

# STUDENTS' ABILITY IN USING CONDITIONAL SENTENCES

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## Abstract

This research was aimed at describing the students' ability using conditional sentences and to investigate the dominant type of conditional sentences mastered by the eleventh-grade students using conditional sentences (type I, II, and III) at SMAS Istiqlal Delitua Academic Year 2022/2023. The design of this research was descriptive quantitative research and the instrument used in this research was an objective test or multiple choices. The population of this research was 210 students. Then, the researchers used a simple random sampling technique to take the sample and chose 30 students. The researchers found out: *first*, the mean score of students' ability in using conditional sentences was 77.86; it was categorized as a "good" level; *second*, the dominant type of students' ability in using conditional sentences was "type I" with a mean score of 0.88 or 38%. It means the process of teaching and learning English, more specifically, in Conditional Sentences, at SMAS Istiqlal Delitua Academic Year 2022/2023 has reached the standard.

**Keywords:** *ability; conditional sentence; random sampling technique*

## 1. Introduction

In our daily life, Wijaya & Syahaf (2018) states that people are actively involved in various activities which are related to language basic skills such as speaking, listening, reading and writing. Needless to say, we live in a world of language. Language is a system of communication which plays a very important role in our life. There is no society using no language.

Kurniati (2017) points out that language is a kind of communication in which information, ideas, and feelings are transferred from one person to another. Language is also a communication system based on words and the mixing of words into sentences. People can increase their knowledge and understanding of something by utilizing language.

So, people cannot communicate to one another without language. One of them is English. Everyone uses English to interact with other members of some speech communities. In relation to the statement, Syafii (2007) states that English has become dominant foreign language in Indonesia.

As an international language, it is important to know and to learn English. In Indonesia, the government had decided that English language is the first foreign language at school. English learning is divided into several skills and components; one

of English components is grammar. Styaningrum (2019) states that grammar is a branch of linguistics. Language has its own norms described under the adorable term of "Grammar," just as every field of study depends on its own rules to evolve.

Pare in Kristina et al., (2020) grammar in English takes a different form, therefore students must pay great attention to this in order to speak English effectively and accurately. Grammar refers to rules about sentence formation, tenses, and verb patterns. It involves some linguistic constituents ". It is a problem for students who study EFL. One of the many grammatical contents is conditional sentences. Conditional sentences are a tiny unit of grammar. Conditional sentences are sentences that begin with "if" and in which one portion of the sentence is dependent on another. When someone tells a conditional sentence, they are assuming something that will not necessarily happen or will not happen at all. Conditional sentences are divided into two parts: the main sentence (main clause) and the clause (sub clause or if clause). In line with Suhadi (2016), conditional sentences are denoted to complex sentences in which the fundamental statement happens if a specific condition is satisfied. The verb forms in both conditional clauses rely on each other, which are classified as another big difficulty.

## **2. Literature Review**

According to Hornby (2000, p.2), ability is the fact that somebody/something is able to do something. If someone has ability then he/she is considered to be doing something effectively or it is contrary. The ability can be obtained by the way of learning and practicing continuously. In this research, ability refers to variety of mastery, understanding, or skill in a specific matter. It can be obtained through learning process or training.

In conditional sentences, Quirk and Greenbaum (1973) in Nur (2017) discuss the link between the dependent clause and the independent clause. The condition is set by the dependent clause (the if clause), and the result is shown by the independent clause (the main clause). They also claim that there are many forms of conditional phrases, and thus diverse syntactic details. The three most prevalent conditional sentence patterns mentioned in grammar textbooks are:

1. If I have time, I will study the agreement.
2. If I had time, I would study the agreement.
3. If I had had time, I would have studied the agreement.

The labels given to these three types vary, but they are usually labeled as conditional sentences type 1, type 2, and type 3 respectively.

## **3. Research Method**

This research is descriptive quantitative study. According to Priyono (2016), the purpose of research is to describe phenomenon and symptom in detail. Descriptive quantitative method is commonly used to describe phenomenon that occurs in the natural setting. This research is conducted by analyzing students' ability in using conditional sentence and looking at the factors that contribute to that ability. While according to Kothari (2004) descriptive research is aimed to describe of the state of affairs as it exist at present.

