A DESCRIPTIVE ANALYSIS OF STUDENTS’ ABILITY IN COMPOSING CONDITIONAL SENTENCE OF THE SECOND YEAR STUDENTS OF SMK DIPONEGORO SALATIGA IN THE ACADEMIC YEAR 2013/2014

A GRADUATING PAPER

Submitted to the Board Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I)

English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

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SALATIGA
2015
DECLARATION

In the name of Allah the most gracious and merciful

Hereby the writer fully declares that the graduating paper is made by the writer himself, and it is not contained the materials written or has been published by other people and others’ people ideas except the information from the references.

The writer is capable to account for this graduating paper if in the future it can be proved of containing other’s ideas or fact the writer imitates the others’ graduating paper.

Like wise the declaration made by the writer and he hopes that this declaration can be understood.

Salatiga, April 02\textsuperscript{th} 2015

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ATTENTIVE CONSELOR’S NOTE

Case: \textbf{M Yusron Lathif’s} Graduating paper

Dear,

Dean of Teacher Training and Education Faculty

\textit{Assalamu’alaikum. Wr. Wb.}

After reading and correcting M Yusron Lathif’s graduating paper entitled \textit{A DESCRIPTITIVE ANALYSIS OF STUDENTS’ ABILITY IN COMPOSING CONDITIONAL SENTENCE OF THE SECOND YEAR STUDENTS OF SMK DIPONEGORO SALATIGA IN THE ACADEMIC YEAR 2013/2014}, I have dedicated and would like to propose that if it could be accepted by educational faculty, I hope it would be examined as soon as possible.

\textit{Wassalamu’alaikum Wr. Wb.}

Consultant,

\textbf{Ari Setiawan, S. Pd., M.M.}

NIP. 197510042003121002
GRADUATING PAPER

A DESCRIPTIVE ANALYSIS OF STUDENTS’ ABILITY IN COMPOSING CONDITIONAL SENTENCE OF THE SECOND YEAR STUDENTS OF SMK DIPONEGORO SALATIGA IN THE ACADEMIC YEAR 2013/2014

CREATED BY:

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Has been brought to the board of examiners of english Departementof education faculty state islamic studies institute (IAIN) Salatiga in August 27. 2014, and hereby considered to completely fulfill the requirement of the degree of sarjana pendidikan islam (S.Pd. I) in English and education departement.

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Motto

“No body can go back and start new beginning, but anyone can start today and make new ending”

-( Maria Robinson )-
DEDICATION

This graduating paper is whole heartedly dedicated to:

- My beloved family, my father (Nursin), my beloved mother (Fuadah) my wife (Istiqomah) my childs (Dzakiya Najla Syihab and Nizam Abdullah) my brothers (Muhammad Qomar Udin) and my sister (Maulidatul Ahadiyah) thanks all support, trust, finance, encouragement, praying, kidness, and togetherness and I just can say thank you, I love you so much. (god bless you)

- Mr. Ari Setiawan, thank very much for your support and give me advices, so I can finish my graduating paper soon.

- My friends TBI E’08, thanks for your support, jokes, brotherhoods, loves, smiles, and so on. I will never forget it, keep in touch even we cannot get together anymore.

- All my friends in English Departement of ’08 and TBI of ’08
ACKNOWLEDGEMENT

In the name of Allah, the most gracious, the most merciful, the lord of universe, because of him, the writer could finish this graduating paper as one of the requirement for Sarjana Pendidikan Islam in Salatiga, State Institute For Islamic Studies (IAIN) Salatiga in 2015.

Secondly peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness.

However, this success would not be achieved without those supports, guidance, advice, help and encouragement from individual and institution, and I realize that an appropriate moment for me to deepest gratitude for:

1. Suwardi, M.Pd. Dean of teacher training and education faculty state institute for islamic studies (IAIN) Salatiga.
2. Ari Setiawan, S.Pd, M.M. as the consultant who has educated, supported, Directed, and given the writer advice, suggestion, and a recommendation from this graduating paper for beginning until the end.
3. All of the lecturers in English department.
4. All of the staff who have helped the writer in processing of graduating paper administration.
5. All of staff, teacher in SMK DIPONEGORO Salatiga and especially students in eleven grade thanks for your help and kindness.

6. My big family in Jepara and Salatiga who always support me.

Salatiga, April 02\textsuperscript{th} 2015

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ABSTRACT


Keywords: descriptive analysis, students’ability, conditional sentence

This study is intended to analyze the students’ ability in composing conditional sentence, although a conditional sentence have been studied since junior high school, some students in senior high school have difficulties to master, they make some errors when they compose a conditional sentence like students of SMK Diponegoro as one of senior high school. In this study, the writer used descriptive qualitative method, in which the writer identifies and describes students ability in composing conditional sentence for second year students of SMK Diponegoro Salatiga. The purpose of this research is to know the difficulties that students have in composing conditional sentence and how far is the students ability in composing conditional sentence. The writer found that students didn’t master the tenses as a basis of learning conditional sentence, they don’t know the use of verb in each type of conditional sentence and they were still unconfident in composing conditional sentence. Then the students ability in composing conditional sentence are: 1 students out of 28 students or 4% the level of English grammar mastery is excellent, then 3 students out of 28 students or 11% the level of English grammar mastery are good and 7 students out of 28 students or 25% the level of English grammar mastery are fair and 9 students out of 28 students or 32% the level of English grammar mastery are poor, the last 8 students out of 28 students or 28% the level of English grammar mastery are worse. As a matter of fact the students still need guidance in composing conditional sentence and the teacher should give more attention and motivation to their students.
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A. Background of Study

We often hear the phrase from a teacher about the number of students who “don’t think”. They go to school but they learn only hearing to the teacher, they do not try to understand the material. When they exam, the students just revealed the material have memorized. The way to learn conditional sentence like this, is not a success, and a way of learning we don’t want. Some of them get a high score and success, but if they are asked after test completion they have forgotten.

