A STUDY ON THE ERRORS MADE BY THE FIFTH SEMESTER STUDENTS OF THE ENGLISH DEPARTMENT OF UNIVERSITAS RIAU IN USING CONDITIONAL SENTENCES

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Abstract: *This study aims to find out the type of conditional sentences the fifth-semester students of the English Department of Universitas Riau make errors. The population was the fifth-semester students of The English Department at Teachers Training and Education Universitas Riau, they consisted of three classes: class A, class B, and class C. From 114 students of the population, the participant was taken as the sample of this research consists of 30 students. Purposive sampling was used to choose the sample. The instrument used written test in which students must use the word in the bracket into the correct type of Conditional Sentences. In analyzing the data, it had been done by calculating the scores of students individually and looking for the mean scores. Based on the result, it was found that the errors made by the fifth semester students of the English department of Universitas Riau in using conditional sentences is in using conditional sentences type 1, the students made 115 errors (22.8%). In type 2 students made 136 errors (27%). In type 3 students made 253 errors (50.2%). The students made 504 errors in conditional sentences type 1, 2 and 3. Conditional sentences type 3 becomes the highest error that students made. The second highest errors made by students were in using conditional sentences type 2, while the lowest errors made by students were in using conditional sentences type 1. Based on this result, it is suggested for the students should pay more attention in learning and teaching process. The students should have more practice in grammar and remember the grammatical pattern and rules. As for the lecturers, it is better to explain as clear as possible all of the types of conditional sentences generally and conditional sentences type 3 specifically, not only the meaning and formula but also the usage.*

Key Words: *Conditional Sentences, Error, Students*

SEBUAH STUDI TENTANG KESALAHAN MAHASISWA SEMESTER LIMA JURUSAN PENDIDIKAN BAHASA INGGRIS UNIVERSITAS RIAU DALAM MENGGUNAKAN CONDITIONAL SENTENCES

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Abstrak: Penelitian ini bertujuan untuk mengetahui jenis kesalahan mahasiswa semester lima pendidikan bahasa inggris Universitas Riau dalam menggunakan conditional sentences. Populasi dalam penelitian ini adalah mahasiswa semester lima Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan di Universitas Riau yang terdiri-dari tiga kelas yaitu: kelas A, kelas B, dan kelas C. Dari populasi 114 mahasiswa, diambil sampelnya yang terdiri-dari 30 siswa. Purposive sampling digunakan untuk menentukan sampel. Instrumen yang digunakan adalah tes tertulis dimana siswa harus mengisi jawaban berdasarkan kata di dalam kurung kemudian dirubah menjadi jenis Conditional Sentence yang benar. Analisa data dilakukan dengan cara menghitung nilai siswa secara individual dan mencari nilai rata-ratanya. Berdasarkan hasil penelitian ditemukan bahwa kesalahan yang dilakukan oleh mahasiswa semester lima jurusan Pendidikan Bahasa Inggris Universitas Riau dalam menggunakan Conditional Sentences adalah pada penggunaan Conditional Sentences tipe 1, mahasiswa melakukan 115 kesalahan (22,8%). Pada tipe 2 siswa melakukan 136 kesalahan (27%). Pada tipe 3 siswa melakukan 253 kesalahan (50,2%). Siswa melakukan 504 kesalahan dalam Conditional Sentences tipe 1, 2 dan 3. Conditional Sentences tipe 3 menjadi kesalahan tertinggi yang dibuat siswa. Kesalahan tertinggi kedua yang dilakukan siswa yaitu: Conditional Sentences tipe 2, sedangkan kesalahan terendah yang dilakukan siswa yaitu: Conditional Sentences tipe 1. Berdasarkan hasil ini, disarankan agar siswa lebih fokus dalam proses belajar mengajar. Para siswa harus melakukan banyak latihan dalam tata bahasa dan mengingat pola dan aturan tata bahasa. Sedangkan untuk dosen sebaiknya menjelaskan sejelas-jelasnya semua jenis conditional sentence secara umum dan conditional sentence tipe 3 secara khusus, tidak hanya arti dan rumusnya saja tetapi juga penggunaannya.