## 4. Discussion

There were 25 multiple choice questions that were tested for 30 eleventh grade students of SMAS Istiqlal Delitua Academic Year 2022/2023. The multiple choice test was constructed based on the three indicators. According to Azar (2009), the indicators to define students' ability in using conditional sentences are as follows:

1. Students are able to use correct conditional sentence (type I).
2. Students are able to use correct conditional sentence (type II).
3. Students are able to use correct conditional sentence (type III).

The research results and the comprehensive discussion are deeply and clearly presented. Results can be presented in figures, graphs, tables and others that make the reader understand easily. The discussion must be clearly and deeply conducted. The discussion can be made in several sub-chapters.

### 4.1 Sub Chapter 1

#### 1. Finding

##### a. How is the eleventh grade students' ability in using conditional sentences?

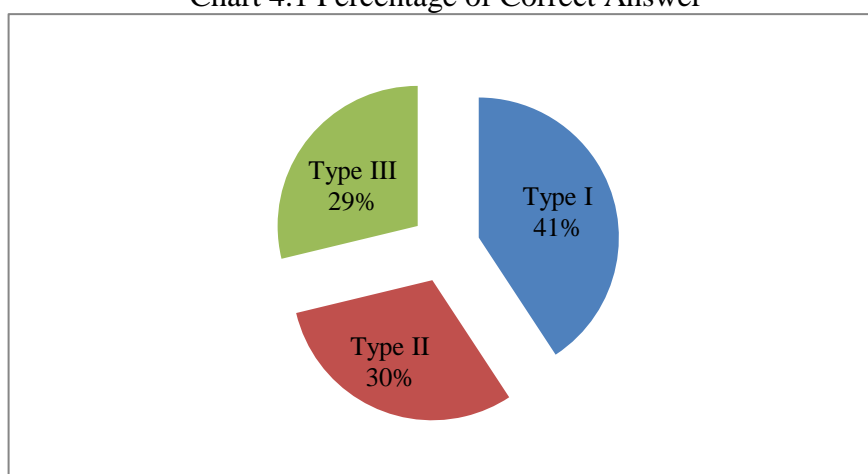
The finding was analyzed by percentage formula. This research wanted to find the score level of the students' conditional sentences ability. The presentation of data is in the table below:

Table 4.1 The Total of Students' Correct Answer

No	Students	Type I	Type II	Type III	Total correct answer	Total incorrect answer
1	Student 1	7	6	8	21	4
2	Student 2	7	4	7	18	7
3	Student 3	8	6	5	19	6
4	Student 4	7	7	6	20	5
5	Student 5	7	7	3	17	8
6	Student 6	8	6	4	18	7
7	Student 7	9	4	5	18	7
8	Student 8	9	7	4	20	5
9	Student 9	6	7	5	18	7
10	Student 10	8	6	6	20	5
11	Student 11	9	7	6	22	3
12	Student 12	7	7	4	18	7
13	Student 13	8	6	5	19	6
14	Student 14	9	7	5	21	4
15	Student 15	9	6	3	18	7
16	Student 16	8	4	8	20	5
17	Student 17	8	5	7	20	5
18	Student 18	8	4	6	18	7
19	Student 19	9	7	6	22	3
20	Student 20	9	4	5	18	7
21	Student 21	6	6	6	18	7

22	Student 22	9	7	7	23	2
23	Student 23	7	6	5	18	7
24	Student 24	9	4	5	18	7
25	Student 25	7	6	5	18	7
26	Student 26	9	7	5	21	4
27	Student 27	6	8	6	20	5
28	Student 28	9	6	7	22	3
29	Student 29	7	5	6	18	7
30	Student 30	9	6	8	23	2
<b>Total</b>		<b>238</b>	<b>178</b>	<b>168</b>	<b>584</b>	<b>166</b>