Now learning process as describe above still used in some schools and carried out to achieve the goals at the lowest level that are, to know, understand, and use, haven’t been able to cultivate the habit of thinking creatively, is very essence of learning dimension. Most of the teachers haven’t been designing learning process to develop the student ability to think (Kamdi, 2002:72). Largely the learning process is activities to increase knowledge, events to attend, listen and record the teacher's explanations, and answer the questions given during the exam, learning process just implemented at the level of conveying, delivering, transferring knowledge from teacher to student.
In this level students are learning passively, accept whatever is given by teacher, without given the opportunity to develop their own knowledge needs and interest. Students as human beings created by God, is the most perfect creature in the world with his brain. Students who obviously blessed with brains should be facilitated, motivated, and given the opportunity, to think, to reason, to collaborate, to develop and the freedom to learn. Misconception seven have a "myth" that learning is the process of receiving, remembering, reproduces knowledge was believed by many workers during teacher need to be changed. (Rakhmad, 2005:64) in Intelligent Learning book, stating that learning must be based by brain. In other words learning revolution starts from the brain. The brain is the most vital human organ that has been underappreciated by the teacher in the learning. Communication experts revealed that if we want intelligent we must overthrow the myths about intelligence. Actually, the teachers have realized that learning for children to be intelligent, critical, and creative and able to solve problems related to their day lives are important. This awareness has underlies our curriculum development are more emphasizes on contextual learning. However, most teachers do not make learning based on the premise learning process. (Drost, 1998:142)

In the view of (Slavin, 1997:57) in the learning process, teachers only give knowledge to students. Students must build their own knowledge in utilizing their brains to think. Teachers can assist this process, in ways make information design becomes meaningful and more
relevant for students needs by providing opportunities for students to discover or implement their own ideas, and to encourage them to be aware and consciously use their own strategies for learning. According to (Nur, 1999:16) Teachers should only give a "ladder" to help students achieve a higher level of understanding, but it must be pursued that students themselves are climbing the ladder.

English is taught from elementary school up to senior high school, and even university students. Nowadays English has been introduced of kindergarten school. Ideally students should be mastered it after learn it for six years. But in the reality they still have some difficulties, such as in composing conditional sentences. So they have to study hard again to improve their English ability on their language learning process.

Conditional sentence is one of the English material that must be mastered by students who are in high school, because in this time everything have progressed very rapidly especially in education, culture, and technology that make a communication in English is very important, to make a strong generation and competitive in the world of communication, conditional sentences become an indispensable material for the students to compete in a global world.

Conditional sentences is to express a fact in the predictable future events or untrue in the present and in the past (Alexander, 2007:179). The conditional sentence have three types: type I is simple
present tense, this first type of conditional sentence is also called probable condition. This type is used to show that something will happen if a certain condition is fulfilled, the second type of conditional sentence is also called improbable condition of the present, means that the sentence is in contrary to the fact in the present, and the third type of conditional sentence is also called improbable condition of the past, means that the sentence is in contrary to the reality in the past.

In everyday life, we suppose often. For example, *if (when) you want to be my boyfriend, I'll make you the happiest person in the world. If I were rich, I would wake up 5-star hotel on Kuta beach. If I had wings I would fly star cited by you.* And so on. Such sentences are called conditional sentences. Conditional sentences is to express a fact in the predictable future events or untrue in the present and in the past.

The process of mastering conditional sentences is difficult, because this material have three types which have different forms and functions each other, material conditional sentences have a relationship with other material that is tenses, in every type of conditional sentences structure have a different forms in tenses, this is a difficult factor of students SMK Diponegoro to composing conditional sentences. From this reason the writer will describes about students ability to use grammar especially conditional sentence. Here the writer will make a research with title “A Descriptive Analysis Of Students’ Ability In Composing Conditional
B. Limitation Of The Problem

To avoid the mistake during the understanding this research the writer limits the study on analyzing the student ability in composing conditional sentences of the second year students of SMK Diponegoro Salatiga. The study just concerns for presenting the actual condition, which students’ have, particularly in identifying conditional sentence. So, the other mechanic mistakes, which students’ made, will be ignored.

C. Problem Statement

Based on the limitation problem, the researcher would like to formulate the problem as follow:

1. How far is ability of the students of SMK Diponegoro Salatiga in composing conditional sentences?
2. What are difficulties that students of SMK Diponegoro Salatiga have in composing conditional sentence?

D. Objective of Study.

Based on statement of the problem above, the research objective is to find out some aspects of student proficiency in mastering
conditional sentence. In further detailed explanation, the research purposes are described below:

1. To describe student ability in composing conditional sentence.
2. To find out the difficulties that students have in composing conditional sentences.

E. Benefits Of The Research

There are some results of the study, which significant that we can get for this study, especially for teacher and student. This study will be useful:

1. Theoretically

The result of this study will be useful for the researcher and for the readers in general, especially the students of English Department of IAIN Salatiga. They can get information about language learning, especially in conditional sentences subject. The writer hopes that after reading this thesis, the readers will be motivated to develop the new methods of language learning to improve knowledge about conditional sentences ability.

This research can be used as a reverence for those who want to conduct a study on composing conditional sentences and other researcher who are interested in investigating the student ability in composing conditional sentences.
2. Practically
   a. This research can be guidance for the teachers how to tech and the way to study conditional sentences easily, to supply their student in composing conditional sentences
   b. As the answer of the writer's curiosity the difficulty to composing conditional sentences.

