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Linguistika, Jurnal Pendidikan Bahasa Inggris, merupakan jurnal ilmiah yang menyajikan artikel orisinal tentang Pendidikan Bahasa Inggris. Jurnal ini merupakan sarana publikasi dan ajang berbagi riset dan pengembangannya di bidang Pendidikan Bahasa Inggris. Pemuatan artikel di jurnal ini dialamatkan ke kantor editor. Informasi lengkap untuk pemuatan artikel dan petunjuk penulisan artikel tersedia di dalam setiap terbitan. Artikel yang masuk akan masuk proses seleksi editor. Jurnal ini terbit secara berkala sebanyak dua kali dalam setahun (Oktober, April). Pemuatan naskah tidak dipungut biaya.

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AN ANALYSIS ON 11 GRADERS' DIFFICULTIES IN LEARNING CONDITIONAL SENTENCES AT SMA XAVERIUS BANDAR LAMPUNG

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Abstract

This study is conducted as its objectives to analyze the eleventh graders difficulties including the cause of the difficulties since it seems like the students hard to deal with conditional sentences. In this study, the researcher used descriptive qualitative method to describe the others' point of views of particular phenomena. It was also used to get the truthful, precise, and well organized explanation about students' difficulties and the cause of the difficulties in dealing with English conditionals. The research was done at Grade 11 SMA Xaverius Bandar Lampung. To collect the data, I did observations and interview. The data collected was analyzed by combining the result of the observation and interview (both the students and the teacher) in a number of paragraphs. The result of this study showed the conditional sentences are difficult in meaning, form, and the tense. The major causes for the students' difficulties are because of grammar and vocabulary lackness. They have problems in translating certain English words into Indonesian language. Moreover, the form of conditional sentences which requires grammar understanding also seemed like additional troublesome for the students when they learn conditional sentences.

Keywords: Conditional Sentences, Student Difficulties, Vocabulary Lackness.

1. INTRODUCTION

In most of formal schools in Indonesia, English has been taught as one of required courses since the first year of primary school. In learning English, students will be trained four fundamental skills namely listening, speaking, reading and writing (Tuan, 2012). Besides, they will also be drilled to master some language aspects or elements such as pronunciation, vocabulary, grammar, etc. Both in teaching English basic knowledge and learning language effectively, grammar is the central element needed among other elements (Anwar & Zaiyadi, 2017). This statement is supported by Kasanova et al. (2015). However, in the implementation of current curriculum, grammar is not allowed to be taught explicitly in the class anymore. Instead, grammar itself has been inserted as a necessary element in some topics or materials. For instance, according to Regulation of the Minister of Education and Culture of Indonesian Republic and Syllabus of English and Literature of

Grade 11 Senior Highschool (2017 Revision), grammar is included as an element of offered basic competence which concerns on Conditional Sentences. Al Rdaat (2017) states that conditional sentences have been noted by scholars and grammarians as a difficult area of English for both teachers and learners. English conditional sentences play an important part in English Grammar (Tuan, 2012). The main difficulty of conditional sentences is considered from the two clauses of conditional sentences and their form, the tense as well as the meaning.

Based on the researcher preliminary interview with an English teacher there, the students' problems at SMA Xaverius Bandar Lampung found that is regarding problematical things of conditional sentence related to grammar mastery of the students. Drawing upon the problem stated above, the researcher would like to conduct a study which attempts to analyze the grade 11 students' difficulties in understanding English Conditional Sentences at SMA Xaverius Bandar

Lampung. The significant of this study are the students' difficulties in understanding conditional sentences, the findings which are various causes making conditional sentences are not easy for students, and the teacher's strategies to overcome the students' difficulties in understanding conditional sentence. In order to solve the problem, the researcher focused on some points, which is to find out the students' difficulties in understanding conditional sentences, to describe the cause of the students' difficulties in understanding conditional sentences and the last is to expose the teacher's strategies to overcome the students' difficulties in understanding conditional sentences.

2. LITERATURE REVIEW

Definition of Conditional Sentences

Conditional sentences are one of the commonly used language constructs in text. In a typical document, there are around 8% of such sentences (Narayanan et al.,2009). There are numerous definitions of conditional sentences. Al Rdaat (2017) defines that conditional sentences are made of two clauses namely "if-clause" and "main clause". English conditional sentences are considered complicated, both cognitively and linguistically, also they might have many different meanings that are expressed using dissimilar forms. There are different possible meanings of conditional sentences, such as cognitive reasoning, counterfactual, specifically, forms, meanings and time-tense relationships could possibly cause the primary difficulties in conditional sentences (Nekouezadeh and Bahrani 2013).

To support the statements above, Imre (2017) also found that conditional sentences may constitute a considerable problem especially for non-native speakers and it depends on the mother tongue they approach the English conditional sentences. even though conditional

sentences are adequately described in all descriptive grammar, their presentation is mostly troublesome not only for students but also for some English teachers. Many researchers have studied conditional sentences and produced various kinds of teaching methods for conditional sentences, yet this semantically and contextually complicated linguistic construction may still remain such a puzzle for teachers when it comes to practical classroom situations (Turunen, 2007).