Chart 4.1 Percentage of Correct Answer



Based on the table above, it can be seen that the highest percentage of students' correct answer was at conditional sentence type I, it was 41%. Then, at type II was 30%, at type III was 29%. Meanwhile, the researchers also provided the calculation of students' score. Each of students' correct answer is scored 4 points. So the students' score for conditional sentence can be seen as follows:

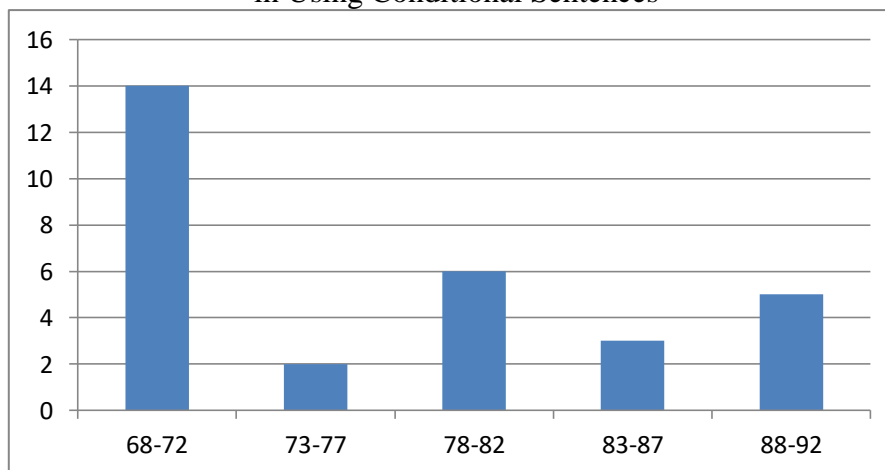
Table 4.2 Students' Score of Conditional Sentences

No	Student No	Score	Category
1	Student 1	84	Very Good
2	Student 2	72	Good
3	Student 3	76	Good
4	Student 4	80	Very Good
5	Student 5	68	Good
6	Student 6	72	Good
7	Student 7	72	Good
8	Student 8	80	Very Good
9	Student 9	72	Good
10	Student 10	80	Very Good
11	Student 11	88	Very Good

12	Student 12	72	Good
13	Student 13	76	Good
14	Student 14	84	Very Good
15	Student 15	72	Good
16	Student 16	80	Very Good
17	Student 17	80	Very Good
18	Student 18	72	Good
19	Student 19	88	Very Good
20	Student 20	72	Good
21	Student 21	72	Good
22	Student 22	92	Very Good
23	Student 23	72	Good
24	Student 24	72	Good
25	Student 25	72	Good
26	Student 26	84	Very Good
27	Student 27	80	Very Good
28	Student 28	88	Very Good
29	Student 29	72	Good
30	Student 30	92	Very Good
<b>Total</b>		<b>2336</b>	
<b>Mean Score</b>		<b>77.86</b>	<b>Good</b>

To make it clear, the researchers made the interval score distribution of students' score of conditional sentences ability. To find the interval score, the researcher computed the range score. Then, the range was divided by class interval. The following chart was the data of interval score distribution of students' ability in using conditional sentences.