F. Organization of Thesis.

The research is divided into five chapters, the organization of this thesis as follows:

Chapter I is introduction which contains of background of the study, statement of the problem, objective of the study, limitation of the study, benefit of the study, and the outline thesis.

Chapter II is the review of related literature, which contains of the material of conditional sentences type I, type II and type III.

Chapter III is the research method, which contains of, the type of study, subject of study, Object of study, procedures of collecting data, technique for analyzing data and data presentation.

Chapter IV is data analysis which contains of students’ assessment in composing conditional sentences.

Chapter V is closure which contains of conclusion and suggestion, bibliography and appendix.
CHAPTER II

REVIEW OF RELATED LITERATURE

Conditional sentences is to express a fact in the predictable future events or untrue in the present and in the past (Alexander, 2007:179). Conditional sentences have two parts: the –if clause and the main clause. In the sentences 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 sentences. Each type of conditional sentence have a different pair of tenses. Which each type certain variations are possible but students who are studying the conditional for the first time should ignore these and concentrate on the basic forms. According to (Thomson, 1986: 197) Three kinds of conditional sentence are describes bellow.

1. Conditional sentence type 1 : probable

Alexander (2007:179) explained, there is a formula to make a conditional sentence type I that is:
Table 2.1

The formula of conditional sentence of type I.

<table>
<thead>
<tr>
<th>If+S+V1+O</th>
<th>S + will + V1 + O</th>
</tr>
</thead>
<tbody>
<tr>
<td>If + S + don’t/doesn’t + V1+O</td>
<td>S + will not + V1 + O</td>
</tr>
<tr>
<td>If+S+ is/am/are+ktbenda/ sifat/ ket</td>
<td>S + will + be + ktsifat/benda/ket</td>
</tr>
<tr>
<td>If+S+ is/am/are + not + ktbenda/sifatket</td>
<td>S + will not +be + ktsifat/benda/ket</td>
</tr>
</tbody>
</table>

Example:

- *If you invite her, she will come to the party.*
  
  (The fact is: it is possible that she will go to the party)

- *If I am hungry, I will go to the restaurant.*
  
  (The fact is: it is possible that I will go to the restaurant)

In the context of this first type, we will talk about the future, for example on Sunday morning you have a plan to play football in the evening, however you see the sky seems to be cloudy and rainy. Then you make assumption that if the sky rains I will not playing football. There are some explanations of conditional sentence type I that are:

a. The verb in the if-clause is in the present tense; the verb in the main clause is in the future simple. It doesn’t matter which come first.

  - *If he runs he will get her in time.*
  
  - *The cat will scratch you if you pull her tail.*
This type of sentence implies that the action in the if-clause is quite probable.

Note that the meaning here is present or future, but the verb in the if-clause is in a present, not a future tense.

b. Possible variations of the basic form.

a. Variation of the main clause

Instead of if + present + future, we may have

- If + present + may / might (possibility)
  
  - If the fog gets the thicker the plane may / might be diverted. (perhaps the plane will be diverted.)

- If + may (permissions) or can (permission or ability)
  
  - If your documents are in order you may / can leave at once. (permission)
  
  - If it stops snowing we can go out. (Permission or ability)

- If + present + must, should or any expression of command, request or advice.
  
  - If you want to lose weight you must / should eat less bread.
  
  - If you want to lose weight you had better eat less bread.
  
  - If you want to lose weight eat less bread.
- If you see Tom tomorrow could you ask him to ring me?

- If + present + another present tense

If + two presents tense is used to express automatic or habitual results:

- If you heat ice it turns to water. (will turn is also possible)

- If there is a shortage of any product prices of that product go up.

- When if is used to mean as/since, a variety of tenses can be used in the main clause:

  - Ann hates London. If she hates it why does she live there?/ she ought to move out. (if so could replace if she hate it here.)

This is not, of course, a true conditional clause.

c. Variations of the if-clause

Instead of if + present tense, we can have

- If + present continuous, to indicate a present action or a future arrangement

  - If you are writing for a bus (present action) you would better join the queue
- If you are looking for Peter (present action) you will find him upstairs.
- If you are staying for another night (future arrangement) I will ask the manager to give you a better room.

- If + present perfect
  - If you have finished dinner I will ask the waiter for the bill
  - If he has written the letter I will post it
  - If they have not seen the museum we would better go there today.

2. Conditional sentence type II

Alexander (2007:180) explained, there is a formula to make a conditional sentence type II that is:

Table 2.2
The formula of conditional sentence of type II.

<table>
<thead>
<tr>
<th>If+S+V2+O</th>
<th>S + would + V1 + O</th>
</tr>
</thead>
<tbody>
<tr>
<td>If + S + didn't + V1+O</td>
<td>S + would not + V1 + O</td>
</tr>
<tr>
<td>If+S+ were +ktbenda/ sifat/ ket</td>
<td>S + would be + be + ktsifat/nda/ket</td>
</tr>
<tr>
<td>If+S+ were + not + kt benda/sifat/ket</td>
<td>S + would + not +be + kt sifat/benda/ket</td>
</tr>
</tbody>
</table>
Example:

- *if I had money now, I will buy a shoes.*
  
  (it means that: I don't have any money now, so I don't buy a shoes)

- *if you were rich, I would marry you.*
  
  (it means: you are not rich, so I don’t marry you)

- *if kustam loved tumini, she would be happy*
  
  (it means: kustam doesn’t love tumini, so she is not happy).

