

An Analysis on Students' Errors in Using Conditional Sentences Type II on Third Grade of SMA N 8 Jambi

Septa Riani, Yanti Ismiyanti

ABSTRACT

The purpose of this study was to analyze and to classify the types of errors, to find the frequency of errors in each type in class 3 IPS SMAN 8 Jambi City. The method used in this research is qualitative method. qualitative design applied in research in the form of case studies. This research was also carried out using error analysis procedures ranging from data collection, error identification, error translation and problem explanation. in this study, the data can be through observations and test. The results showed that students made four types of errors namely omission, addition to misformation and misoder of the four errors, the most errors lie in misformation. there are as many as 50,94%. further note that 24,52% occurs in addition and 24,52% occurs in omission. while misoder is 0%

Keyword: *Error Analysis, Conditional Sentences Type II*

INTRODUCTION

Grammar is central to the teaching and learning of language. It is also one of the more difficult aspects of language to teach well. It shows that learning grammar is likely to be one of difficulties in learning English for the students. (Tahar, 2017:2) Naturally, they will be confused on the rules and then will avoid grammar itself. A lot of students have low scores in English. It is caused by the failure in grammar mastery. Then the structure mastery is one key to succeed in learning English, because structure is a basic of other skills. If the students can master the structure well, they are expected to be able to master the other language skills. English in grammar consists of conditional sentence or clause consist of an if – clause, named sub clause and this result found in the main clause.

Corder (1974:125) stated that “The study of errors is part of the investigation of the process of language learning. In this respect it resembles methodologically the study of the acquisition of the mother tongue. It provides us with a picture of the linguistic development of a learner and may give us indications as to the learning process.” The statements point out error is process of mother tongue language learning, including english learning. This tells us the language development of anyone who does not learn English from language and can give us an indication for the learning process.

One of the students tend to make errors in the english learning process is in

using tenses. Tenses has to be explicated in relation to the time of utterance, which makes it a deitic feature of language (Griffiths, 2006:96). It means that tense may be a set of rules that decide however the words square measure organized into data of a significant unit. With an good grammatical understanding, the author will create a content of the writing is simply understood and also the message, plan or data are delivered properly and additional significant. while not sensible or correct structure, there'll be misunderstanding as a result.

Futhermore, grammar can not be seperated from materials of english subject. One of them is conditional sentences. Conditional sentences consist of three types. Namely probable or real condition, improbable or unreal condition and improbable or unreal conditional in the past. Conditional sentence type one may be easier to understand for the students, but conditional sentences type two more difficult. From this situation, in the conditional sentences type two, the students may do some errors and mistakes. Therefore, in this research takes an important role to identify what kinds of errors that the students do the most in using type two of conditional sentences.

Before conducting this research, the reseacher interviewed an English teacher of SMAN 8 jambi. She stated that there are many students are found still have difficulties to construct the sentences grammatically by using conditional sentences, but just type 2. In

this case, students still use verb 1 to write past tense when student make conditional sentences type 2. Another case, also students are still confused in using to be was and were. in nominal sentences in past tense, was used for she, he, it and I. while were used for they we you. but, in the sentence conditional sentences were used for all subjects

Based on problem above, the researcher wants to conduct the research about error analysis in conditional sentences type 2 on third grade at SMA N 8 Kota Jambi. The researcher is interested to identify errors and source of errors of students in conditional sentences type 2.

Error and Mistake

Brown (1980:166) conclude “error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner.”

It seems this concept is the same as the one proposed by Crystal (1987:112) conclude that “error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.”

Norrish (1983:8) says that “a mistake is an inconsistent deviation that is sometimes the learner ‘gets it right’ but sometimes wrong” Richards et.al (1985:95) state that mistake is made by a learner when writing or speaking which is cused of lack of attention, fatigue, carelessness, or other aspects of performance.

Three definitions above clarify that error analysis is an activity to identify, classify and interpreted or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences. Another thing, which should be noticed is the procedure of error analysis. On the other hand, error is different with mistake. It is necessary to differentiate between error and mistake. Learners make mistake when writing or speaking which is caused by lack of attention,

fatiguee, carelessness, or other aspects of performance. And error is deviation of norms of language which is systematic.

