

**ANALYZING STUDENTS' PROBLEMS IN UNDERSTANDING AND  
CONSTRUCTING ENGLISH CONDITIONAL SENTENCES**

**THESIS**

Submitted by:

**SITI FATIMAH**

NIM. 150203020

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education



**FAKULTAS TARBIYAH DAN KEGURUAN  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
BANDA ACEH  
2019 M/ 1441 H**

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*  
*Universitas Islam Negeri Ar-Raniry Banda Aceh*  
In Partial Fulfillment of the Requirements for The Degree  
Bachelor of Education in English Language Teaching

by :

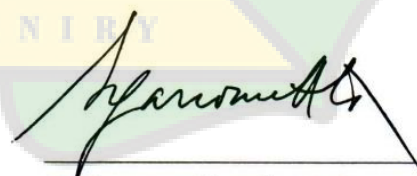
**SITI FATIMAH**  
**150203020**

Student of *Fakultas Tarbiyah dan Keguruan*  
Department of English Language Education

Approved by :

Main Supervisor,

Co-Supervisor,



Dr. Luthfi Aunie, M.A

Dr. Syarwan Ahmad, M.LIS

Date : 27 / 11 / 2019

Date : 27 / 11 / 2019

It has been defended in *Sidang Munaqasyah*  
in front of the board of the Examination for the working paper  
and has been accepted in partial fulfillment of the requirements  
for Bachelor of Education Degree in English Language Teaching

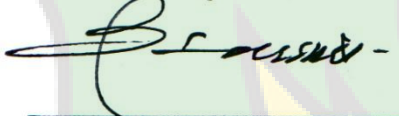
On:

Monday, 9 December 2019  
12 Rabiul Akhir 1441 H

In Darussalam, Banda Aceh

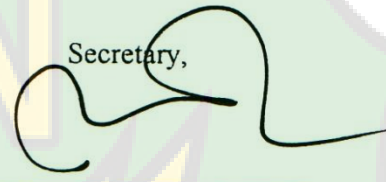
Board of Examiner,

Chairperson,



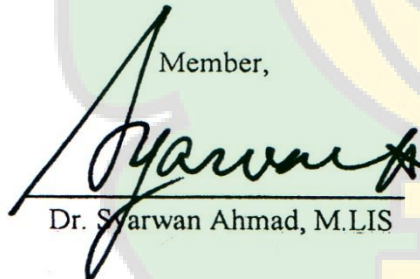
Dr. Luthfi Aunie, MA

Secretary,



Ikhwantha Dhivah, S. Pd.

Member,



Dr. Syarwan Ahmad, M.LIS


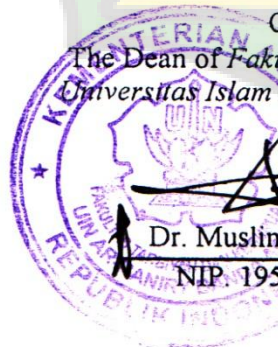
Member,



Fithriyah, S.Ag., M.Pd.

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*  
*Universitas Islam Negeri Ar-Raniry Banda Aceh*

Dr. Muslim Razali, S.H., M.Ag.

NIP. 195903091989031001

**SURAT PERNYATAAN KEASLIAN**  
*(Declaration of Originality)*

Saya yang bertandatangan dibawah ini:

Nama : Siti Fatimah  
NIM : 150203020  
Tempat/Tgl.Lahir : Banda Aceh / 21 Desember 1997  
Alamat : Jln. Punge Blang Cut No.18, Banda Aceh  
Judul Skripsi : Analyzing Students' Problems in Understanding and Constructing English Conditional Sentences

Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan akan menjadi sepenuhnya tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 27 November 2019

Saya yang membuat surat pernyataan,



Siti Fatimah

## ACKNOWLEDGEMENTS



Alhamdulillah, praise be to Allah SWT, God the Almighty, the Most Exalted, the Compassionate and the Merciful, the King who owns the power over all the creatures, He who always blesses and gives me health, strength and passion to accomplish this thesis. Peace and salutation may He always grant to the noble prophet Muhammad SAW whom together with his family and companions has struggled whole heartedly to guide his ummah to the right path.

First and foremost, my deepest gratitude and appreciation is addressed to my thesis supervisor Dr. Luthfi Aunie, M.A and Dr. Syarwan Ahmad, M.LIS. for their valuable guidance, advices, support, insightful comment, immense knowledge and kindness that greatly simplified me in completing this thesis. My appreciation also goes out to my academic supervisor, Mr. Dr. phil. Saiful Akmal, M.A. who gave me a lot of information in the process of completing this thesis. Additionally, my appreciation is to Mr. Drs. Mustafa Ar, M.A., Ph.D. as my previous supervisor who has provided so many suggestions and input in the planning of making this thesis. May Allah grant them all a special place in Jannah. With deep gratitude, my appreciation is also given to all participants of this study, the extended family of SMA Negeri 1 Banda Aceh for their ease and cooperation during the data collection period.

Second, I owe my deepest thank and my sincere gratitude to my beloved parents Ayah Bahrum & Umi Syarifah Radhiah, for the great kindness, endless love, prayers, sacrifice, patience, and everlasting support both financial and moral, so that I could study until this current level. Without their extraordinary love and prayers, I would not be who I am now. Then, to my one and only beloved sister, Nurul Fitriana, who has always supported and motivated me with love.