This sentence telling about the past and assumption with future, for example *if I had money now I will buy a motorcycle.* In this situation I don’t have any money now, so I don’t buy a motorcycle, but to buy a motorcycle is possible I do when I have any money next day. So this assumption is possible and don’t completely fail. This sentence uses simple past tense and the following is explanation and variation of conditional type II:

a. The verb in the if-clause is in the past tense, the verb in the main clause is in the conditional tense:

  - *If I had a map I would lend it to you (but I have not a map. The meaning here is present).*

  - *If someone tried to blackmail me I would tell the police. (but I do not expect that anyone will try blackmail me. The meaning here is future).*
There is no difference in time between the first and second type of conditional sentence. Type II like type I refer to the present or future, and the past tense in the if-clause is not true past but a subjunctive, with indicates unreality (as in the first example above) or improbability (as the second example above).

b. Type II is used:

a. When the supposition is contrary to known facts:

- If I life near my office I would be in time for work. (but I do not live near my office.)

- If I were you I would plant some tress round the house. (but I am not you.)

b. We don't expect the action in the if-clause to take place:

- If a burglar came into my room at night I would scream. (but I don't expect a burglar to come in.)

- If I dyed my hair blue everyone would laugh at me. (but I don't intend to dye it.)

Some if-clause can have either of the above meanings:

- If we left his bicycle outside someone would steal it.

If he left bicycle could imply 'but he doesn’t' (present meaning, as in 1 above) or 'but he doesn’t intend to (future
Ambiguity of this kind can be avoided by using were/was + infinitive instead of the past tense in type II.

If he/she/it were can be used instead of if he/she/it was, and is considered the more correct form:
If he were to resign… = if he resigned…
If I were to succeed… = if I succeeded…

This construction with were is chiefly found in fairly formal sentences. If we/she/it was + infinitive is possible in colloquial English, but the past tense, as shown above, is much more usual.

c. Sometimes, rather confusingly, type 2 can be used as an alternative to type 1 for perfectly possible plans and suggestions:

- Will marry be in time if she gets the ten o’clock bus?
- No, but she would be In time if she got the nine-thirty bus or
- No, but she will be in time if she gets the nine-thirty bus.

- We will never save $100! – if we each saved $10 a week we would do it in ten weeks or
If we each save $10 a week we will do it in ten weeks.

A suggestion in type 2 is a little more polite than a suggestion in type 1, just as would you is a more polite request form than will you. But the students needn't trouble to much over this use type 2.

c. Possible variations of the basic form

a. Variations of the main clause

• Might or could may be used instead of would:

  - If you tried again you would succeed. (certain result)
  - If you tried again you might succeed. (possible result)
  - If I know her number I could ring her up. (ability)
  - If he had a permit he could get a job. (ability or permission)

• The continuous conditional form may be used instead of the simple conditional form:

  - Peter is on holiday; he is touring Italy. If I were on holiday I would/might be touring Italy too.
• If + past tense can be followed by another past tense when he wish to express automatic or habitual reactions in the past.

- If anyone interrupted him he got angry. (whenever anyone interrupted him)

- If there scarcity of anything princes of that thing went up.

• When if is used to mean as or since a variety of tense her has a past meaning. The sentence is not a true conditional.

- The pills made him dizzy. All the same he bought/has bought/is buying some more – if they make him dizzy why did he buy/has he bought/is he buying more?

- I knew she was short of money – if you knew she was short of money you should have lent her some./ why didn’t you lend her some?

b. Variations of the if-clause.

Instead of if + simple past we can have:

• If + past continuous

- (we are going by air and) I have flying. If we were going by boat I would fell much happier.
- *If my car was working I would/could drive you to the station.*

- **If + past perfect**

  If he had taken my advice he would be a rich man now.

3. **Conditional sentence type III**

Alexander (2007:181) explained, there is a formula to make a conditional sentence type II that is:

| If+S+had+V3+O | S + would+have + V3 + O |
| If + S + had+not+ V3+O | S + would +not +have+ V3 + O |
| If+S+ had been+ktbenda/ sifat/ ket | S + would have been+ kt sifat/benda/ket |
| If+S+hadn't+been+kt.benda/sifat/ket | S + wouldn't+have been+ kt sifat/benda/ket |

*Example:*

- *If I had had money yesterday, I would have bought the shoes.*

  (it mean that: I didn’t have money, so I didn’t buy the shoes )

- *If I had been there last night, I could have helped her.*

  (it mean that: I was not there last night, so didn’t help her).

The third sentence presupposition will discuss about a case that is not likely to happen again. One of form sentence indicated in this type is, if he
gets the job last month, he has become manager today, it means there is no chance become manager in this day. The following are the explanation and a form of conditional sentence type III:

The verb in the if-clause is in the past perfect tense; the verb in the main clause is in the perfect conditional. The time is past and the condition cannot be fulfilled because the action in the if-clause didn't happen.

- If I had known that you were coming I would have met you at the airport. (but I didn’t know, so I didn’t come).
- If he had tried to leave the country he would have been stopped at the frontier. (but he didn’t try).

a. Possible variations of the basic form.

1. Could or might may be used instead of would:
   - If we had found him earlier we could have saved his life. (ability)
   - If we had found him earlier we might have saved his life. (possibility)
   - If our documents had been in order we could have left at once. (ability or permission).

2. The continuous form of the perfect conditional may be used:
   - At the time of the accident I was sitting in the back
of the car, because tom's little boy was sitting beside him in front. If tom boy had not been there I would have been sitting in front.

3. We can use the past perfect continuous in the if-clause:

- I was wearing a seat belt. If I hadn't been wearing one I would have been seriously injured.

4. A combination of type 2 and 3 is possible:

- If the plane I intended to catch crashed and everyone was killed. If I had caught that plane I would be dead now or I would have been killed. (type III)

- If I had worked harder at school I would be sitting in a comfortable office now; I wouldn’t be sweeping the streets. (but I didn’t work hard at school and now I am sweeping the streets.)