Error Analysis

Errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors, called error analysis (Brown, 1980:226) Brown's point of view implies that error analysis is useful for the teacher, error analysis will show teachers some problems confronting the students. error can be looked observeb, analyzed,classified.

According to Sharma (1980) "Error analysis can thus provide strong support for remedial teaching" error analysis carry out to find out how well someone knows the language and teacher can teach for remedial teaching. (candling, 2001) “Error analysis is process to monitor and analyze learners' language”

Richards et.al (1985:96) state that “error analysis is the study of errors made by the second and foreign language learners. Error analysis may be carried out in order to (a) find out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials. This definition stresses the functions of error analysis.”

In learners errors, the teacher will also know which part of the subject matter that most students make error and most students do not. Concerning the importance of errors, the researcher realizes that there should be a process to analyze the errors, which is called error analysis. According to james “Error Analysis is the process of determining the incidence, nature causes and consequences of unsuccessful language.” (James, 1998:1) Through the error analysis teacher or researcher expects to know more why students make some errors and the learners are expected not to do th same errors again in the future.

Based on the statements above, the researcher summarizes that error analysis is a

procedure that is done by the teacher because of the unacceptable forms produced by someone who learns a foreign language. It is not only to give a feedback for the learner itself but also for the teacher. The teacher will know how far the learners acquire the material that is given.

Steps in Error Analysis

Error analysis is one way of investigating those errors. It is a procedure commonly used by researcher and language teacher which involves collecting of a sample of learner language, identifying, describing, explaining, and evaluating of the errors (Corder in Ellis, 1997:48-57)

Concept of Conditional Sentences

Conditional sentences is describe situation that occur (or do not occur) because of certain conditions. They consists of two clauses, a dependent condition clause (also called the if clause) and an independent clause. There are 3 types of conditional sentences. (Bety, fourth edition:416)

Type I : Real Condition (True in the Present/Future)

Present real conditional sentences to talk about general truths, scientific facts or habits and repeated events. We use the simple present in both clauses. We can also use the present progressive in the if clause. (Maurer, 2006:410). Additional explanation from Bety Azar (fourth edition:416) conditional sentences type 1 is used to express the conditional sentences that are likely to still occur.

Table 1 Type I : Real Condition

Result Clause	IF Clause
Simple Future/Simple Present	Simple Present
S + Will + V1 + O/A/C S + V1 + O/A/C	If + S + V1 + O/A/C
For example: I will go to school	If it doesn't rain
If clause	Result clause

If + S + V1 + O/A/C	S + Will + V1 + O/A/C S + V1 + O/A/C
For example: if it doesn't rain	I will go to school

(Betty Schramfer Azar, Understanding and Using English Grammar, 4nd Ed)

In conditional sentences that express true, factual ideas in the present/future, the simple present (not the simple future) is used in the if-clause. Additional explanation from Bety Azar (fourth edition:417) concluded that the result clause has various possible verbs forms. A result clause verb can be:

- The simple present, to express a habitual activity or situation.
- Either the simple present or the simple future, to express an established, predictable fact or general truth.
- The simple future, to express a particular activity or situation in the future.
- Modals such as should, might, can, be going to.

For Example:

- If I don't eat breakfast, I always get hungry during class.
- Water freezes (will freeze) if the temperature goes below 320F/00C.
- If I am president, I will build this city better than ever.

Note: in future time situations, we use the simple present or the present progressive in the if clause and the future with will or be going to, may, might, can, or could in the result clause. And be careful, use the simple present in the if clause, even though the time referred to is future.

Type II: Unreal Condition Present (Untrue in the Present/Future)

Present unreal conditional to talk about unreal, untrue, imagined, or impossible conditions and their results. Use the simple past form of the verb in the if clause. If the verb is be, use were for all persons. Use could, might or would + the base form of the verb in the result clause (Maurer, 2006:431) from the explanation it can be concluded that unreal condition is something that is contrary to

current / impossible reality now. Additional explanation from Bety Azar (fourth edition:417) conditional sentences type 2 are used to express conditional sentences that are contrary to reality at this time.