Last but not least, my thanks go to me for always pushing myself to stay strong and still look well even if I don't. Then, special thanks are addressed to Ody, Dhita, Kyipmip, Oja and Leli who have accompanied and motivated me sincerely from the beginning semester until now. The deepest gratitude to my paw paw, Hayaoon, who is always exchanging ideas, sharing information and making me burst out laughing any time.

Last, my thanks go to some special students of 2015 from the English Language Education Department who have provided some of the suggestions and related information that I need.

Finally, I realized that this thesis needed bright ideas to perfect its shortcomings. I hope this thesis makes a valuable contribution and can be used properly by both students and lecturers of Language Education Department of UIN Ar-Raniry Banda Aceh.

May Allah SWT always bless us.

Banda Aceh, November 27th, 2019

Siti Fatimah

## ABSTRACT

Name : Siti Fatimah  
NIM : 150203020  
Faculty : *Fakultas Tarbiyah dan Keguruan*  
Major : Department of English Education  
Thesis working : Analyzing Students' Problems in Understanding and  
Constructing English Conditional Sentences  
Main Supervisor : Dr. Luthfi Aunie, MA.  
Co-Supervisor : Dr. Syarwan Ahmad, M.LIS.  
Keywords : understanding; constructing; problems; conditional sentences

This research is an investigation of the students' problems in understanding and constructing English conditional sentences. The research was based on the descriptive qualitative research design. There were 31 third grade students of SMA Negeri 1 Banda Aceh as participants. The researcher used tests and interviews as data collection techniques. All students were given tests containing questions about conditional sentences. After the test results were examined, 7 of them were chosen based on the results of their tests as the interviewees for the interviews section. The results of the interview were analyzed by using coding and described by the researcher as research findings. As a result the study reveals that students' problems in understanding and constructing conditional sentences were found in the use of tenses, the forms' understanding of sentences and the meaning contained in conditional sentences. Another main finding of the study is that there were two strategies used by students in constructing conditional sentences, namely identifying the tenses used in sentences and matching the tenses needed to make it easier for them to construct the sentence required. These findings suggest that in understanding and constructing English conditional sentences, students have to master all aspects needed in conditional sentences and teachers should be aware of the weaknesses and needs of their students.



## TABLE OF CONTENT

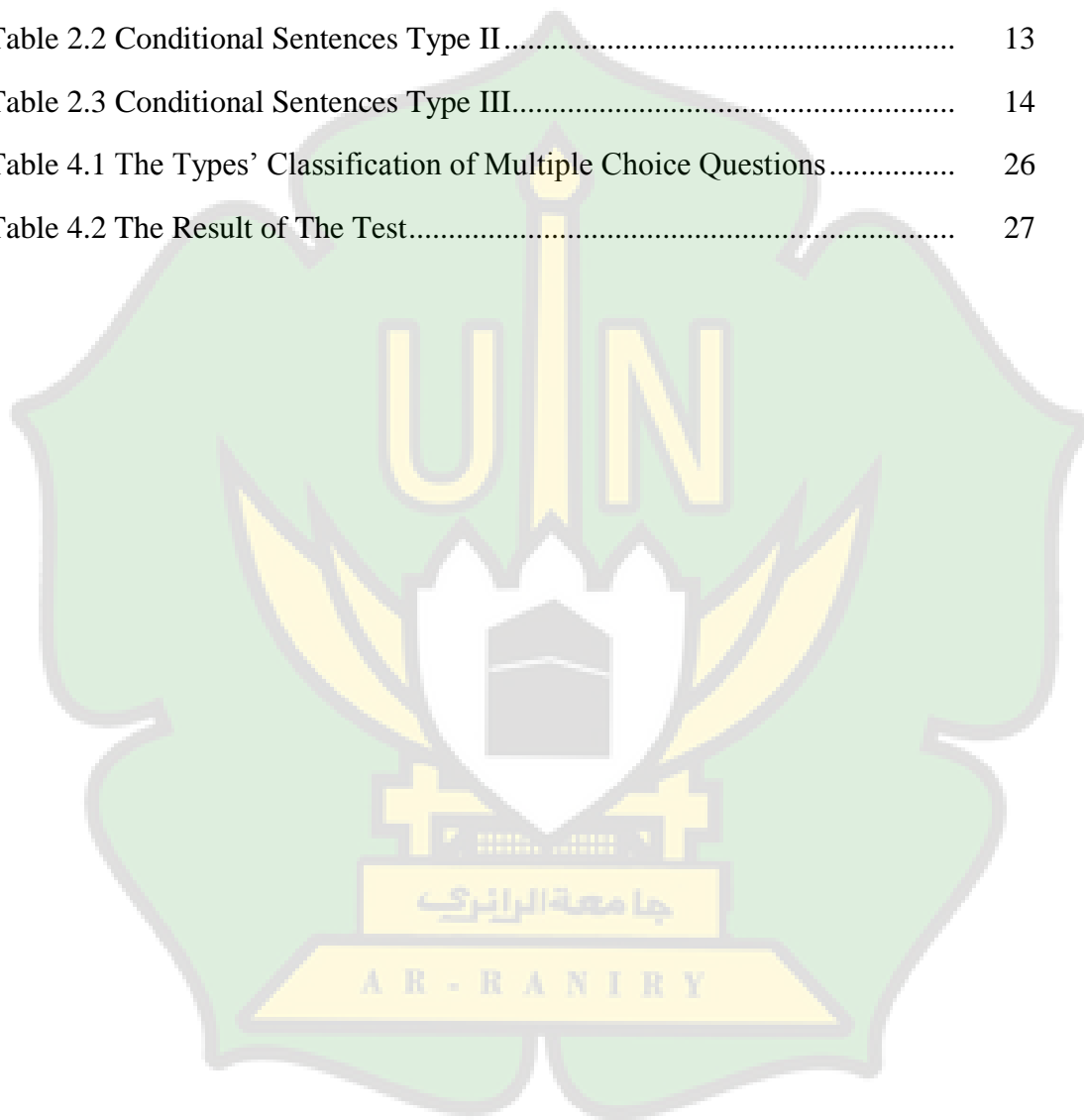
DECLARATION OF ORIGINALITY .....	i
ACKNOWLEDGEMENTS .....	iv
ABSTRACT .....	vi
TABLE OF CONTENTS .....	vii
LIST OF TABLES .....	ix
LIST OF APPENDICES .....	x
<b>CHAPTER 1 INTRODUCTION .....</b>	<b>1</b>
A. Background of the Study .....	1
B. Previous Studies .....	5
C. Research Questions .....	5
D. Research Aims .....	6
E. Significance of the Study .....	6
F. Scope of the Study .....	7
G. Research Terminologies .....	8
1. Constructing .....	8
2. Conditional Sentences .....	9
<b>CHAPTER 2 LITERATURE REVIEW .....</b>	<b>10</b>
A. The Definition of Grammar .....	10
B. Conditional Sentences .....	11
1. The Definition of Conditional Sentences .....	11
2. The Types of Conditional Sentences .....	12
3. The Use of Conditional Sentences .....	14
4. The Meaning of Conditional Sentences .....	15
C. Students' Problems in Understanding and Construction English Conditional Sentences .....	17
1. The Implementation of Tenses in Conditional Sentences .....	17
2. The Form of Conditional Sentences .....	18
3. The Meaning in Conditional Sentences .....	18
D. Students' Strategies in Constructing English Conditional Sentences Based on Their Understanding .....	19
1. Identifying The Tenses Used .....	19