5. Had can be placed first and the if omitted:

- If you had obeyed orders this disaster would not have happened = had you obeyed orders this disaster would not have happened.
CHAPTER III

RESEARCH METHODOLOGY

A. Research Design.

In this research, the writer uses descriptive. Bagon and Taylor in Margono (2005:36) defined that qualitative research is research procedure which procedure descriptive data such as written or pictures from the population and attitude which analyze, in line with that, Sugiono (2005:9) stated that qualitative research is descriptive data which is collected in the form of words of pictures rather than number. Qualitative research tends to analyzed their data inductively which concern with process rather than simply out comes or products. Sukmadianta in Sugiono (2005:60) stated that qualitative research is a research that used to describe and analyzed phenomena, event, social activity, attitude, belief perception and people thinking either in individual or in a group. The writer uses this method to examine student's ability in composing conditional sentence.

B. Place Of Research.

The research is carried out in SMK DIPONEGORO Salatiga, this school is located at Jl. Kartini No. 2 Salatiga, Phone. (0298) 324255. Sidorejo kota Salatiga. This location is strategic, because it is near with the
main streat. The place selection is based on the consideration that it is near with the place of researcher and institution is never conducted research about conditional sentence. SMK DIPONEGORO Salatiga is vocational high school which consists of three grades of students, there are eighteen classes, five classes of tenth grade students, seven classes of eleven grade students and six classes of twelve grade students.

C. Research Instrument.

Instrument is tool for facilities are used by researcher to collect data with hope that result of the research is more accurate, complete, and systematic (Arikunto:1997,149) instrument issued to make the process easier. Based on the definition, the writer uses observation chart and guidance interview in collecting data to support the development of the research. The writer uses human as research instrument to collect data with hope that the evidence which is collected can be clearer. As human instrument, the writer should focus on the research, for example, choosing the informant or respondent as source of the data, analyze the data and make conclusion. The writer shall see that on her forms of instrumentation my be used, but human instrument has been used extensively in earlier stages of inquiry.

From the statement above, the writer conclude that there is no other opinion to use human as the main research instrument because the
problems of focus are still unclear. So there is no choice than to use human as the main instrument in this qualitative research.

D. Time Of Research.

The research about students’ ability in composing conditional sentence at second year students of SMK DIPONEGORO Salatiga is held on March 2014 with help by English teacher.

E. Research Subject.

Related to the research subject, the writer conducts his research on the second year students of SMK DIPONEGORO Salatiga. There are 163 population students. They are second year of students SMK DIPONEGORO Salatiga. The writer chooses second grade students as research subject because the lesson about conditional sentence is taught start from second grade until third grade senior high school. It is also used as basic lesson in learning conditional sentence whether on junior or senior high school. Students can get left behind next year if they cannot understand the lesson very well moreover now the senior high school, the material which more hard and complex. It is basic foundation in learning conditional sentence and to prepare the midterm test, final examination
and national final examination (UN). It is better to prepare them as soon as possible.

F. Sample.

Sampling is the process of selecting a group of a study in such a way that the individual represent the larger group from which they are selected. Therefore, applying the sampling method is really crucial to be applied in a research in generalizing the finding. This study uses randomly sampling because the population contains homogenous object study and the population has an equal chance at being selected. Based on the population provided, the researcher selects one class of second year in SMK DIPONEGORO Salatiga as the sampling of the study which those contains 47 students.

G. Technique of collecting data.

a. Test

Test is as examination or trial to find it quality, value, composition, etc. The method here means a method of collecting data through a set of questions that must be answered by the students of SMK DIPONEGORO Salatiga as respondents. In this research the writer use one kinds of test, that is test of student ability in
composing conditional sentences that is means as measuring it. In this case the writer uses conditional sentences test which conforms to the student second year of senior high school, the arrangements of the test item that are: the type of test is essay and total number of test item is 10 numbers.

b. Observation

Observation is focused about activities to an object using all of five senses, and can be defined as monitoring and recording systematically phenomena are investigated. This method is used to find concrete data that can be monitored and easily directly, for example about student activities during work test exam, the location of building and the location geographically.

H. Technique of analysis the use data.

Muhajir (1996:104) started that data analysis is a process to find out and set result data from observation, interview, and questionnaire to increase the research about the study and make it understood by the writer and others to analyze the data, the writer uses method such as follow:

1. Prediction of data.

Data reduction uses for collecting the data from observation, interview, and questionnaire. In data reduction, the writer
summarizes and focuses on the important data that eases the writer in collecting the next data.

2. Display.

In the data display, the writer analyzes the result from observation, interview, and questionnaire, then the data view organized and arranged in a pattern, so that they would be understood easily.

3. Drawing conclusion/verification.

According to miles and humberman (1992). The third step in analyzing data in qualitative research is drawing conclusion or verification. It was used to describe all of the data which were still unclear in the beginning.

I. Research Procedures.

1. Determining the subject of the research.

2. Providing the instrument of data collecting such as observation form, interview guide, interview students and questionnaire guide.

3. Doing observation in the class.

4. Interview the students of SMK DIPONEGORO Salatiga.

5. Analyzing the result of observation and interview by using data display.

6. Explaining the result of data descriptively by making conclusion or drawing verification.
In this chapter the writer presents some data dealing with observation students activity, documentation, and test essay. The observation consists of four components. First component is about student’s activities, second component is teacher’s role, third component is learning aids, and the last component is students’ achievement. Each of components consists of two until four elements or aspects. In the test activity the writer analyzes aspect that will be observed based on students test, they are students ability in composing conditional sentence, factor that influence students ability in composing conditional sentence and common mistake that happen in composing conditional sentence and the difficulties to do the test. Then the writer analyzes, identifies, and writes some mistake of the students test and correct answers are based on English grammar rules.