Table 2 Type II: Unreal Condition Present

Result Clause	If Clause
Would + V1	Simple Past
S + would + V1 + O/A/C	IF + S + V2 + O/A/C
For Example: I would go to school	If it did not rain
If Clause	Result Clause
Simple Past	Would + V1
IF + S + V2 + O/A/C	S + would + V1 + O/A/C
For example: If it did not rain	I would go to school

(Betty Schramfer Azar, Understanding and Using English Grammar, 4nd Ed)

For example:

- a. If I had enough time now, I would write to my parents. (=In truth, I do not have enough time, so I will not write to them.)
- b. If I taught this class, I wouldn't give tests.(=In truth, I don't teach this class.)
- c. If I were you, I would accept their invitation. (=In truth, I am not you.)

Note:becareful, the simple past in the if clause is past in form only. It is not past in meaning. And also becareful don't use would in the if clause in present unreal conditional sentences. Don't forget, were used for all subjects both singular and plural. To informal use, but not commonly used grammatically, was used for subjects I, he, she, it.

The reseacher uses surface strategy taxonomy to identify errors. there are four types of error such as omission, addition, misformation and misordering. Another example using conditional sentence type 2 based on surface strategy taxonomy:

1. Omission

- a. Erroneous : If He here right now, I wouldn't give test.

Correct : If He were here right now, I wouldn't give test

2. Addition

- a. Erroneous : If She didn't came , She wouldn't study with my brother.

Correct : : If She didn't come , She wouldn't study with my brother.

3. Misformation

- a. Erroneous : If I was you. I would accept their invitation.

Correct : If I were you. I would accept their invitation

4. Misordering

- a. Erroneous : If I didn't any have friends, I would be sad.

Correct : If I didn't have any friends, I would be sad.

Analysis error become 2 things that usually want to analysis in language learning. Ellis explains the errors reflect the gaps in the learner's knowledge; that is, an error isproduced due to the fact that the learners cannot identify what is correct and incorrect.

Analysis of errors in using conditional sentence type II based on surface strategy taxonomy are the process to identify and classify the types of error made by the students in Conditional sentence type II based on surface strategy taxonomy. The researcher focuses to classify students' grammatical errors in using Conditional sentence type II based on surface strategy taxonomy, what errors are made by the students.

Type III: Unreal Condition Past (Untrue in the Past)

Past unreal conditional to talk about past unreal, untrue, imagined, or impossible conditions and their unreal results. Use the past perfect in the if clause. Use could, might,

or would + have + past participle in the result clause. (Maurer, 2006:431) Additional explanation from Betty Azar (fourth edition:419) conditional sentences type 3 is used to express conditional sentences that might not occur because time has passed (explaining remorse).

From explanation can be concluded that past unreal conditional is something that is contrary to what has happened in the past. Usually the past unreal conditional is used to express regret about a situation that actually happened in the past.

Table 3 Type III: Unreal Condition Past

Result Clause	If Clause
Past Future Perfect	Past Perfect
S + would + have + V3 + O/A/C	If + S + had + V3 + O/A/C
For example: I would have gone school	If it had not rained
If Clause	Result Clause
Past Perfect	Past Future Perfect
If + S + had + V3 + O/A/C	S + would + have + V3 + O/A/C
If it had not rained	I would have gone school

(Betty Schramfer Azar, Understanding and Using English Grammar, 4th Ed)

For example:

- She would have eaten noodle if you had cooked.
- If you had gone to pare, you would have saved a money.
- If nia had called me yesterday, she'd be fine now.