2. Match with The Tenses Needed .....	20
<b>CHAPTER 3 RESEARCH METHODOLOGY .....</b>	<b>21</b>
A. Research Design .....	21
B. Research Sites and Participants .....	21
C. Methods of Data Collection .....	22
1. Test .....	22
2. Interview .....	23
D. Data Analysis .....	24
<b>CHAPTER 4 FINDINGS AND DISCUSSION.....</b>	<b>25</b>
A. Findings.....	25
1. Students' Problems in Understanding Constructing English Conditional Sentences.....	30
1.1. The Use of Tenses.....	30
1.2. The Form of Conditional Sentences.....	32
1.3. The Meaning Contained in The Conditional Sentences.....	34
2. Students' Strategies in Constructing English Conditional Sentences Based on Their Understanding .....	35
2.1. Identify The Tenses Used in Sentences .....	35
2.2. Match with The Tenses Needed .....	38
B. Discussion .....	39
<b>CHAPTER 4 CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>41</b>
A. Conclusions .....	41
B. Recommendations .....	43
<b>REFERENCES .....</b>	<b>45</b>
<b>APPENDICES</b>	
<b>AUTOBIOGRAPHY</b>	

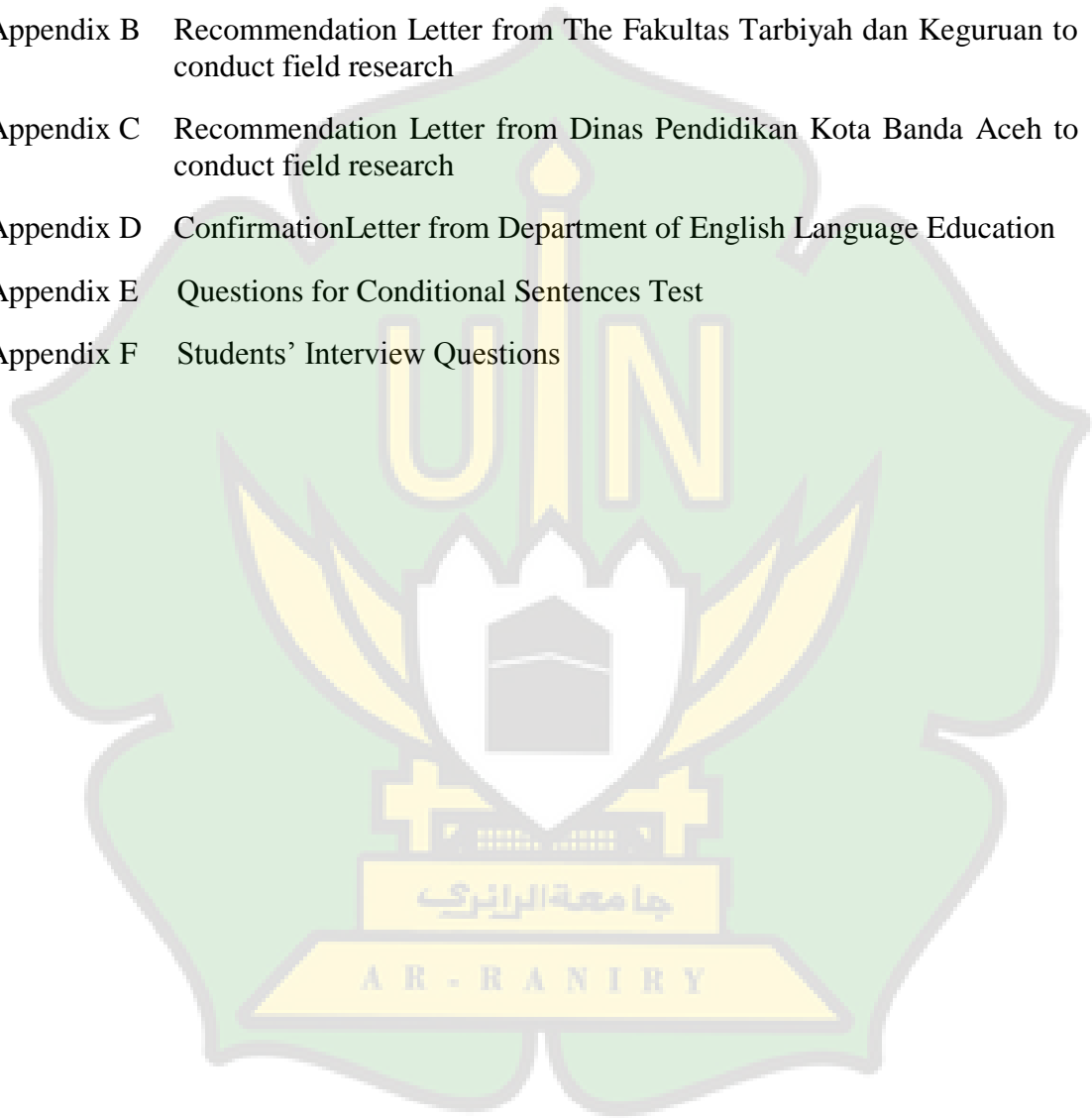
## LIST OF TABLE

Table 2.1 Conditional Sentences Type I .....	12
Table 2.2 Conditional Sentences Type II .....	13
Table 2.3 Conditional Sentences Type III .....	14
Table 4.1 The Types' Classification of Multiple Choice Questions .....	26
Table 4.2 The Result of The Test .....	27



## LIST OF APPENDICES

- Appendix A Appointment Letter of Supervisors
- Appendix B Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to conduct field research
- Appendix C Recommendation Letter from Dinas Pendidikan Kota Banda Aceh to conduct field research
- Appendix D Confirmation Letter from Department of English Language Education
- Appendix E Questions for Conditional Sentences Test
- Appendix F Students' Interview Questions



## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

According to Watson (2006), a language consists of sentences. A sentence is a complete written or spoken thought. To express a complete thought, a sentence must have two parts. One part is the subject. It tells who or what the sentence is about. The other part is the predicate. It says something about the subject.