A. Result of observation.

1. Data presentation.

Here is data of observation activity which is taken from class XI-DSMK DIPONEGORO Salatiga. The data is presented on tables and some results are described next.
<table>
<thead>
<tr>
<th>No</th>
<th>Components</th>
<th>Aspects</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>a. Students listen to the teacher's explanation about conditional sentence.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Students have done writing assignment conditional sentence.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Students find the difficulties in composing conditional sentence.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Students’ learning activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Teacher gives motivation to the students (motivator).</td>
<td>V</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Giving explanation and example about conditional sentence (guide).</td>
<td>V</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Answering students questions when students is asking about conditional sentence.</td>
<td>V</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. The teacher helps students to solve their problem in composing conditional sentence (model)</td>
<td>V</td>
</tr>
<tr>
<td>2</td>
<td>Teacher’s role</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Learning aids

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>b. Using dictionary to find out the meaning the difficult words.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Sharing with friends.</td>
</tr>
</tbody>
</table>

4. Students achievement

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Students achievement</td>
<td>a. Students are able to compose conditional sentence by using learning aids.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Students are able to use their own strategy to compose conditional sentence.</td>
</tr>
</tbody>
</table>

2. Finding

From the observation the writer find some data like that:

a. From the first component or data the writer found that students have some activities, they are: listen to the teachers’ explanation about conditional sentence and doing the conditional sentence assignment, but there were students who still found difficulties in composing conditional sentence.

b. From the second component the writer found that the teacher had done their job very well. It is proved by the table of data learning process which shown that teacher have given motivation to the
student to increase their ability in composing conditional sentence. Give explanation and example about conditional sentence, answering students question when students are asking about conditional sentence, and help students to solve their problem when they found difficulties in composing conditional sentence.

c. From the third component, the writer found that student had used some learning aids. The students use learning aids to help them to compose conditional sentence. Examples of learning aids are: text book, dictionary. Bok is used as learning guide, while dictionary is used to find difficult words.

d. From the last component, the writer found that student had achieved some competencies had achieved by students are: students are able to compose conditional sentence by using learning aids, students are able to use their own strategy to compose conditional sentence. Many students had done their writing activities in the class.

3. Analysis

From the data above, the writer has found that students have done this activities, which is listening to the teacher explanation about conditional sentence, it means that students learned by considerable effort to understand the material were taught whether they understand or not. The writer assumes that the effort to listen the teacher
explanation was a nice try to recognize and understand about conditional sentence.

Learning aids is part of strategy which is used to help students to ease in composing conditional sentence. The tools or learning aids are used to help students to understand the lesson or material easily. Here the writer has prepared some questions deal with learning tools or learning aids is used to compose conditional sentence. The tools where used to ask are: book and dictionary. Students has used two of them, they are: book and dictionary. From here the writer can conclude that students were still using learning aids such as book and dictionary. They use books as learning guide in composing conditional sentence, there are several examples of conditional sentence in it and explanation that it used by the students to understand the step in composing conditional sentence. In this case, the book is available from the school and it can be used to learn about the material would be tough by teacher. The next learning aid is dictionary. Students use dictionary to find difficult words they have found in the book or text. They also use dictionary to translate words from Indonesian to English. Then use it in to a sentence whether it appropriate or not.

There is another strategy is used by students to compose conditional sentence. The strategy is sharing with friends. Students use to share their idea when they did not feel confident to write a conditional sentence. There are many students have no experience to
compose a conditional sentence, as a result, students do not feel confident when they try to write it in their paper sheet. From the observation, the writer found that students had used this strategy in composing conditional sentence. It means that many students were still unconfident in composing conditional sentence.

To get clearer result of observation about student ability in composing conditional sentence the writer enters the data about student achievement. The writer observed about students learning achievement after learning process. The main aspect of the observation is measuring student competence about conditional sentence. Later, this can be evidence for teacher and students in study or doing a research on conditional sentence. Based on the data above the writer found that student be able to compose conditional sentence in the last of learning process. The result is students are able to compose conditional sentence by using learning aids, students are able to use their own strategy to compose conditional sentence, and able to recall type of conditional sentence.

B. Analysis Of Common Mistake In Composing Conditional Sentence.

The writer wants to analyze the data that have been collected from the result of students test. There are nine questions about conditional sentences number one until three are questions conditional type I, number four until six are questions conditional sentence type II and number seven
until nine are questions conditional sentences type III, each of question consist of three answers that are positive, negative and introgative sentence that will be analyzed based on the student’s test result.

a. The data are presented as follow:

1. *Jika hujan malam ini, kita akan tinggal di rumah.*

   common mistake:

   (+) if tonight to rain, we will stay in home.
   
   (-) if not rain tonight, we will stay in home.
   
   (?) if rain tonight, my we stay in home?

   The answers are not correct, because the sentence is conditional sentence type 1, there are two form in this type, that are: if clause and main clause, in the formula of conditional sentence type 1 if clause use *simple present* and main clause use *simple future*. So the sentence should be completed by main clause with the form simple future “it rain tonight”, and if clause should be completed by simple future “will stay”. So the correct answers are:

   (+) if it rain tonight, we will stay at home.

   (-) if it not rain tonight, we will not stay at home.

   (?) if it rain tonight, will we stay at home?
2. *Aku tidak akan pergi ke pesta anda, jika anda tidak megundang teman-teman kita.*

Common mistake:

  (+) *i will go to your party, if you not invite we are friends.*
  (-) *I am not go to your party, if you not invite we are friends.*
  (?) *if you not invite we friends, may i not go to you party?*

The answers are not correct, because the sentence is conditional sentence type 1, there are two form in this type, that are: if clause and main clause, in the formula of conditional sentence type 1 *if clause use simple present and main clause use simple future.* So the sentence should be completed by if clause with the form of simple present that is “invite” and main clause should be completed with the form of simple future “will go to”. So the correct answers are:

  (+) *I will go to your party if you invite our friends.*

  (-) *I will not go to your party if you don't invite our friends*

  (?) *will I go to your party if you invite our friends?*
3. *Jika saya menemukan buka anda, saya akan mengembalikan kepada anda.*

Common mistake:

(+) if i am find your book, i will give you.

