentage of addition verb (ing) 6.8%, addition be (was) 2.3%, addition be (is) 6%, addition punctuation (comma) 2,3%,omission will (8.7%), substitution (do became did) 3.2%, substitution (would became will ) 26.4%,

substitution be(were became was) 15.6%, substitution (should became will) 4.7%, substitution verb 18%, disordering subject (i) 6%. The kinds of error which has the highest percentage was errors substitution (would became will) 26.4%.

There were some factors that influence twelfth grade students' errors in using conditional sentence type I, II, III at SMK Negeri 4 OKU. They were, students were not easy in understanding language that used by the teacher in explaining conditional sentence type I, II, III (18.33%) after that teacher did not use interest media in explaining conditional sentence type I, II, III (21.66%) and the last one is, teacher did not give the example of exercises conditional sentence



type I, II, III in teaching learning process (15%).

Training and Education Faculty of Baturaja University.

## References

- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Brown, Douglas H. (2001). *Principles of Language Learning and Teaching 4<sup>th</sup> Edition*. Addison Wesley: Longman.
- Brown, Douglas H. (2000). *Teaching by Principles An Interactive Approach to Language Pedagogy 2<sup>nd</sup> Editions*. USA: Prentice Hall Regents.
- James, C. (1998). *Errors in Language Learning and Use*. Addison Wesley: Longman.
- Flowers, J. (2006), *Factors that Influence Learning*. Retrieved from <http://tlc.uoregon.edu>. Accessed on Juli 11<sup>th</sup>, 2014.
- Mashuri, E. (2009). *Language Teaching Theory*. Baturaja: Teacher
- Ridwan & Sunarto. (2010). *Pengantar Statistika untuk Penelitian Pendidikan, Sosial, Ekonomi, Komunikasi dan Bisnis*. Bandung: Alfabeta.
- Sudijono, A. (2006). *Pengantar Statistik Pendidikan*. Jakarta: PT Raja Grafindo Persada.
- Sudijono, A. (2012). *Pengantar Statistik Pendidikan*. Jakarta: PT Raja Grafindo Persada.
- Sugiyono. (2010). *Metode Penelitian Kuantitative Kualitative dan R&D*. Bandung: Alfabeta.
- Thomson, A.,J., & Martinet, A.,V . (2006). *Fourth Edition A Practical English Grammar*. Hong Kong: Oxford University Press.