Language has four skills, they are: Listening, Speaking, Reading and Writing. Language also has components which are Phonology, Morphology and Syntax (Grammar). Those language components can't be separated from the language skills. Those four sub skills are very important to support the mastery of the language skills for someone who studies the language. By having more knowledge about language skills, we have a much better chance to understand and being understood and getting what we need around us.

Grammar is one of the most difficult aspects of a foreign language to master. Byrd (2005) states that grammar is the central to the teaching and learning of language that also becomes one of the more difficult aspects of language to teach as well as to learn. It shows that learning grammar is likely to be one of difficulties in learning English for the students. Naturally, they will be confused about the rules and not interested in learning them. A lot of students have low scores in English. It is

caused by the failure in grammar mastery. Grammar can also be defined as a rule that governs how a sentence is formed (Thornbury, 2000). English grammar is traditionally seen as a syntactic system that determines the order and pattern of words arranged in sentences (Close, 1982, p. 13). It is argued that mastering grammar is a complex process that requires a series of decisions about when and why to use one form rather than the other (Celce-Murcia, 2002). Making the right decisions when speaking or writing in the second language requires grammatical proficiency. Grammar is an important thing that makes us less mistakes in a language so that we are easy to understand by anyone.

Furthermore, Thornbury (2000) also stated that grammar is partly the study of what forms or structures are possible in a language. Normally, it is almost related to sentence level analysis. Thus, grammar is a set of rules about how language sentences are formed.

There are several topics in learning grammar, one of them is about conditional sentences. Conditional sentences is two-clause sentences with their own form or structure. As a matter of fact that conditional sentences play an important role in the English language. Students have to understand grammar well and all aspects contained in conditional sentences; their use, forms, formations and meanings.