Types of Conditional Sentences

There are extensive studies of conditional sentences (also known as conditionals) in linguistics. Popular types of conditionals include actualization conditionals, inferential conditionals, implicative conditionals, etc. (Declerck & Reed, 2001 in Narayanan et al. 2009). Nevertheless, these classifications are primarily based on semantic meanings. There are four types of English conditional sentences. Below are the three types of conditional sentence which has been taught to grade 11 students of SMA Xaverius Bandarlampung :

- a. Zero Conditional: This type of conditional is used to describe universal statements like facts, rules and certainties. In a zero conditional, both the condition and consequent clauses are in the simple present tense. The main structure for this type is (If + present tense, present tense or If + past tense, past tense). (Al Rdaat, 2017).

For instance : If you heat ice, it melts.

- b. First Conditional: This type of conditional sentences are also called potential or indicative conditionals. They are used to convey a hypothetical situation that is probably true, but the truth of

which is unverified. In the first conditional, the condition is in the simple present tense, and the consequent can be either in past tense or present tense, usually with a modal auxiliary verb preceding the main verb. The main structure for this type is (if + present simple, will + base form). (Al Rdaat, 2017) For example: If the price is cheap, I will buy it.

- c. **Second Conditional:** This is usually used to describe less probable situations, for stating preferences and imaginary events. The condition clause of a second conditional sentence is in the past subjunctive (past tense), and the consequent clause contains a conditional verb modifier (like would, should, might), in addition to the main verb. The structure for this type is (If + past tense, would + base form). (Al Rdaat, 2017) For instance: If it rained, you would get wet.
- d. **Third Conditional:** This is usually used to describe contrary-to-fact (impossible) past events. The past perfect tense is used in the condition clause, and the consequent clause is in the present perfect tense. Therefore, it refers to a situation in past time which cannot be changed. The form of third conditional is (if + past perfect, would + have + past participle). (Al Rdaat, 2017) For instance: If I had found his address, I would have visited him.

Conditional with and without Conjunction (If)

If is a two-letter word that has troubled philosophers and psychologists alike (Evans et al, 2003). A large majority of conditional sentences are introduced by using the subordinating conjunction 'If'. If: This is the most commonly used conditional connective. Mostly, conditional sentences can be logically expressed in the form 'If P then Q', where P is the condition clause and Q is the consequent clause.

Certain condition clause (protasis) can also be formulated by using inversion with no conjunctions. According to Egge & Cozic (2008), there is a form of conditional sentences without conjunction 'if' and it uses imperative (p and/or q) e.g. (Bother my dog and you will get a bark). Besides imperative, there is a form of conditional sentences without 'if' based on Lewis (1972) in Egge & Cozic (2008) which uses No...No... e.g. (No pain, no gain). It is actually the simplified form of If there had been no pain, then there would have been no gain.

Grammatical Structure of Conditional Sentences

According to Wikipedia, conditional sentences matters syntactic structure of the condition clause or antecedence (protasis) and consequence (apodosis), no exception the forms of verbs used in the (specifically their tense and mood). In English conditional sentences, the condition clause (protasis) is most commonly initiated by the conjunction "if". Sometimes, other than conjunction 'if', there are other conjunctions for examples 'unless', 'provided (that)', 'providing (that)', 'as long as', etc.

Logic of Conditional Sentences

Based on Wikipedia, considering the meaning of real English conditionals

requires the definition of an indicative conditional, and contrary – to - fact statements require a counterfactual conditional operator, formalized in modal logic. Evans et al (2003) argues that the logical and linguistic usage of English conditional has received such an extensive consideration specifically in the literature on philosophical logic.

Students' Learning Difficulties

According to Nekoueizadeh & Bahrani (2013), conditional sentences is considered as one of the important parts of English grammar. In learning English conditionals, students especially in Indonesia usually experience certain problems.

1. Grammar Difficulties

Students usually estimate the level of difficulty of a foreign language by referring to its grammar. Eventhough grammar is a very useful and important part of any language, Indonesian students find tenses to be most difficult to learn. . A better approach to deal with English grammar is perhaps to see grammar as one of many resources that we have in language which helps us to communicate.

2. Vocabulary Difficulties

Vocabulary is also a necessary skill for learning to read, speak, write and listen. Without sufficient vocabulary, people will not be able to communicate and to express their idea either spoken or written properly. Along with English vocabulary learning, Indonesian vocabulary learning is quite different reffering to the form, including pronunciation and spelling, meaning and the word use. Additionally, the way of pronouncing the word is basically different from writing. That is the reason why people especially students who learn English

often find difficulties in learning vocabulary.