Kata Kunci: Conditional Sentences, Kesalahan, Siswa

INTRODUCTION

Inevitably, always there are errors in learning process. It is common thing in the learning process. The study of learner's errors and analysis calls by error analysis. According to Ellis (2008) error analysis provides a methodology for investigating learner language. For this reason error analysis constitutes an appropriate starting point for the study of learner language and second language acquisition. From that statement we can get the point that researchers and teachers know student's error by using the procedure of error analysis.

The learners are fundamentally a process that involves making of mistake or error. Errors of the students have to analyzed and corrected because it is very important. Error analysis is the way to know the students error by identifying, analyzing, and classifying the error into kinds of error. Study to observe, analyze, and classify error is called by error analysis. The teacher should guide the students to avoid error. According to Brown (2007) the fact that some students make errors in their learning process and those errors can be observed, analyzed, and classified to reveal something of the system operating within the learners, led to a surge of study of learner's error

There are several topics in learning grammar; one of them is about conditional sentences. Conditional sentence is a big obstacle to be understood by students of as a second or foreign language (ESL/EFL) (Robert, 2003). There are three types of conditional sentences. They are conditional sentences type I, II, and III. This topic challenges students to understand more and even master about the tense involved in conditional sentences writing and know each level of sentence type has different difficulties. Among the most difficult grammatical structures for ESL students, conditional sentences stand fifth articles, prepositions, phrasal verbs, and verbal (Celce-Murcia & Larsen-Freeman, 2002). Wishon and Burks (2003) says that conditional sentences is used to express something expected or unexpected which may or may not be occurred. Conditional sentences have two parts, they are if clause and main clause. There are three kind of conditional sentences. Every kind of conditional sentences have different form or pattern.

There are many students saying that learning conditional sentences in grammar is very difficult and makes them confused, even among of them are not interested in this lesson. However, the common problems faced by students are about forms, formations, tense and meaning. Nur (2017) argues that like other students from non-English background, Indonesian students who learn English encounter the same problems in learning conditional sentences. They may understand the syntactic changes of each type, but they may have difficulties in understanding the semantics of all types. Meanwhile, if students learn about conditional sentences, they not only learn basic tenses, but also find some tenses that are not commonly used in everyday conversation.

According to Lamde and Astuti (2013) students are difficult to apply the rule of conditional sentences in constructing the sentences because the students are confused to apply the tenses in main clause and if clause because they are different tenses. Type 1 may be easier to understand since it has the same meaning in Indonesian, but both type 2 and type 3 may cause problems since according to

the students these types do not exist in Indonesian language. Those errors might because there are a different form of grammar between English and Indonesia and students still do not understand about material in conditional sentence type 1, 2 and 3. Some students still confused with the form of conditional sentence type 1, 2 and 3. They are still used V2 in conditional sentence type 1, there are some incomplete sentence, and still wrong used verbs after modal. It can be seen at their task in conditional sentence type 1 they still did many errors in their tasks in conditional sentence type 1.

On the other hand, there is no simple answer to the question of how conditional structures should be taught. Many researchers have been done on conditionals and certain proposals have been made, but for the practical needs of teachers and students in the classroom no easily-explained or easily-learned solution has been forth coming. Nur (2017) also adds that Language teachers should be aware of the existence of learners' strategies. Therefore, in order to prevent students from relying too much on language forms, it would be an advantage to provide more contexts which force the students to use meaning strategy rather than copying or form strategy.