Conditional sentence is a big obstacle to be understood by students of English as a second or foreign language (ESL/EFL) (Robert, 2003). There are three types of conditional sentences. They are conditional sentences type I, II, and III. This topic

challenges students to understand more or even master about the tenses involved in conditional sentence writing and know each level of sentence type has different difficulties. Among the most difficult grammatical structures for ESL students, conditional sentences stand fifth after articles, prepositions, phrasal verbs, and verbal (Celce-Murcia & Larsen-Freeman 1999).

Simply Sargeant (2007, p. 124) says a sentence with *if* is called conditional sentence. In conditional sentences, the first clause states a supposition or hypothesis and the second clause states the results if that condition is met. Indeed, the hypothetical clause which states the condition ("If this...") is termed the *protasis* and the conclusion clause is called the *apodosis* ("... then this."). The protasis is the conditional, or subordinate, clause, expressing a supposed or assumed case (if). The apodosis is the conclusion, or principal, clause, expressing what follows if the condition is realized. The truth of the conclusion depends on the truth of the conditional clause.

There are many students saying that learning conditional sentences in grammar is very difficult and makes them confused, even among of them are not interested in this lesson. However, the common problems faced by students are about forms, formations, tenses and meanings. The form causes problems because conditional sentences consist of two clauses (i.e., if and result clauses) which can switch places (Halliday and Hasan, 1976). Meanwhile, if students learn about

conditional sentences, they not only learn basic tenses, but also find some tenses that are not commonly used in everyday conversation.

On the other hand, there is no simple answer to the question of how conditional structures should be taught. Many researches have been done on conditionals and certain proposals have been made, but for the practical needs of teachers and students in the classroom no easily-explained or easily-learned solution has been forthcoming. Fulcher (1991) suggests that teachers should select which conditionals to teach depending on type of conditionals that often appear in the text that are most students to encounter. Further, he believes that teaching context is also important to consider because it is really helpful for learning process.

In learning a language, we have to understand not only what is contained in learning but also our ability to construct a sentence in a complex and understandable when the sentence is read. Proper teaching is helpful in developing students' interest. In addition, when teachers find the right way to get students to understand the difficulties faced in learning conditional sentence, students can find ways to overcome these problems and teachers' involvement in this case can make students get the solution easily (Quirk and Greenbaum 1973).

Additionally, students also need to master the conditional sentences because it is not only useful for their understanding of English language classes in school, but



also it is useful for increasing their knowledge and skills in mastering English grammar.

## **B. Previous Studies**

There are several previous studies that have conducted research on conditional sentences from various angles that can be used as references. One of them is conducted by Stevyola Akbar (2010) who researched about problems faced by second grade students in learning Conditional Sentences. Then, there is a study conducted by Saddam Haza' Al Rdaat (2017) that analyzed the use of English Conditional Sentences by Arab students. Hanum Viana (2010) also analyzed about the error of Conditional Sentences that are produced by students. Another study is conducted by Mohamad Guntur P. (2011) that analyzed grammatical errors in using conditional sentences orally.

Several previous studies mentioned above were about the mistakes made by students in using English Conditional Sentences both in writing and orally. In this research, the researcher analyzes not only the problems faced by students in understanding English Conditional Sentences, but also how they can construct sentences using English Conditional Sentences based on their understanding.

## **C. Research Questions**

Based on the background presented above, the problems of this research can be formulated into specific questions below:

1. What are the problems that are faced by students in learning English conditional sentences?
2. How do the students construct English conditional sentences based on their understanding?

#### **D. Research Aims**

In this study, the students' understanding of forms, tenses and meanings are very influential for grammar learning to understand and construct English conditional sentences. It is also aimed to find out the extent of the difficulties that the students faced during the study of English conditional sentences.

In line with the research questions mentioned above, the aims of the study are as follows:

1. To find out the problems faced by students in learning English conditional sentences.
2. To find out how students construct English conditional sentences based on their understanding.

#### **E. Significance of the Study**

Hopefully, the results of this research may be significant for those who would like to understand the conditional sentences. In more specific basically, the significances are distinguished into three:

1. The Significance for Learners

The researcher hopes that this study can give beneficial knowledge for the students/college learners about how to learn English conditional sentences correctly

so that the problems faced are diminished and know what factors can help to construct English conditional sentences easily.

## 2. The Significance for Lecturers/Teachers

The researcher hopes that this study will be useful for additional information that can be applied by lecturers/ teachers to improve the students' understanding and give the solution for students about how to diminish the problems faced by students in learning English Conditional Sentences and how to overcome with those problems and how to construct the sentences based on their understanding.

## 3. The Significance for Schools/Colleges

The researcher hopes that the schools / colleges can get new information about how teaching and learning should be done. Students' problems while learning are not only caused by themselves, but also based on the teacher's teaching style. A school/college should have a learning approach that is suitable for students. Not only that, qualified teachers determine the improvement of ability and achievement of students. Therefore, the success of a school is closely related to the teachers, students and the system used at the school itself.

## F. Scope of the Study

In studying English conditional sentences, there are so many aspects to be understood well by the learners. These aspects include forms, formations, usages, meanings and soon and so forth and these are a wide circle to be discussed.

Owing to above illustration, in this study, the writer focuses only on two aspects of the conditional sentences, namely its forms and its meanings which deal

with understanding and constructing English conditional sentences in type I, II and III.