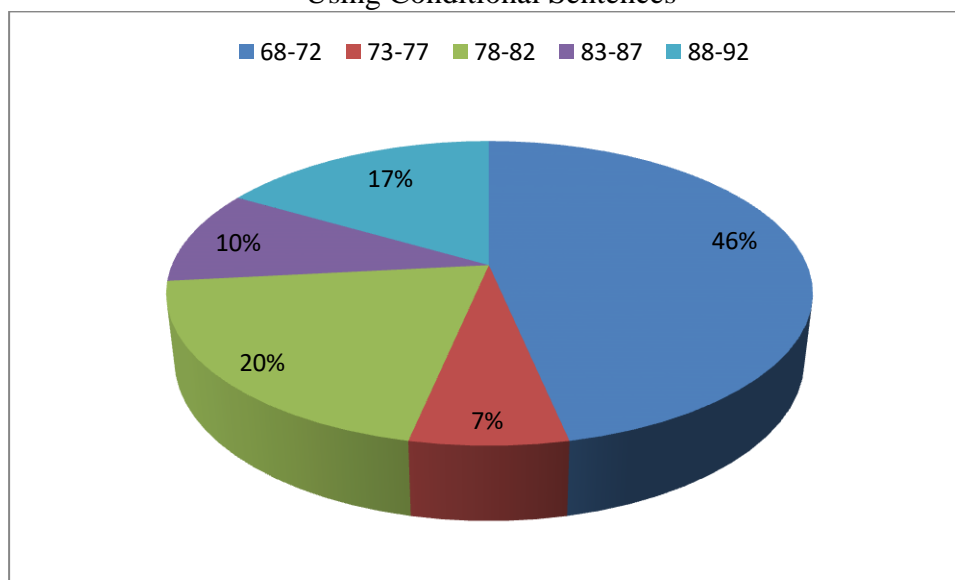
Chart 4.2  
 The Frequency of Students' Interval Score Distribution of Students' Ability  
 in Using Conditional Sentences



It can be seen, at the interval score of 68-72, there were 14 students. At the interval score 73-77, there were 2 students. At the interval score 78-82, there were 6

students. At the interval score 83-87, there were 3 students. At the interval score 88-92, there were 5 students. Meanwhile, the chart below presented the percentage of students' interval score distribution of students' ability in using conditional sentences.

Chart 4.3  
The Percentage of Students' Interval Score Distribution of Students' Ability in Using Conditional Sentences



It can be seen, at the interval score of 68-72, there were 46%. At the interval score of 73-77, there were 7%. At the interval score of 78-82, there were 20%. At the interval score of 83-87, there were 10%. At the interval score of 88-92, there were 17%.

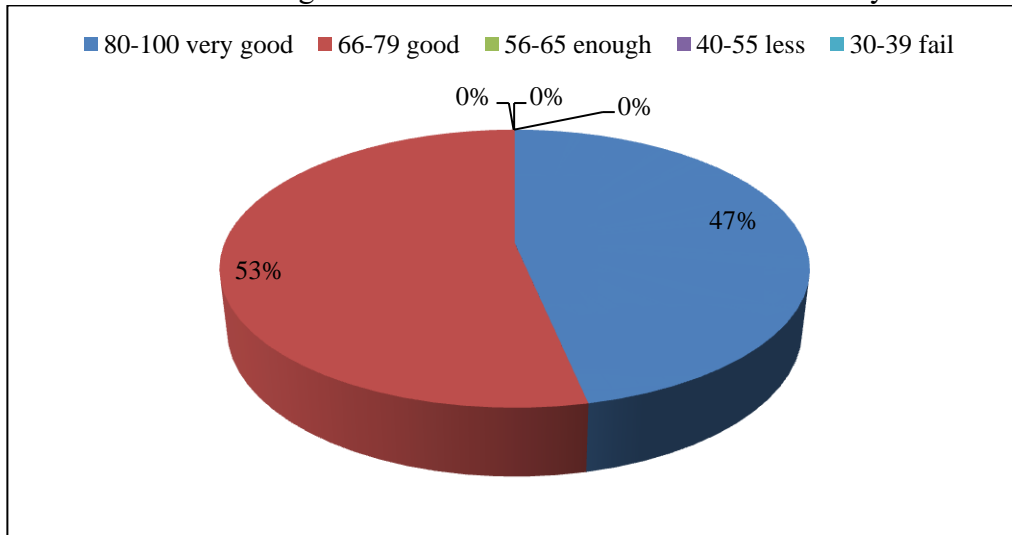
The researchers also described the frequency and the percentage of the students' ability in using conditional sentence as follows:

Table 4.3  
The Frequency and Percentage of Students' Conditional Sentences Ability

Score	Category	Frequency	Percentage %
80-100	Very Good	14	47
70-79	Good	16	53
60-69	Enough	0	0
50-59	Less	0	0
0-49	Fail	0	0
<b>Total</b>		<b>30</b>	<b>100</b>

From the table above, it can be seen that there were 14 students at "very good" category, with the percentage of 47%. There were 16 students at "good" category, with the percentage of 53%. And there was no student at the category of "enough", "less" and "fail". Meanwhile, the researcher presented the percentage of students' conditional sentences score distribution as follows:

**Chart 4.4**  
**The Percentage of Students' Conditional Sentences Ability**



From the chart above, it can be seen that there are 47% students at the “very good” category, 53% students at the “good” category. There was no student at the category of “enough”, “less” and “fail”.