(-) if i not find your book, i will give you.

(?) my i will give for you, if i find your book?

The answers are not correct, because the sentence is conditional sentence type 1, there are two form in this type, that are: if clause and main clause, in the formula of conditional sentence type 1 if clause use *simple present* and main clause use *simple future*. So the sentence should be completed by if clause with the form of simple present that is “find” and main clause should be completed with the form of simple future “will give”. So the correct answers are:

(+) *If I find your book, I will give it to you.*

(-) *If I do not find your book, i will not give it to you.*

(?) *If I find your book, will I give it to you?*
4. Jika saya punya uang, saya akan memperlakukan anda lebih baik.

Common mistake:

(+) if i have money, i would service you better

(-) if i not have money, i would sevice you better.

(?) will i to treat you better, if have money?

The answers are not correct, because the sentence is conditional sentence type II, there are two form in this type, that are: if clause and main clause, in the formula of conditional sentence type II if clause use simple past and main clause use past future, so the sentence should be completed by if clause with the form simple past “had money” and main clause should be completed with the form of past future “would treat”. So the correct answers are:

(+ ) If I had money now, I would treat you.

(-) If I had not money now, I would not treat you.

(?) If I had money now, would I treat you?

5. Jika anda terlambat datang hari ini, anda akan gagal dalam ujian.

Common mistake:

(+ ) if i come late today, i will to fall the exam.

(-) if i not come late today, i will not to fail the exam.
(?) will to fail the exam if i come late today?

The answers are not correct, because the sentence is conditional sentence type II, there are two form in this type, that are: if clause and main clause, in the formula of conditional sentence type II if clause use simple past and main clause use past future, so the sentence should be completed by if clause with the form simple past “came late” and main clause should be completed with the form of past future “would fail”. So the correct answers are:

(+) If you came late today, you would fail in the exam.

(-) If you did not came late today, you would not fail in the exam.

(?) If you came late today, would you fail in the exam?

6. Saya akan membeli mobil, jika saya kaya.

Common mistake:

(+ ) i will buy car, if i to be rich.

(- ) i will not buy car, if i not to be rich.

(?) will you bought car, if i rich?

The answers are not correct, because the sentence is conditional sentence type II, there are two form in this type,
that are: if clause and main clause, in the formula of conditional sentence type II *if clause* use *simple past* and *main clause* use *past future*, so the sentence should be completed by if clause with the form simple past “were rich” and main clause should be completed with the form of past future “would buy”. So the correct answers are:

(+) I would buy a car, if I were rich

(-) I would not buy a car, if I were not rich

(?) would I buy a car, if I were rich?

7. *Jika anda telah datang ke rumah saya tadi malam, anda akan ketemu keluarga saya.*

Common mistake:

(+) if you come to my house last night, you would have meet my family.

(-) if you not come to my home last night, you would have meet my family.

(?) would you meet my family, if you had come to my home last night.

The answers are not correct, because the sentence is conditional sentence type III, there are two form in this type, that are: if clause and main clause, in the formula of conditional sentence type III *if clause* use *past perfect* and
main clause use *past future perfect*, so the sentence should be completed by if clause with the form past perfect “*had come*” and main clause should be completed with the form of past future perfect “*would have met*”. So the correct answers are:

(+) If you had come to my house last night, you would have met my family.

(-) If you had not come to my house last night, you would not have met my family.

(?) If you had come to my house last night, would you have met my family?

8. *Anda tidak akan ketinggalan kereta, jika anda datang lebih awal kemarin.*

Common mistake:

(+ you not will left the train, if yu come early yesterday.

(-) you not would have left the train, if i not come early yesterday.

(?) whould you not left the train, if you had come early yesterday?

The answers are not correct, because the sentence is conditional sentence type III, there are two form in this type, that are: if clause and main clause, in the formula of conditional sentence type III *if clause use past perfect* and
main clause use past future perfect, so the sentence should be completed by if clause with the form past perfect “had come” and main clause should be completed with the form of past future perfect “would have missed”. So the correct answers are:

(+) You would not have missed the train if you had come early yesterday.

(-) You would have missed the train if you had not come early yesterday

(?) Would you have missed the train if you had not come early yesterday?

9. Aku bisa melakukan ujian pagi ini jika saya belajar tadi malam.

Common mistake:

(+) i can to do the exam this morning, if i study last night.

(-) i can not to do the exam this morning, if i study last night.

(?) if i study last night, i can to do the exam this morning.

The answers are not correct, because the sentence is conditional sentence type III, there are two form in this type, that are: if clause and main clause, in the formula of conditional sentence type III if clause use past perfect and main clause use past future perfect, so the sentence should be
completed by if clause with the form past perfect “had studied” and main clause should be completed with the form of past future perfect “could have done”. So the correct answers are:

(+) I could have done the exam this morning if I had studied last night

(-) I could not have done the exam this morning if I had not studied last night

(?) Could I have done the exam this morning if I had studied last night?

b. The level of conditional sentence mastery.

After analyzing the data the writer then recapitulates the students answer. To know the level of student conditional sentence mastery, the writer calculates the right and wrong answer based on the result of students work. There are twenty seven questions as the test material to measure the level of conditional mastery. The writer uses the criteria as follow:

**Table 4.2**

**Student Criteria**

<table>
<thead>
<tr>
<th>The number of correct Answer</th>
<th>Level of conditional sentence mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>22-27</td>
<td>Excellent</td>
</tr>
</tbody>
</table>
The table means that if students can answer twenty two until twenty seven questions correctly, the level of English grammar mastery is excellent. The students who can answer six ten until twenty one questions correctly, the level of English mastery is good. Students who can answer eleven until five ten question correctly, the level of English grammar mastery is sufficient. The students who can answer six until ten question correctly, the level of English grammar is weak. The students who can answer less than five questions correctly. The level of English grammar mastery is poor.