To answer the research questions of this research, the researcher gives a test and an interview to the students. The result will be the conclusion for what kind of sentences forms that make them difficult to construct the sentences and confused to understand the meaning of each type in conditional sentences.

### **G. Research Terminologies**

There are some basic terms that need to be defined to know the real meaning of the terms to avoid misunderstanding in the part of the readers.

#### ***1. Constructing***

The word *constructing* comes from the word construct. According to Oxford Dictionary, *constructing* is the action to arrange words based on syntactic rules. The sentence consists of several words that need to be arranged according to the correct grammar so that the sentence is effective, easy to understand and the message conveyed. In learning English, what is needed to be able to construct a sentence is an understanding of the meaning, form, formation and rules of grammar.

In this study, the researcher has a desire to know how students can construct sentences about conditional sentences based on their understanding toward what their teacher has taught.

## 2. *Conditional Sentences*

*Conditional sentences* is one of the topics of learning English grammar. In English grammar, the imaginary sentences are called *conditional sentences*. We use conditionals to express imaginary situations or suppositions in the past, present and future. We can use conditionals for activities that might occur in the future or not necessarily happen. Conditional can also be used for past activities that cannot be changed anymore.



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. The Definition of Grammar**

Grammar is an important instrument that must be mastered when we want to learn languages. According to Richards and Schmidt (2010), grammar describes the structure of a language and makes language units such as words and phrases formed into sentences.

Grammar will be very interesting to learn when it can be understood properly. Grammar is meaningful where elements of the grammar itself such as vocabulary items, have meanings in their own right. Additionally, grammar allows us to construct and symbolize the more elaborate meaning of complex expressions like phrases, clauses, and sentences (Langacker, 2008).

Meanwhile, Lock (1996) defines grammar as an object or set of rules in a grammatical structure that creates meaning in spoken and written discourse. Thus, the use of grammar can make students easier to construct and arrange sentences in improving speaking and writing skills. Not having a significant difference from Lock, Brinton (2000: 8) says that grammar is a set of rules or working principles of language, systems or structures.

In addition, understanding the grammatical structure will enable students to understand the correct structure in a language or not so that they can produce clear writing as well (Gerald, 2019).

After some definitions of grammar from the experts described above, it can be concluded that grammar is a key when learning a language in which it has arranged the combination of words and phrases into sentences and the grammatical structure in spoken and written discourse.

## **B. Conditional Sentences**

### ***1. The Definition of Conditional Sentences***

Many scholars have discussed the meaning of conditional sentences, their structures, the main aims and how they can be acquired (Al Rdaat & Gardner, 2017). In grammar, conditional sentences refer to the discussion of factual implications or imaginary or hypothetical situations and their results. They express something that must happen or be true if another thing is to happen or be true (Hornby, 2000).

Generally, conditional is a declarative sentence which has two propositions by using the connective “if”. It has a main clause and a subordinate clause (if clause) (Espino & Santamaria, 2008). The order of the two clauses can appear interchangeably. When the if-clause leads the sentence, normally a comma is used. However, when the conditional sentence takes the lead, no comma is found after it. In certain cases, the way we use this comma in conditional sentences lies ‘partly on their length and partly on personal preference’ (Essays, UK, 2018).



More specifically, forms, meanings and time-tense relationships cause the major difficulties in conditional sentences (Nekoueizadeh and Bahrani 2013). Therefore, students need to understand the structure of conditional sentences in order to be able to construct sentences well.

## 2. *Types of Conditional Sentences*

There are three types of conditional sentences, each type contains a different pair of tenses (A.J. Thomson & A.V. Martinet).

### 1. Conditional Sentence Type I

The type I conditional is used to refer to the *present or future* where the *situation is real*. The type I conditional refers to a possible condition and its probable result. In these sentences, *if* clause is in the simple present, and the main clause is in the simple future.

Table 2.1

Conditional Sentences Type I

If Clause (Simple Present) + Main Clause (Simple Future)
<p><b>Example:</b>  <i>If you <b>work</b> hard, you <b>will</b> succeed</i></p> <p><b>Meaning:</b>            Possible in future</p> <p><b>Fact:</b>  <i>It's possible to happen in the future</i></p>

## 2. Conditional Sentence Type II

The type II conditional is used to refer to a time that is *now or any time*, and a situation that is *unreal*. These sentences are not based on fact. The type II conditional is used to refer to a hypothetical condition and its probable result. In type II conditional sentences, the *if* clause uses the simple past, and the main clause uses the past future.

Table 2.2

Conditional Sentences Type II

If Clause (Past Tense) + Main Clause (Past Future)
<p><b>Example:</b></p> <p><i>If you <b>worked</b> hard, you <b>would</b> succeed</i></p> <p><i>If I <b>were</b> a butterfly, I <b>would</b> fly around the world</i></p> <p><b>Meaning:</b> Untrue in the present</p> <p><b>Fact:</b></p> <p><i>You <b>don't work</b> hard, so you <b>don't</b> succeed.</i></p> <p><i>I am not a butterfly, so I can't fly around the world</i></p>

### Note :

- “Were” is used for both singular and plural subjects.
- The used of type II conditional in “If I were, I would.....” is a common form of advice.