For analyzing the data of students’ ability of conditional sentences, the researchers obtained the further discussion by using SPSS 22.0. It can be seen from the following table:

**Table 4.4**  
**Descriptive Statistics of Students' Conditional Sentences Ability**

	<b>N</b>	<b>Min.</b>	<b>Max.</b>	<b>Sum</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Variance</b>
<b>Conditiona l Sentences Ability Valid N (list wise)</b>	30	68	92	2336	77.86	6.94	48.25

From the table it can be seen that the mean of students’ ability in using conditional sentences was 77.86, it meanted that the category for students’ ability in using conditional sentences is “good”. Next, the minimum score is 68, and maximum score is 92.

**b. What is the dominant type of conditional sentences mastered by the eleventh grade students in using conditional sentences?**

The researchers analyzed the types of conditional sentences. The analysis is explained as follows:

a) Type I

**Table 4.5 Analysis of Type I of Conditional Sentence**

<b>Descriptive Statistics</b>			
	<b>N</b>	<b>Sum</b>	<b>Mean</b>
Item 1	30	30	1.00

Item 4	30	28	0.93
Item 7	30	24	0.80
Item 10	30	24	0.80
Item 13	30	27	0.90
Item 16	30	25	0.83
Item 19	30	27	0.90
Item 22	30	26	0.87
Item 25	30	27	0.90
<b>Total</b>	<b>270</b>	<b>238</b>	<b>7.93</b>
<b>Total Mean Score</b>			<b>0.88</b>

From the table above, it can be seen that the mean score of item 1 was 1.00, item 4 was 0.93, item 7 was 0.80, item 10 was 0.80, item 13 was 0.90, item 16 was 0.83, item 19 was 0.90, item 22 was 0.87, the mean score of item 25 was 0.90. In conclusion, the totals mean score of conditional sentence type I was 0.88.

#### b) Type II

Table 4.6 Analysis of Type II of Conditional Sentence

<b>Descriptive Statistics</b>			
	<b>N</b>	<b>Sum</b>	<b>Mean</b>
Item 2	30	29	0.97
Item 5	30	28	0.93
Item 8	30	17	0.57
Item 11	30	23	0.77
Item 14	30	23	0.77
Item 17	30	21	0.70
Item 20	30	17	0.57
Item 23	30	20	0.67
<b>Total</b>	<b>240</b>	<b>178</b>	<b>5.93</b>
<b>Total Mean Score</b>			<b>0.74</b>

From the table above, it can be seen that the mean score of item 2 was 0.97, item 5 was 0.93, item 8 was 0.57, item 11 was 0.77, item 14 was 0.77, item 17 was 0.70, item 20 was 0.57, item 23 was 0.67. In conclusion, the total mean score of conditional sentence type II was 0.74.

#### c) Type III

Table 4.7 Analysis of Type III of Conditional Sentence

<b>Descriptive Statistics</b>			
	<b>N</b>	<b>Sum</b>	<b>Mean</b>
item3	30	26	0.87
item6	30	19	0.63
item9	30	20	0.67
item12	30	16	0.53
item15	30	20	0.67



item18	30	23	0.77
item21	30	18	0.60
item24	30	26	0.87
<b>Total</b>	<b>240</b>	<b>168</b>	<b>5.60</b>
<b>Total Mean Score</b>			<b>0.70</b>

From the table above, it can be seen that the mean score of item 3 was 0.87, item 6 was 0.63, item 9 was 0.67, item 12 was 0.53, item 15 was 0.67, item 18 was 0.77, item 21 was 0.60, item 24 was 0.87. In conclusion, the total mean score of conditional sentence type III was 0.70.