RESEARCH METHODOLOGY

”Qualitative research is research studies that investigate the quality of relationship, activities, situations or materials” (Frankel & Wallen, 2009:422) Qualitative research can be also described by (Creswell, 20014:4) “qualitative research is an approach for exploring and understanding the meaning individuals groups ascribe to a social human problem”

This research produces descriptive data in form of written words from the subject and its behavior can be observed. The type of qualitative research that used in this research focused on description. (Schreiber (in nova 2018:42) states that “descriptive studies simply describe some phenomenon using numbers to create a picture of a group or individual” Considering the statement above, the researcher sees the phenomenon of the research of the moment at the certain time. In this case, the researcher identified and described the errors made by students in conditional sentence type II.

The subject in this research was the third grade of social students of SMA N 8 Jambi which were divided into 8 classes. Social 1, 2, 3, 4, 5, 6, 7, 8. Each class consists of 39-30 students and the total of rade were 210 students. The total of students in social program in every class could be seen in the following table:

In order to get the representative data. The sampling technique of this study is purposive sampling. Frankel and wallen stated that purposive sampling is different from convenience sampling in that researchers don't simply study whoever is available but rather used their judgment to select a sample that they believe. So the researcher takes only one class from classes as the subjects of the research. It is the third grade of social 1. In this research, the researcher chooses the class because the reseracher thinks more smarter than another class.

In order to collect the data, the researcher used the first is observation: it was used to observe the teaching learning process that was organize by the english teachers. The second was test: it was used to know students errors in using conditional sentences type II. The reseracher gave test, it was completion. In completing the data, the researcher used some techniques such as interview and test. The competely explanation as follow: a. Observation: In this case, the researcher came to the classroom as an observer to see process learning and to see what was the problem of the students. b. Test: The researcher gave one test. It is completion which focused on conditional sentences type II. This test consists

of 25 items. The test used 30 minutes to answer the questions.

In analyzing the data, the researcher followed the procedure by Coder (in Ellis, 1997). The steps of evaluating the errors are in the below: The researcher took the students' task and correct it carefully. The researcher identified the data from the students' error with students' answer in paper. Identifying the errors, in which the researcher separate errors from mistakes. Finding the more and few errors students made, in which the researcher put those errors based on the percentage of students' errors. The researcher uses the following formula.

$$P = \frac{\text{Number of each errors}}{\text{total number of errors}} \times 100\%$$

Describing of errors, in which the researcher classifies the errors. It would be classified by using the surface Strategy Taxonomy of errors by Dulay, Burt, and Krashen (1982) after that explaining the result of data analysis. And Interpretation/discuss the finding.

FINDINGS

The Result of Observation

From the observation, the researcher asume two things that might cause student' errors in using conditional sentences type 2. First, the students' ability of past from might be still very low. The teacher seemed not to ive sufficient time, explanation ad practive in mastering past form. Moreover, in the beginning of the lesson, she only gave few example of irreguler verb. Second, the use of translation, jika' might have caused the students translate the sentence literally (the students did not use the formula of conditional sentence type 2).

The result of Test

The researcher has given the test about conditional sentences type 2 to 35 students of the third grade of social 1 of SMAN 8 Kota Jambi on 11 february 2020. This test consists of 25 items for completion which askd students to fill the blank with th right answer. After conducting the test, the researcher analyzed the data to find out the errors that students

made. The result of this identification can be seen as the following table.