### 3. Conditional Sentence Type III

The type III conditional is used to refer to a time that is *in the past*, and a situation that is *contrary to reality*. The facts, they are based on the opposite of what is expressed. The type III conditional is used to refer to an unreal past condition and its probable past result. In type III conditional sentences, the *if* clause uses the past perfect, and the main clause uses the past future perfect conditional.

Table 2.3

Conditional Sentences Type III

If Clause (Past Perfect) + Main Clause (Past Future Perfect)	
<b>Example:</b>	
<i>If you <b>had worked</b> hard, you <b>would have succeeded</b></i>	
<b>Meaning:</b>	
Untrue in the past but probably possible in the future	
<b>Fact:</b>	
You <b>didn't work</b> hard, so you <b>didn't succeed</b> .	

### 3. The Use of Conditional Sentences

Each conditional sentence has a different usage. According Cobuild (2011), the use of conditional sentences consists of several points. First, to talk about situations that can sometimes occur. For example, *if she sleeps late, she is sleepy at school*. Next, to talk about situation that doesn't exist or will not occur. For example, *if Indonesia had a winter, the atmosphere would look beautiful*. Then, talk about situations that are known to exist or not. For example, *if she were good, she would be*

*possible to attend to the meeting.* The last is to talk about situations that might occur in the future. For example, *if mom does not cook, we will go out to eat.*

On the other hand, Foley and Hall (2003), states that the use of conditional sentences is divided into each type. They are:

- The first conditional sentences emphasizes about the possible future events or situation and the result. For example: *If you work hard in examination, you will get the best score.*
- The second conditional sentences describes about an event or situation that might not occur in the present and future. The condition is unlikely to be fulfilled because the future event is unlikely to happen. For example: *If I were you, I would use a full of make up on my face.*

(The fact means: *I am not you, so I will not use a full of make up on my face*).

- The third conditional sentences express the hypothetical in the past. The event happen in the past and the meaning is contrary to the fact. For example: *If Indonesia had had a winter, it could have been snow everywhere.*

(The fact means: *Indonesia did not have a winter so it could not be snow everywhere*)

#### **4. The Meaning of Conditional Sentences**

As we know, conditional sentences are sentence forms that have presuppositions in them for different meaning. In conditional sentences, there are a lot of different meanings that are conveyed using different forms, so that English conditional

sentences are expressed as complex sentences both cognitively and linguistically (Celce-Murcia and Larsen-Freedman 1999). According to Norris (2003) and Ramires (2005), the difficulty of conditional sentences returns to the dependence of one situation on another. There are different possible meanings of conditional sentences, such as cognitive reasoning, possible and impossible, real and unreal, and hypothetical.

Furthermore, an important point of conditional sentences is the actions in the main clause which can occur if the specific situation in the *if* clause is met. English conditionals convey the logical meaning "if p, then q" and apply different expressions, for example, reasoning and imagination correlations (Traugott et al, 1986).

### **C. Students' Problems in Understanding and Construction English Conditional Sentences**

In learning conditional sentences, a student may face several difficulties both in understanding and constructing the sentences. These difficulties become a problem for students. According to Westwood (2004), learning difficulty is often found in students, especially in areas of basic skills such as language. Hence, some students are not easy to learn in school with a variety of reasons. For example, students have several problems in learning English grammar especially in the topic of conditional sentences. They tend to find some difficulties in understanding the material and

constructing the sentences. The following are some of the problems that faced by students in understanding and constructing conditional sentences:

### ***1. The Implementation of Tenses in Conditional Sentences***

Students can have various difficulties and problems in learning English. Cowan (2008) explained in his book that one of the big problems is the students' difficulty in producing the correct sequence of tenses through *if* clause and main clauses in English conditional sentences. Then, he added that most students had difficulty mastering the appropriate tenses in the two clauses in conditional sentences. So, it might cause the students have problems in understanding the form of conditional sentences and constructing the sentences and the meanings as well.

### ***2. The Form of Conditional Sentences***

The *if* clause and main clause are the two clauses that are generally found in the most common types of conditional sentences. The existence of these two groups makes it difficult for students to understand the form of conditional sentences. Awfar (2016), in his research, mentioned that some problems in students are caused by lack of knowledge about irregular verb, difficulty in distinguishing the use of "had" and "have" in type III clauses, and lack of context understanding. In short, those problems inhibit students from understanding conditional sentences.

### ***3. The Meaning in Conditional Sentences***

Other problems besides the two problems discussed above, in order to be able to identify and understand the meanings contained in conditional sentences are problems that often occur in students who learn conditional sentences. This problem can be caused by students who have difficulty understanding the tenses needed to express the meaning of conditional sentences specifically (Cowan, 2008). However, the tenses used in conditional sentences are different from the tenses used in the meanings contained therein. As such, it is one of the things that make students confuse in understanding and constructing conditional sentences.

#### **D. Students' Strategies in Constructing English Conditional Sentences Based on Their Understanding**

Some of the problems have been described above and the researcher wants to know the students' strategies in constructing English conditional sentences based on their understanding after learning conditional sentences in the classroom with their teacher. Akbar (2010), in his research stated that students have to give more effort to improve their knowledge when learning a foreign language. There are many rules that must be obeyed so that it will be difficult to understand if there is a lack of knowledge about it. Because of some difficulties, the results of the study explained the students' strategies in constructing conditional sentences based on their understanding of what they had learned.