In learning a language, we have to understand not only what is contained in learning but also our ability to construct a sentence in a complex and understandable when the sentence is read. Additionally, students also need to master the conditional sentences because it is not only useful for their understanding of English language classes in school, but also it is useful for increasing their knowledge and skills in mastering English grammar. Based on the writer's experience, the writer chooses conditional sentences because this topic has three types which are difficult to learn. Those three types have different pattern and different meaning. The meaning or the fact of the conditional sentences can be true in the present or future, untrue in the present or future and also untrue in the past. Each pattern should correspond with the fact and it can make them difficult to be differentiated and composed. It can also be easily forgotten by the language learners.

Furthermore, by conducting some informal interviews on the conditional sentences, the writer also found that some of the fifth-semester students of the English Study Program of Universitas Riau are still confused to differentiate the types of conditional sentences and they still produce errors in the use of conditional sentences. Moreover, some of them forget what conditional sentences are and how to produce them. Beside those reasons, the writer also empirically finds that it is very difficult to make the students really understand the use of conditional sentences. When the students learn each type separately, they can understand better, but they still have difficulties and make mistakes when those three types in conditional sentences are combined.

Based on the writer's experience, while studying at the English study program, Universitas Riau, the writer was interested in Conditional Sentences subject. Conditional sentence is taught at 1st till the 3rd semester with content subject Structure 1, Structure 2 and Structure 3. As a student of the English Study Program of Universitas Riau, the writer has curiousness about the ability of the fifth-semester students of English Department of Universitas Riau in using

conditional sentences who had passed the content subject Structure 1, 2, and 3. The type of research is descriptive qualitative method and the reseacrher will gather the data from students' daily tests in using conditional sentences then analyzed and will classify the grammatical based on the form of conditional sentence types I, II, and III.

Therefore, the writer decided to make the study on Conditional sentences to see how far university learners have mastered them especially the fifth-semester students of the English Study Program of Universitas Riau. Besides, she tried to discover the kinds of errors along with the predicted causes and to give some suggestions on how to overcome them.

RESEARCH METHODOLOGY

This research uses a descriptive qualitative method that is used to analyze and describe the students' errors. Therefore, in this research, the writer will gather the data from students' daily tests in using conditional sentences then analyzed and will classify the grammatical based on the form of conditional sentence types I, II, and III.

According to Gay (2009), the population is the group of interest to the writer of the group which he/she would like to result in the study to be generalized. The population of this study is the fifth-semester students of The English Department at Teachers Training and Education Universitas Riau. There are 3 classes of fifth-semester students. The total of the population is 118 students. Gay (1996) defines sampling as the process of selecting several individuals for a study in such a way that individuals represent a large group from which they were selected. The writer uses purposive sampling in selecting the participant.

The population for this paper is the fifth-semester students of class IV.A, IV.B, IV.C of English Department of Universitas Riau. The population is 114 students and it means the population is more than 100. According to Gay (1990), if the population is less than 100, the participant used is 50% and if the numbers of population are more than 100, the participant used is minimally 15%. So, the total of participants that writer use of this research is taken 35%, 30 students.

In collecting the data, the writer used an instrument. To get the data, the writer will get in touch directly with the students of English Department Universitas Riau. The writer will use documentation of students' task then analyzes from their sentences in using conditional sentence type I, II, and III. This qualitative research method is use to describe and interpret the result of qualitative data. To get a qualitative result, the following techniques are use.
1. Collecting the data from the students' work.
2. Identifying and classifying the data of students' errors by numbering the items based on Conditional Sentence Type I, II, and III.
3. Calculating the percentage of each type of students' errors by using the following formula as proposed by Sudjono (2004):

$$P = \frac{F}{N} \times 100$$

Where:
P = Percentage;
F = Frequency of error's occurrence;
N = Number of total errors.