The incorrect items of students errors

No	Name of Student	Item
1	Student 1	1, 3, 4, 8, 11, 13, 14,
2	Student 2	16, 18, 22, 24
3	Student 3	1, 2, 3, 4, 8, 10, 12,
4	Student 4	16, 21, 23
5	Student 5	2, 3, 4, 8, 10, 12, 13,
6	Student 6	16, 21, 23, 25
7	Student 7	1, 3, 4, 7, 8, 11, 13,
8	Student 8	16, 22, 24
9	Student 9	1, 2, 3, 4, 5, 8, 10,
10	Student 10	11, 12, 13, 15, 16,
11	Student 11	21, 23
12	Student 12	1, 2, 4, 10, 16, 21, 23
13	Student 13	1, 2, 4, 8, 10, 12, 13,
14	Student 14	16, 21, 23
15	Student 15	1, 3, 4, 8, 11, 13, 14,
16	Student 16	16, 22, 24
17	Student 17	1, 3, 4, 8, 11, 13, 14,
18	Student 18	22, 24
19	Student 19	1, 3, 4, 8, 11, 13, 14,
20	Student 20	22, 24
21	Student 21	1, 3, 7, 8, 11, 13, 14,
22	Student 22	16, 22, 24
23	Student 23	1, 3, 5, 9, 12, 13, 14,
24	Student 24	21, 23, 24
25	Student 25	1, 8, 12
26	Student 26	8, 12, 20, 25
27	Student 27	4, 5, 7, 9, 13, 14, 21
28	Student 28	3, 5, 9, 14, 19, 22
29	Student 29	1, 9
		1, 9, 10, 14, 19, 21,
		23, 25
		1, 10
		4, 7, 8, 10, 13
		3, 7, 8, 9, 10, 14
		3, 4, 8, 9, 14
		3, 6, 16, 25
		4, 7, 12, 13, 16, 21,
		23
		1, 4, 12, 13, 14, 16,
		18, 19, 22, 24, 25
		1, 4, 12, 13, 14, 19,
		21, 22, 23, 24
		2, 5, 8, 10, 14, 16,
		18, 19, 22, 24, 25
		1, 2, 5, 8, 10, 13, 14,
		16, 18, 19, 22, 24, 25
		6, 13

4.2 Discussion

Data analysis will follow the procedure of error analysis that has been explained clearly in preceding chapter. There are five steps analysis of the languastuge of work, namely collecting of sample of learner language, identifying errors, describing errors, explaining of errors and evaluating of errors (Corder in Ellis, 197:48-57). Collecting data and identifying students errors have been done well. Moreover, the other procedures would described clearly.

1. Collecting of Sample of test

The researcher used a kind of collecting data. It was test. Total of test was 25 questions. Based on the data collected by researcher, there are some kinds of errors in test at SMA N 8 Kota Jambi. So, researcher got 29 paper sheets. It was answer of students.

2. Identifying of Errors

It involves deciding what constitutes an error and estalishing a procedure for recognizing one. The example below are representing a part of identifying in test.

No	Result of Students' Answer	Result of Students' Errors
1	if we hurried up (hurry), we would catch the bus.	if we hurried up (hurry), we would catch the bus. (student 1 4, 9, 10,
2	(student 1, 4, 9, 10, 11, 12, 13, 17, 18, 25, 26)	11, 12, 13, 17, 18, 25, 26)
3	If he resigned, I would changed	If he resigned, I would changed (changed) the position. (student 2, 3, 5, 6, 7, 12, 15, 18, 24, 26)
4	If he resigned, I would changed (changed) the position. (student 2, 3, 5, 6, 7, 12, 15, 18, 24, 26)	Dono and Doni played (play) in our football team if they were older. (student 1, 4, 8, 9,
	Dono and	

Doni played (play) in our football team if they were older. (student 1, 4, 8, 9, 10, 11)	10, 11)
if her nose has (be) smaller, he would be very handsome (student 1, 4, 8, 9, 10, 11, 12)	

3. Description of Errors

The researcher classified the errors based on the surface taxonomy categories to know whether these errors involve in omission, addition, and misformation. There are many students who ommited errors, such as omitting necessary element and adding unnessary element. This following example is taken from students answer.

➤ Omitting unnecessary elemen.

If we **hurried**, we would catch the bus. The student committed error by omitting -r insted of -rr

➤ Adding unnecessary element

If we **hurried up**, we would catch the bus.

The student committed error by adding up, which actually it is **hurried** without adding up.