Related Study

There are several studies which have been conducted in relation to conditional sentences. One of them is **Ardy (2010)** who conducted “An Error Analysis Of English Conditional Sentence Produced By The First Year Students Of SMK Muhammadiyah Delanggu In 2008/2009 The Academic Year”. The result of the study is describing the types of error encountered by the students in using conditional sentence as well as describing the sources of error encountered by the students in using conditional sentence.

Other related study is a study titled “Analysis, detection and classification of certain conditional sentences in text documents” which is conducted by Puente & Olivas (2008). This study presents the main lines of investigation in the detection, classification and analysis of certain causal sentences in text documents.

In this study, I am going to conduct a research on students difficulties in dealing with conditional sentences. The method of this study is descriptive. What makes this study different from other previous studies is the sample and population which are specific from grade 11 students in SMA Xaverius Bandarlampung.

3. METHODOLOGY

Research Design

In designing a research, there some types of research design available to use. The types of research design themselves are Experimental Research, Correlational Research, Survey Research, Grounded Theory Research, Ethnographic Research, Narrative Research, Mixed Method Research, and Action Research. In this case study, the researchs' design use descriptive study.

Population and Sample

The population in this study was the entire grade 11 students of SMA Xaverius Bandar Lampung especially in XI Social 4 which consist of 34 students. The researcher used purposive sampling technique.

Research Context

This case study contained description regarding a number of factors making grade 11 students cannot deal conditional sentences. The samples from grade 11 Social 4 students of SMA Xaverius Bandarlampung were observed and interviewed to analyze their difficulty while understanding conditional sentences over a period of \pm two months. In addition, some English teacher in SMA Xaverius were also be interviewed to have proposed strategies to overcome the students' difficulties.

Research Procedure

In the process of conducting this study, there are some step that researcher has choosen. The first is observation, interiew, and then analyzed the data that has been collected. In addition, the researcher also did an interview to the teacher. As a final step, the researcher draws conclusion and gives suggestion from the result of this study.

Research Instrument

There are several instruments available to be used for doing research. In this case study, I used observation and interview in collecting the data for this study. In addition, I also provided some documentations of the students work on conditional sentences.

Data Collection

I collected the data from the instruments of this study as mentioned above, those are, observation, and interview. Firstly, I conducted two observations in two separated days. Secondly, I also provided two different interviews for both students and an English teacher.

Data Analysis

The researcher used qualitative data analysis to analyze the collected data in this study. After gaining the needed data from observation and interview, the researcher surely described the students and teacher answer in the form of descriptions.

4. DISCUSSION

This research is done by using two kinds of research instruments which are observation and interview to collect the data needed. Based on the two observations, it can be concluded that during the conditional sentences learning process, the students are having problem with the meaning of certain words. There are three difficulties faced by students when learning conditional sentences; they are meaning, form, and tense. The meaning is considered as one of difficulties for the students because conditional sentences meaning is mostly various and therefore is not absolute. Nekoueizadeh & Bahrani (2013) states that there has been such a lack of agreement regarding the meanings and usages of conditional sentences. The second difficulty based on the students point of view is the form. The form of conditionals is not similar with other structures in English because they have two clauses; they are a main clause and a subordinate clause. The two clauses and the conjunction "if" make the students confused if the main clause or subordinate clause comes

first and if the conjunction "if" is inserted in the main clause or subordinate clause. On the one hand, the students think that the ordering of the two. Lastly, the students difficulty in understanding conditional is right on the tense since conditional sentences require coordination of verb forms in both the main clause and subordinate clause. It is assumed to be complicated as the verb forms in conditional sentences often do not retain their normal references to time (Norris, 2003).

In order for the students to overcome their difficulties the researcher ask the strategies to the English teacher. Through interview, the teacher explained two kinds of strategies that mostly used which are peer teaching and drilling. Peer-teaching is found to help the students to increase learning and to be reflective and at the same time it also provides the students with the opportunity of self-reflection which later might lead to development of their teaching and evaluation skills. The second teacher's strategy is drilling. Drilling is one of famous English teaching techniques which is considered to be part of Audio Lingual Method (ALM). Through drilling, it will help the students to remember and learn; since the more often English is repeated, the stronger the habit and the greater learning will be achieved.

5. CONCLUSION

As we have seen based on the finding and dicussion of this research, the majority of the students consider that conditional sentences are not easy to deal with. The difficulties have also been found; there are the meaning (translation), the form, and the tense. It can be concluded that students still feel tough in understanding most of English materials which require grammar knowledge, no exception conditional sentences. Their inability of mastering English tenses cannot help them in

learning English lesson refering to grammatical understanding.

Besides grammar lackness, the students vocabulary mastery also counts. Those students who are lack of vocabulary will surely have problem in meaning translation. Their inability in meaning does affect their understanding of certain material, in this case conditional sentences. The form of conditional sentences are also said to be complex. The students with low achievment in class tend to be doubt with their work when it comes to exercise. Eventhough based on the syllabus the class for learning conditional sentences is over for this academic year, next year if there is no conversion by the Minister of Culture and Education of Republic of Indonesia, it is hoped that the students will experience such an easier

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