4. The writer classified the frequency of errors. It is classified based on the criteria proposed by DEPDIKBUD (1994) as follows:

Table III.3 The Percentage of Errors Frequency

No.	Percentage	Classification
1.	66-100%	High Error
2.	36-65%	Moderate Error
3.	0-35%	Low Error

RESEARCH FINDINGS AND DISCUSSION

Research Findings

Table IV.1 Students' Error in Using Conditional Sentence Types 1, 2 and 3

No	Types of Error	Total Errors	Percentage
1	Conditional Sentence Type 1	115	22.8%
2	Conditional Sentence Type 2	136	27%
3	Conditional Sentence Type 3	253	50.2%
Total		**504**	**100%**

The researcher counted a task to get the total of students' error in this research. From the table above, it found that students make error in using conditional sentences type 1, 2 and 3 were conditional sentences type 1 was 115 errors, conditional sentences type 2 was 136 errors, and conditional sentences type 3 was 253 errors. The total number of errors was made by the students in using conditional sentences type 1, 2 and 3 was 504 errors. Conditional Sentence Type 3 was become the highest error that students made and Conditional Sentence Type 1 was become the lowest error that students made.

Discussions

1. Identifying Erorrs.
a. Students' Error in Using Conditional Sentences Type 1

Table IV.2
The Total Error Types 1

No	Type of Error	Total Error	Percentage
1	Conditional Sentence Type 1	115	22.8%

Based on table above, it can be seen that total of number errors that students made in using conditional sentences type 1 was 115 errors. It can be concluded that the conditional sentence type 1 error that students made

was 22.8%. The fact of conditional sentences type 1 was the fact or the possibility. In fact, some of them still make the errors.

b. Students' Error in Using Conditional Sentences Type 2

Table IV.3
The Total Error Types 2

No	Type of Error	Total Error	Percentage
1	Conditional Sentence Type 2	136	27%

Based on table above, it can be seen that total of number errors that students made in using conditional sentences type 2 was 136 errors. It can be concluded that the conditional sentence type 2 error that students made was 27%. The fact of conditional sentences type 2 was untrue in the present or future, so the use of the tense and the adverb of time should be carefully. In fact, some of them still make the errors.
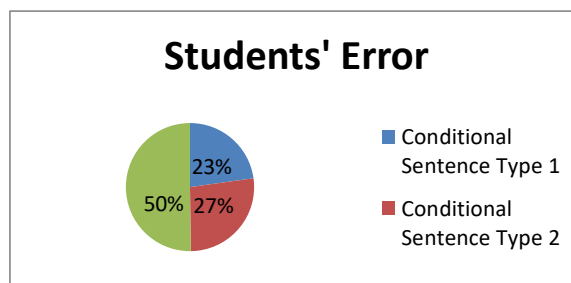
c. Students' Error in Using Conditional Sentences Type 3

Table IV.4
The Total Error Types 3

No	Type of Error	Total Error	Percentage
1	Conditional Sentence Type 3	253	50.2%

Based on table above, it can be seen that total of number errors that students made in using conditional sentences type 3 was 253 errors. It can be concluded that the conditional sentence type 3error that students made was 50.2%. The fact of conditional sentences type 3 was untrue in the present or future, so the tense and the adverb of time should be paid more attention.

d. Students' Error in Using Conditional Sentences Type 1, 2 and 3

The percentages of the recapitulation of students' error were converted into a chart. The chart covers the highest until the lowest rank as follows:

Chart IV.1 Percentage of Students' Error

Based on table and chart above it can be concluded the total of number errors in all type of conditional sentences 1,2, and 3 that students made was 504 errors. After the researcher calculated all of the errors in

three types of conditional sentences, the researcher found that the highest errors is made by the students was conditional sentence type 3 with 253 errors or 50%. The second was conditional sentence type 2 with 136 errors or 27%. And the lowest error was made by the students was conditional sentence type 1 with 115 errors or 23%.

From the data about students' error in using conditional sentences, the researcher could know that students still have not mastered in understanding structure of conditional sentences. It can be seen from students' wrong of the morpheme or structure of conditional sentence.