After classiyng students' errors based on surface strategy taxonomy categories the researcher calculated the number of each error types to kow the frequency of occurrence of each error types. This calculation used the formulate of decriptive analysis technique as can be seen as below:

$$\% = \frac{f}{n} \times 100\%$$

Note % = percentage

f = frequency of each error type

n = sum of the errors

futhermore, to make it easier to read, presenting it in the following table below:

No	Error Type	The Number of Error Type	Frecuency of Each Error Type
1	Omission	13	24,52%
2	Addition	13	24,52%
3	Misformation	27	50,94%
	Total Number of Errors	53	

CONCLUSION AND SUGGESTION

This study is to identify and to classify the error types, tp find out the occurrence frequency of each error types and to find out causes of errors of conditional sentence type II in Third Grade of Social of SMAN 8 Kota Jambi. The method used in this study is qualitative method. The qualitative design applied in this study was case study. This study is also conducted using error analysis procedures started from data collection, identification of errors, description of errors, explanation of errors and evaluation of errors. In this study, the data was collected using observation and test. The test is used as primary data to know the types of errors that students’ made, whereas observation is as supporting data. From the study, it was found that the students’ errors in using conditional sentences type II is in categories; they are omission, addition, misformation. From 53 total of errors or 24,52% fell into omission categories and 24,52% fell into addition categories. Then 50,94% fell into misformation categories.

Futhermore, the researcher identified some causes of errors which influence students to commit those errors; the are overgeneralization, incomplete application of rules and false concept hypothesis. From those causes of errors, the errors made by the students belong to local errors that affect single elements in a sentence. So the communication is still understood and it could not hinder the message.

Error is a natural an inevitable part of learning process, however, better way in teaching and learning process must still be

found in order to minimalize the students’ error. Here are several suggestions for the teacher in order to do so:

1. Before explaining the main learning subject, the teacher should explain supporting materials that is needed by the students; in this case of conditional sentences type II, the teacher should explain first some supporting materials such as from past tense and past future.
2. Instead of translating to mother language, which is indonesian, the teacher had better give the context of the sentence. So, the students will get clear understanding and not become confused of the absent of the equivalent in their mother language.
3. The teacher should also facilitate the students in practicing the form.
4. The teacher should also give more encouragement to the students when they are practicing using the form.

REFERENCES

Azar, B. S. (1989). *Understanding and using English grammar*. New Jersey: Prentice Hall. Inc

Brown, H. D. (1980). *Principles of language learning and teaching*. New Jersey: Prentice-Hall Inc.

Candling, R. B. (1967). *The significance of Learners’ Errors*. International Review of Applied Linguistics

Corder, S. P. (1974). *Error Analysis*. In. J. Allen and S. P. Corder (eds.). *The Edinburgh Course in Applied Linguistic*.Vol.3. Oxford: Oxford Univrsity Press.

Creswell, J. (2014). *Research design: Qualitative, quantitave and mixed method approach*. CA: Sage

Cowan, Ron. 2008. *The Teacher’s grammar of English with Answer: A Course Book and Reference Guide*. Combridge University Press. New York.

Dulay, Heidi, et, al. 1982.*Language Two*. New York: Oxford University Press

- Ellis, R. (1997). *Two approaches for investigating second language acquisition in context*. In R. Ellis (Ed.), *Second Language Acquisition in Context*. London: Prentice Hall
- Frankel, J. R. & Wallen N. E. (2009). *How to design and evaluate research in education (7th Edition)*. New York: McGraw-Hill Companies, Inc.
- Griffiths, P. (2006). *An introduction to English semantics and pragmatics*. Edinburg University Press Ltd.
- Jay Maurer. *Focus on Grammar: An Intergrated Skills approach: Third Edition*, (New York: Pearson Education. 2006)
- James, C. 1984. *Errors in Language Learning and Use. Exploring error analysis*. London and New York: Longman
- Norriah, J. (1983). *Language learners and their errors*. London: The Macmillan Press.
- Richards, J. C. (1974). *Error Analysis: Perspectives on second language acquisition*. London: Longman.
- Richards, J. C. (1985). *The context of language teaching*. Cambridge, UK: Cambridge University Press.
- Sharma, S. K. (1980). *Practical and Theoretical Consideration involved in Error Analysis*. Indian Journal of Applied Linguistics. VI, 74-83.
- Taher, O. B. (2017). *Grammar in Language Learning and Teaching*. Sidi Mohamed Ben Abdella University.