**Table 4.3**

**Student level mastery**

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Correct answer</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agus Pramono</td>
<td>06</td>
<td>Poor</td>
</tr>
<tr>
<td>2</td>
<td>Basariyah</td>
<td>09</td>
<td>Poor</td>
</tr>
<tr>
<td>3</td>
<td>Dea Risidiana</td>
<td>15</td>
<td>Fair</td>
</tr>
<tr>
<td>4</td>
<td>Dwi Ina Auliya</td>
<td>05</td>
<td>Worse</td>
</tr>
<tr>
<td>5</td>
<td>Dwi Khoirunnisa</td>
<td>14</td>
<td>Fair</td>
</tr>
<tr>
<td>6</td>
<td>Fitri Kurniasari</td>
<td>05</td>
<td>Worse</td>
</tr>
<tr>
<td>7</td>
<td>Giyawati Dewi</td>
<td>19</td>
<td>Good</td>
</tr>
<tr>
<td>8</td>
<td>Heni F.A</td>
<td>07</td>
<td>Poor</td>
</tr>
<tr>
<td>9</td>
<td>Imroatul Afifah</td>
<td>10</td>
<td>Poor</td>
</tr>
<tr>
<td>10</td>
<td>Inayati</td>
<td>08</td>
<td>Poor</td>
</tr>
<tr>
<td>11</td>
<td>Isnario Andika</td>
<td>07</td>
<td>Poor</td>
</tr>
<tr>
<td>12</td>
<td>Khanif Fatur Rohman</td>
<td>04</td>
<td>Worse</td>
</tr>
<tr>
<td>13</td>
<td>Lufi Arfiyaningsih</td>
<td>15</td>
<td>Fair</td>
</tr>
<tr>
<td>14</td>
<td>Martha Yussas</td>
<td>21</td>
<td>Good</td>
</tr>
<tr>
<td>15</td>
<td>Micellia Ellen</td>
<td>11</td>
<td>Fair</td>
</tr>
<tr>
<td>16</td>
<td>Novi Puspita Sari</td>
<td>08</td>
<td>Poor</td>
</tr>
</tbody>
</table>
From the table of the level of English grammar mastery above can be known that 1 student of 28 students or 4% the level of English grammar mastery is “excellent”. 3 students out of 28 students 11% the level of English grammar mastery is “good”. 7 students out of 28 students 25% the level of English grammar mastery is “fair”. 9 students out of 28 students 32% the level of English grammar mastery is “poor”. 8 students out of 28 students 28% the level of English grammar mastery is “worse”.

c. The difficult factor in composing conditional sentence.

From the analysis, the writer found that some students have not known the use of tenses in each type of conditional sentence. They don’t know kinds of verb that must be applied in each of conditional sentence, the students just translate the sentence regardless types of conditional sentence. Students should have mastered the material tenses as a basis of learning conditional sentence.
There are some students who have difficulty to translate the sentences of Indonesian language to English, many errors occurred in the use of the verb in each sentence, students just translate the sentence into English, without knowing the type of conditional sentences, and common uses of the verb in the conditional sentence.

There are some students who share with his friends. Students use to share their idea when they did not feel confident to write a conditional sentence. There are many students have no experience to compose a conditional sentence, as a result, students do not feel confident when they try to write it in their paper sheet. From the observation, the writer found that students had used this strategy in composing conditional sentence. It means that many students were still unconfident in composing conditional sentence.
In this chapter, the writer would like to conclude the result of this study based on data analysis that has been explained in chapter four. They are conclusion and suggestion.

A. Conclusion

1. The students' ability in composing conditional sentence of SMK DIPONEGORO Salatiga based on data analysis in chapter four, are:

1 students out of 28 students or 4% the level of English grammar mastery is excellent, then 3 students out of 28 students or 11% the level of English grammar mastery are good and 7 students out of 28 students or 25% the level of English grammar mastery are fair and 9 students out of 28 students or 32% the level of English grammar mastery are poor, the last 8 students out of 28 students or 28% the level of English grammar mastery are worse. It shows that students’ ability in composing conditional sentence of the second year students of SMK DIPONEGORO Salatiga is poor. There is no more one students have excellent level of English grammar mastery in
composing conditional sentence, the most level of students in English grammar mastery is weak.

2. The difficulties in composing conditional sentence students of SMK DIPONEGORO Salatiga.
   a. Students did not master the tenses as a basis of learning conditional sentence.
   b. Students do not know the use of verb in each conditional sentence.
   c. Many students were still unconfident in composing conditional sentence.

B. Suggestion

After conducting the research at SMK DIPONEGORO Salatiga, the writer would like to give some suggestion, such as:

1. For the teacher
   a. The teacher should explain clearly the material so students can understand the material easily. Make the lesson easy and simple.
   b. The teacher should guide and give support to students when they are working on the assignment or task, especially in composing conditional sentence.
c. The teacher should be a good model for students whether in learning or solving problems.

2. For the students
   a. The students should be more seriously studying conditional sentence.
   b. They should be familiar with using conditional sentence in order to apply in correctly.
   c. They should practice conditional sentence by themselves without teacher.
   d. They should be more diligently studying conditional sentence.

3. For the school
   As an education institution, school should provide facilities such as a library, handsbooks and additional books and also professional teacher which will support learning proses and increase students skills, especially in composing conditional sentence.
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