

AN ANALYSIS OF STUDENTS' ERROR IN WRITING CONDITIONAL SENTENCE

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Abstract

Conditional sentences are important to use because consciously or unconsciously, people often use these sentences in everyday life to dream, imagine, and hope. Often encountered errors in writing conditional sentences. This study aims to determine the types of errors that students commonly make in writing conditional sentences and to find out the causes of their errors in writing conditional sentences. This research used a qualitative descriptive research type. Data collection was done through tests and interviews. The results showed that the types of errors that often occurred in writing conditional sentences were misinformation errors, then the causes of student errors in writing conditional sentences were errors due to interlingual transfer, intralingual transfer, and learning context.

Kalimat kondisional penting untuk digunakan karena secara sadar atau tidak sadar, orang sering menggunakan kalimat tersebut dalam kehidupan sehari-hari untuk bermimpi, membayangkan, dan berharap. Sering dijumpai terjadi kesalahan dalam penulisan kalimat kondisional. Penelitian ini bertujuan untuk mengetahui jenis kesalahan yang biasa dilakukan siswa dalam menulis kalimat kondisional dan untuk mengetahui penyebab kesalahan mereka dalam menulis kalimat kondisional. Penelitian ini menggunakan jenis penelitian deskriptif kualitatif. Pengumpulan data dilakukan melalui tes dan wawancara. Hasil penelitian menunjukkan bahwa jenis kesalahan yang sering terjadi dalam menulis kalimat kondisional ada pada jenis kesalahan misinformation, kemudian penyebab kesalahan siswa dalam menulis kalimat kondisional adalah kesalahan karena interlingual transfer, intralingual transfer, dan konteks pembelajaran.

Keywords : Error, Writing, Conditional Sentences.

INTRODUCTION

In Indonesia English is a foreign language. According to Brown (2007) learning foreign language is not like native language learning. In learning a foreign language, they will learn the different rules of both two languages. There are four basic skills require to master English, namely listening, speaking, reading, and writing. However, English consist of several elements that cannot be separated from one another, such as grammar, vocabulary and pronunciation.

As a tool of communication, English can be used to share, to give and to exchange information and opinion. Basically, there are two ways to share, give and exchange information and opinion, namely speaking and writing. Student especially must study hard to understanding English, specifically in written form. The use of written form is not only to text. They can communicate through word by word to each other. Written form is started from arranging the letter to be words, words can be made sentence, sentence can be made paragraph. A paragraph give meaning to the readers.

To have good communication both in speaking and writing English, people need to learn grammar. Grammar refers to the fundamental principles and structure of the language, including clear and correct sentence construction and the proper forms of the words. Grammar is the rules that should be obeyed, because grammar has important role in communication. Using grammar incorrectly can lead miscommunication. Moreover, grammar involves some linguistic constituents. One of them is conditional sentences. It is important to use conditional sentences, because consciously or unconsciously people often use conditional sentences in their daily life to dream, to imagine, and to wish.

Conditional sentence is one of English grammar. According to Azar (1989) conditional sentence or clause consist of an if-clause, named sub clause and this result found in the main clause that depends on the if-clause. Conditional sentence has three types that have difference with each other, for example: if you give me money, I will help you. (Type I) if you gave me money, I would help you. (Type II) if you have given me money, I would have helped you. (Type III). These examples show us that English

conditional sentence there is a change in verb form between conditional sentence type I, II, and III but in Indonesia language, there is no change in verb form in conditional sentence.

The problem, the writer find out some of student at first semester still lack of grammar. They confuse about the form type I, II, III. Even in simple form like simple present tense in conditional sentence type I, the students still get low score in making conditional sentence. Some of students have difficulty and make a mistake in writing conditional sentence.

Heidi Dulay (1982) said that Error is classified into four categories taxonomy error, there are four types of taxonomy, namely : error type based on linguistic category, error types based on surface strategy taxonomy, error types based on comparative of taxonomy, and error types based on communicative effect taxonomy. Based on those types of errors, in this research the writer will conduct the data by using the second taxonomy from Dulay (1982), surface strategy taxonomy. This taxonomy is chosen because the errors based on this taxonomy are very often made by the learners, (1) Omission (Omission errors are characterized by the absence of an item that must appear in a well-formed utterance), Addition (Addition errors are the opposite of omission they are characterized by the presence of an item which much not appear in a well-formed utterance), Misinformation (Misinformation errors are characterized by the use of the wrong from the morpheme or structure. In misinformation errors, the learner supplies something, although it is incorrect), and Misordering (characterized by the incorrect placement of a morpheme or group of morpheme in an unttenance).