2. **Describing Erros**

The writer classified the errors based on the Surface Taxonomy Categories to know whether these errors involve in omission, addition, misformation, and misorder.

a. **Omission**

Omission occurs when the learner omitted necessary item of word. Some students also committed errors by omitting an item that must appear within a morpheme. *For example:* If you are not hurry, we **will** late for class. (Committed by students 15)
Suggested correction: If you are not hurry, we **will be** late for class.

b. **Addition**

Addition occurs when the learner added unnecessary item of word. The writer found that the students committed errors by adding unnecessary item within a morpheme or adding unnecessary item in their sentences and also double marking errors in students' answer sheet. *For example:* If I **knewn** how to drive, I would buy a car. (Committed by students 17)
Suggested correction: If I **knew** how to drive, I would buy a car.

c. **Misformation**

Misformation occurred when the students use the wrong form of morpheme or structure. This type of errors is the dominant type of errors which found in this research. *For example:* The room would be much brighter if you **had painted** the walls white. (Committed by students 23)
Suggested correction: The room would be much brighter if you **painted** the walls white.

d. **Misorder**

Misorder occurred when the students put an utterance in wrong order. This type of error is rarely found in this research. In this research, there are only two students who committed this error. *For Example:* If she had listened to my directions, she **would not have turned** down the wrong street. (Committed by students 1)
Suggested correction: If she had listened to my directions, she **would have not turned** down the wrong street.

3. Explanation of Errors
a. Overgeneralization

Overgeneralization occurs because of the result of blending structures learns early in the learning sequence. *For example:* I could get a job easily if I **haved** a degree. (Committed by students 21) *The suggested corrections are:* I could get a job easily if I **had** a degree.

b. Incomplete application of rules

Incomplete application of rules occurs because the inability of the students to apply the rules of language completely. *For example:* You would have got a seat if you **had arived** ten minutes earlier. (Committed by students 7)

The example above show that some students committed errors by omitting necessary element within the word because they did not apply the rule completely. In the sentence, the student did not add "r" in the word.

c. False concept hypothesis

False concept of hypothesis occurs when the students does not fully understand a distinction in the target language. *For example:* He **would made** fewer mistakes if he knew more grammar. (Committed by students 5)

From the example above, it can be explained that student committed addition errors because they do not fully understand the rule in the target language. In sentence above, it can be explained that student committed misformation errors because they used the wrong form of structure; it means they do not fully understand the rule in the target language. The student failed to decide which rule he/she wanted to use in making conditional sentence type II, so he/she used both form by using past participle made and got.

Suggested correction: He **would make** fewer mistakes if he knew more grammar.

4. Evaluation of Errors

The final stage in erorr made by the Fifth Semester Students of the English Department of Universitas Riau in using Conditional Sentences is to evaluate the errors. In so doing, Burt and Kiparsky suggests that errors can be evaluated as global errors that affect overall sentence organization, or local errors that affect single elements in a sentence (i.e. morphology or grammatical functions).

From the descriptions above we can conclude that the errors made by the students belong to local errors that affect single elements in a sentence, for example: I could get a job easily if I **would had** a degree. The error committed in the sentence does not affect overall organization, but only a single element in a sentence.

CONCLUSION AND RECOMMENDATIONS

Conclusions

Based on the research finding, it can be concluded that in using conditional sentences type 1, the students made 115 errors (22.8%). In type 2 students made 136 errors (27%). In type 3 students made 253 errors (50.2%). In conclusion, the students made 504 errors in conditional sentences type 1, 2 and 3. Conditional sentences type 3 becomes the highest error that students made. The second highest errors made by students were in using conditional sentences type 2, while the lowest errors made by students were in using conditional sentences type 1.

Recommendations

By knowing the students' highest errors in conditional sentences type 3, lecturer should explain as clear as possible all of the types of conditional sentences generally and conditional sentences type 3 specifically, not only the meaning and formula but also the usage. The students should pay more attention in learning and teaching process. The students should have more practice in grammar, especially in using conditional sentence type 3, and remember the grammatical pattern and rules, so the students can improve their English ability in using conditional sentence type 3 and reduce the error in using conditional sentence type 3.

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