The researcher also described the dominant type of conditional sentences as follows:

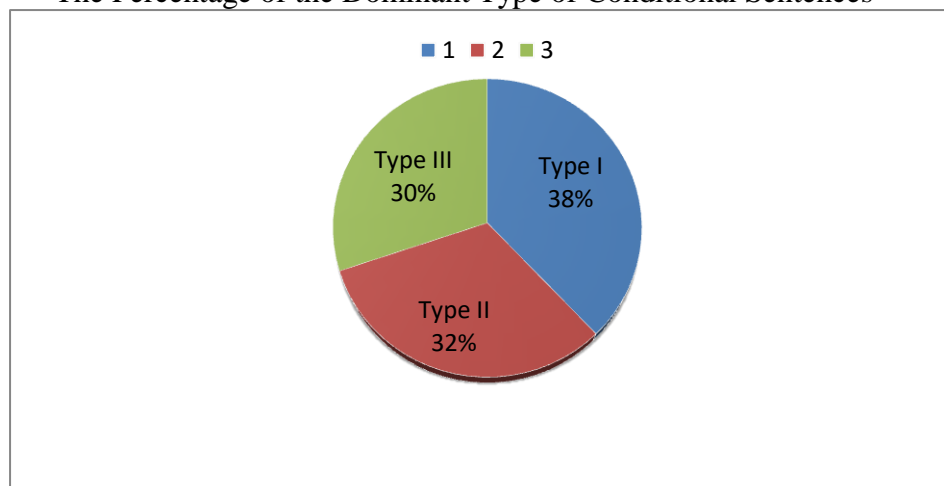
Table 4.8 The Dominant Type of Conditional Sentences

No	Types	Mean Score
1	Type I	0.88
2	Type II	0.74
3	Type III	0.70

From the table above, it can be seen the dominant type of conditional sentences is mastered by the eleventh grade students of SMAS Istiqlal Delitua Academic Year 2022/2023 was type I, the mean score was 0.88.

The researchers also presented the percentage of the dominant type of conditional sentences as follows:

Chart 4.5  
 The Percentage of the Dominant Type of Conditional Sentences



From the chart above, it can be seen that the percentage of type I is 38%, type II was 32%, and type III was 30%. So, the dominant type of students' ability in using conditional sentences at the eleventh grade of SMAS Istiqlal Delitua Academic Year 2022/2023 was "type I" with the percentage 38%.

## 4.2 Sub Chapter 2

This session discusses about the findings from the previous section. It discusses the findings from each of the two research questions with reference to findings from previous research and existing relevant literature to studies in the area of students' ability in using conditional sentences.

### a. How is the eleventh grade students' ability in using conditional sentences?

The findings show that the category of students' ability in using conditional sentences is "good" level, even though almost half of them were categorized into "very good" level in using conditional sentences. It means the process of teaching and learning in conditional sentences at SMAS Istiqlal Delitua Academic Year 2022/2023 is optimum.

### b. What is the dominant type of conditional sentences mastered by the eleventh grade students in using conditional sentences?

The data findings show that the dominant type of conditional sentences mastered by the eleventh grade students in using conditional sentences was "type I" with the highest mean score among others was 0.88 or the percentage was 38% and the lowest mean score among others was "type III" with the mean score was 0.70 or the percentage was 30%.

## 5. Conclusion

This research was conducted to investigate the students' ability in using conditional sentences at eleventh grade of SMAS Istiqlal Delitua Academic Year 2022/2023. Based on what has been discussed, presented, and analyzed in the previous chapter, the researchers concluded that the mean score of students' ability in using conditional sentences at the eleventh grade of SMAS Istiqlal Delitua Academic Year 2022/2023 is 77.86. It is categorized as "good" level. The dominant type of students' ability in using conditional sentences at the eleventh grade of SMAS Istiqlal Delitua Academic Year 2022/2023 is "type I" with the mean score 0.88 or 38%.

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