According to Brown (2002), error are divided into several causes. They are interlingual transfer (interlingual transfer is the source of error that learners made because they uncommonly use the English word, so they difficult to learn), intralingual transfer (Intralingual error is the outcome from partial learning of the target language rather than language transfer. It means that students know the background knowledge, the structure or grammatical of target language, but they do not know the overall), context of learning (It comes from the situation of classroom, the teacher, and the material being learned), and communication strategies.

Based on error made by the writer and the student while they were at first semester and the problem describe above, the writer conducted an error analysis to investigate students' ability in writing conditional sentence at second semester of English Department of Education Faculty of Pekalongan University class of 2021/2022.

RESEARCH DESIGN

The research that was conducted by researcher is a type of descriptive qualitative design. Descriptive qualitative method design is a procedure of research for collecting, analyzing and describe qualitative in a series of studies to understand a research problem. In this research the data source is morning class that consist of 26 students second semester of English department of Pekalongan university in academic year of 2021/2022. In this research, the researcher employe the data through classroom observation, test, and interview.

Ongoing data analyses the writer used Miles and Huberman model in technique of data analysis. According to Miles and Huberman (2005), there are three stages. They were : Data Reduction, Data display, and Conlusion Drawing/Verifying.

FINDING AND DISCUSSION

In this first discussion, the researcher explained and describe what types of errors are often made by respondents in writing conditional sentences, both type 1, type 2, and type 3. According to Dulay

(1982) the error that is often made by the author is the surface strategy taxonomy. . This taxonomy is further divided into 4 types, namely omission, addition, misinformation, and disorder. In writing type 1 conditional sentences, from 130 respondents' answers, 19 answers or 14.61% of them are not correct in writing or still experience errors in writing type 1 conditional sentences, while 111 answers or 85.39% of them are correct in writing. It is known that type 1 conditional sentence writing errors are caused by respondents who do not understand the type 1 conditional sentence formula. Where in the type 1 conditional sentence which has the formula If + Simple Present (S + V 1 + O), Simple Future (S + Will,... + V 1), the respondent is still not right in determining the type of sentence or cannot distinguish the structure of the sentence. Correct. For example, the FA respondent made a mistake in writing a type 1 conditional sentence by writing the sentence "*I will finish the project, if you are coming now*", he should have written "*I will finish the project, if you come now*". FA respondent writes V 1 + ing in the written sentence, the respondent should only write V 1 without the suffix "-ing". It is known that the respondent experienced an error that was included in the type of addition error according to Dulay, where the FA respondent gave an affix that should not be added.

In addition, there were other errors written by several respondents, for example by SNW respondent. It is known that the respondent uses V 2 in the sentence he wrote, even though the respondent should have used V 1 . SNW respondents are known to experience errors in the type of misinformation according to Dulay, where this type of error occurs because someone uses the wrong morpheme or structure in writing sentences. This is also reinforced by MAF respondents. It is known that the respondent did not correctly understand the correct sentence structure. MAF respondents are known to be unable to distinguish the types of simple future and past sentences. It was also found that the average error in writing conditional sentences written by the respondents in the research carried out, on average, experienced errors in the same type of error, namely the type of Misinformation error. In percentage terms, the types of error in writing conditional sentences including omission were 7 or 36.84%, errors including addition were 2 or 10.52%, then errors including misinformation were 7 or 36.84%, and errors including misordering amounted to 3 or 15.80%. It is understood that the error occurred because the respondent did not understand well about the sentence that should be used in the conditional sentence.

Furthermore, in writing type 2 conditional sentences, of the 130 respondents' answers, 58 answers or 44.61% of them are not correct in writing or still experience errors in writing type 2 conditional sentences, while 64 answers or 49.24% of them are correct in writing, and 8 answers or 6.15% are not filled in. It is known that the error in writing conditional sentences in type 2 is the same as errors in writing errors in type 1 conditional sentences, which are caused by respondents who do not understand the formula for the type 2 conditional sentences. In type 1 conditional sentences that have the formula If + Past Tense (S + V 2), Past Future (S + Would,... + V 1), the respondent is still not precise in determining the type of sentence or cannot distinguish the correct sentence structure. For example, a DGP respondent made a mistake in writing a type 2 conditional sentence by writing the sentence "*If you had the answer, would you tell me*", he should have written "*If you had the answer, you would tell me*". DGP respondents did not write down the sentence structure correctly. It is known that the respondent experienced an error that was included in the type of misordering error.

In addition, there were other errors written by almost all of the respondents, for example by respondent MH, where he wrote the sentence "*I would love Zayn Malik, if we meet in real*", he should have written "*I would love Zayn Malik, if we met in real*". It is known that the respondent uses V1 in the sentence he wrote , even though the respondent should have used V2 . Respondents MH are known to experience errors in the type of misinformation according to Dulay, where this type of error occurs

because someone uses the wrong morpheme or structure in writing sentences. This is also reinforced by SIH respondents who wrote the sentence *"If you love me, you would buy me a diamond ring"*, the correct sentence should be *"If you loved me, you would buy me a diamond ring"*. It is known that the respondent did not correctly understand the correct sentence structure. SIH respondents are known to be unable to distinguish the right types of sentences. It was also found that the average error in writing conditional sentences written by respondents in the research conducted on average experienced the same type of error, namely the type of Misinformation error. In percentage terms, the types of error in writing conditional sentences including omission and addition were 0 or 0%, then errors including misinformation were 57 or 98.27%, and errors including misordering were 1 or 1.73%. This is also in accordance with the research entitled *"The Analysis of Conditional Sentence Errors Pattern In Writing Sentences of The Eleventh Grade Students of SMA Negeri 5 Bandar Lampung"*, whose results also show that the error in writing sentences with the type of misinformation error reaches 54.07%. This shows that the error that often occurs in writing type 2 conditional sentences is misinformation, which occurs because the respondent does not understand well about the sentences that must be used in conditional sentences.

Then in writing type 3 conditional sentences, from 130 respondents' answers, 65 answers or 50% of them are not correct in writing or still experiencing errors in writing type 3 conditional sentences, while 54 answers or 41.50% of them are correct in writing, and 11 answer or 8.50% is not filled. It is known that the error in writing conditional sentences in type 3 is the same as the error in writing errors in conditional sentences type 1 and 2, which is caused by respondents who do not understand the formula for the type 3 conditional sentence. In type 3 conditional sentences that have the formula *If + Past Perfect (S + had + V 3)*, *Past Future Perfect (S + Would,... + have + V 3)*, the respondent is still not right in determining the type of sentence or cannot distinguish the structure correct sentence. For example, an EOA respondent made a mistake in writing a type 3 conditional sentence by writing the sentence *"If you had sent me a money, I would have bought a car"*, he should have written *"If you had sent me a money, I would have bought a cars"*. It is known that the EOA respondent uses V 1 in the word "send" in the sentence he wrote, even though the respondent should have used V 3. The respondent is known to have experienced errors in the type of misinformation according to Dulay, where this type of error occurs because someone uses the wrong morpheme or structure in writing sentences.

In addition, it is reinforced by the finding of other similar errors written by almost all respondents. As did respondent AA, where he wrote the sentence *"If you had came earlier, you would have met me"*, he should have written *"If you had come earlier, you would have met me"*. It is known that the respondent uses V 2 in the word "came" in the sentence he wrote, even though the respondent should have used V 3. Respondents AA are known to experience errors in the type of misinformation. This was also reinforced by the respondent MH who wrote the sentence *"If I had sent my application to the B company, I wouldn't have suffer time"*, the correct sentence should have been *"If I had sent my application to the B company, I wouldn't have suffered time"*. It is known that the respondent did not correctly understand the correct sentence structure. SIH respondents are known to be unable to distinguish the types of sentences past future and past future perfect. In percentage terms, the types of error in writing conditional sentences including addition and misordering are 0 or 0%, then errors including misinformation are 64 or 98.46%, and errors including omission are 1 or 1.54%. It is also known that the average conditional sentence writing errors written by respondents in the research conducted, on average experienced the same type of error, namely the type of Misinformation error. This shows that errors in writing conditional sentences type 2 and 3 have the same error, namely the average error occurs in the type of

misinformation error that occurs because the respondent does not understand well about the sentence that must be used in the conditional sentence.

From the explanation of the things above, it is known that the errors in writing type 1 conditional sentences with omission errors are 36.84%, addition is 10.52%, misinformation is 36.84%, and misordering is 15.80%. Then the error in writing type 2 conditional sentences with omission and addition types is 0%, misinformation is 98.27%, and misordering is 1.73%. Then the error in writing type 3 conditional sentences with addition and misordering types is 0%, misinformation is 98.46%, and omission is 1.54%. It can be concluded that the average error often occurs in misinformation errors.

Next, the researcher will explain and describe the cause of student's errors in writing conditional sentences. Previously in the literature review, we have studied the sources of errors according to Brown (2002) which are divided into 4 types, namely interlingual transfer, intralingual transfer, learning context and communication strategies. From the results of research conducted, both through test results and interview results, it shows that one of the errors is caused by interlingual transfer. Where through in-depth interviews conducted with FA respondents on June 28, 2022 via Whatsapp, the respondent revealed that learning to write conditional sentences was difficult because of the different languages between Indonesian and English. In English, the sentences written are more complex than sentences in Indonesian. This is in line with the results of the FA respondent's test which showed that of the 15 questions given, all of the questions were not answered correctly by him. This is also in line with the theory according to Brown (2002) which says that writing and other errors may occur because a person's mother tongue will be easier to learn than other languages. Here, because the FA respondent has a mother tongue, namely Indonesian, it is natural that the respondent has difficulties and makes mistakes when studying conditional sentence writing, because the sentence is a type of sentence writing that he has just learned, besides that the respondent comes from a 2nd semester student majoring in In English, there is a lot of newly learned knowledge such as sentence types, sentence formulas, and so on .

Furthermore, from the results of the study, it was also found that the cause of the error in writing conditional sentences was caused by intralingual transfer. Where according to Brown (2002) the error may occur because even though someone knows some knowledge, but the person does not know it as a whole or in depth. As stated by respondent MH, that he actually understood the concept or formula of conditional sentences, he also said he could write conditional sentences, however, he still often made grammatical and other errors, for example, he had not used the correct form of verbs correctly. in the sentence he made. This is in line with the results of the respondent's test which shows that there are several questions that have not been answered correctly regarding the form of the verb. This shows that in-depth mastery is related to knowledge, here in the context of writing conditional sentences one must know the form of the verb, and the sentence formula itself is very much needed so that mistakes in writing do not occur again, it is also not only found in one or two respondents , but some respondents. it means, some of these respondents did not really fully understand the knowledge they learned, which here is related to the writing of conditional sentences.

Apart from interlingual transfer and intralingual transfer, from the results of the study it is also known that the cause of conditional sentence writing errors is caused by the learning context. Where according to Brown (2002), the learning context is the third major source of error. This happens because the material being studied is indeed complicated. It is known that writing conditional sentences has an increasingly complex level of complexity. From the type 1, type 2 and type 3 conditional sentence formulas, they have complexities that are increasingly difficult to understand if someone is still new to learning to write English sentences. Someone who does not know the types of English sentences and the formulas for each type

of sentence, then that person will not be able to write conditional sentences correctly or the more likely he is to make mistakes in writing conditional sentences. This is especially supported by a learning situation that is not conducive, where semester 2 students majoring in English Education are uniquely receiving the material online, making it more difficult for them to understand the material. In addition, some of the questions given were also not filled in by the respondents, this might happen because they felt confused or had difficulty in making these types of conditional sentences. Therefore, both the context of the subject matter, and the class situation also affect the size of the errors that a person may make in learning conditional sentences.

Although there are several causes of someone writing a sentence error and errors are found in writing the sentence. However, there are also respondents who are able to answer all the test questions correctly, namely NAH respondents. Through in-depth interviews, the NAH respondent also revealed that he was able to understand and write conditional sentences easily. This is because he already understands various types of sentences and verbs. Whether it's a simple present sentence, simple future, past tense, past future, past perfect, past future perfect which incidentally is a formula for writing conditional sentences. The respondent also revealed that he understood the verb, both forms of V 1 , V 2 , and V 3 . This is what makes the respondent not make mistakes in writing conditional sentences.

From the explanation described above, it can be concluded that in the research conducted, the cause of student's errors in writing conditional sentences was caused by 3 things, namely interlingual transfer, intralingual transfer, and learning context. Therefore, according to the researcher, to avoid mistakes that may occur in the future, someone who wants to study or write conditional sentences, should study seriously the context of the learning being studied, both from what and how to do it. . In addition, someone also needs to create a comfortable atmosphere when learning something, he must create his own comfort in learning something. Hopefully by doing the things mentioned above, there will be no more mistakes in writing conditional sentences.

CONCLUSION

Errors in writing conditional sentences often occur in the type of surface strategy taxonomy error, namely errors due to misinformation. It is known that sentence writing errors due to misinformation reached a percentage of 36.84% when writing type 1 conditional sentences, 98.27% when writing type 2 conditional sentences, and 98.46% when writing type 3 conditional sentences. It can be concluded that the average error often occurs due to misinformation errors.

The cause of student's errors in writing conditional sentences is caused by 3 things, namely interlingual transfer, intralingual transfer, and learning context. It was concluded that the cause of this was mainly due to a person's lack of ability to understand his or her own ability to study the learning context.

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