### ***1. Identifying The Tenses Used***

Students are required to be able to construct each type of conditional sentences after learning them. It is important for students as proof that the learning objectives are being achieved. Dancygier (1999) stated that the forms of conditional sentences are the main concern. Furthermore, students are required to master the tenses used in each type of conditional sentences so that they can construct the sentences. If students find difficulties while constructing the sentences, they better try to identify the tenses used. This will make students know the type of sentences and understand what they need to do next.

### ***2. Match with The Tenses Needed***

Understanding the tenses means being able to identify each verb form used in every different tense. After identifying the verb forms used in a sentence, the students should know what the sentence type is. Interestingly, in constructing conditional sentences not only requires knowledge of tenses, but also an understanding of the meaning contained therein. Robert (2003) stated that there is a meaning conveyed in both clauses on conditional sentences relating to the possibilities, desires or actions that the speaker wants to do. Therefore, in constructing the conditional sentences or the meaning, the students need to match each other's tenses so that the sentence is created with the correct rules. As we know, there are different tenses that will be used

in a conditional sentence and the facts revealed. So, matching tenses is one of the strategies in starting to construct a conditional sentence.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

The researcher used descriptive qualitative research to analyze and describe the students' problems in this research. According to Arikunto (2006), qualitative research is research that seeks to find and collect data to answers the problems and describe them in written words. In addition, Denzin and Lincoln (2005) state that qualitative research method involves data collection of personal experiences, introspection, stories about life, interviews, observations, interactions and visual texts which are significant to people's life. It meant qualitative research used their own eyes, ears, and intelligence to collect in-depth perceptions and descriptions of targeted populations, places, and events. Qualitative research also included a type of research on social sciences which we had to be able to understand the meaning of the data so that it helped us understood the population or targeted place (Ashley, 2018). Thus, this study described the most common problems that students faced in understanding and constructing conditional sentences.

#### **B. Research Sites and Participants**

This research was conducted at SMAN 1 Banda Aceh. The school is located on Jl. Prof. A. Majid Ibrahim II No.1, Kec. Meuraxa, Kota Banda Aceh. In this regard, the researcher conducted the research to the students who have learned and

known about conditional sentences. Hence, the researcher came to a class that has finished studying conditional sentences with their teacher. The class was chosen by the school based on the data needed by the researcher. The class consists of 31 third grade students. All students are given a test that consist a number of questions about conditional sentences. Then, the answer sheets were checked and assessed by the researcher. The score were divided into three categories. The first was the perfect score, which are 100. The second was the average scores obtained by students, namely 60 to  $> 90$ . The third was the lowest scores obtained by students in the test, which is  $< 60$ .

Meanwhile, the researcher chose 7 of the participants as interviewees who would be interviewed based on the results of their tests. In the seven students selected, there were three students who had perfect scores, two students who had average scores chosen randomly, and two students who had the lowest scores who were also randomly chosen.

### **C. Methods of Data Collection**

In order to collect the data, the researcher used some techniques such as test and interview. Below are the descriptions of technique used:

#### **1. Test**

It is used to know students' problems in using conditional sentences. The test consists of 20 questions divided into two parts. The first part is a multiple choice question consisting of 15 questions. In these questions, there are several questions

about the form of conditional sentences in type I, II, III and the meaning of conditional sentences. The second part is transformation question consisting 5 questions. In this part, the students are required to change a sentence in any type requested and write the meaning or fact contained in conditional sentence. After collecting the complete test data, the researcher immediately check their test results for further data collection guidelines.

## **2. Interview**

An interview is a purposeful conversation, usually between two people but sometimes involving more, that is directed by one in order to get information from the other.

In this research, interview was used to clarify the test data in order to know difficulties and problems in using each type of conditional sentences and in constructing conditional sentences. The interview would be carried out after giving the test and it would be given to the selected students.

This research used a semi-structure interview, where the researcher has prepared several questions about the topic that will be discussed in the interview process. In this semi-structure interview, it took about 30 minutes to find the problem deeply. Interestingly, semi-structure interviews provide the opportunities for researchers to obtain more detailed information through open-ended questions. This is because open-ended questions are expressed as questions that require a response (Hancock, Ockleford and Windiridge, 2007). In addition, the researcher can also

discuss and give encouragement to the interviewees if they are too short in giving a response or difficulty in answering the questions.

#### **D. Data Analysis**

After all the data were collected from the results of the tests and interviews, the researcher began to analyze the data. In this research, the data were analyzed by coding. Coding is the process of categorizing data into short words or phrases intended to summarize the essence of the data. This is because the data coding has an important role in analyzing data in qualitative research (Saldana, 2009).

Cope (2010) stated that coding is done to make the data obtained simpler based on topics, participant characteristics and others. In addition, coding makes it easier for researcher to find specific data so that the data analysis process is structured. As result, the problems faced by students in understanding and constructing English conditional sentences were described.



## **CHAPTER VI**

### **FINDINGS AND DISCUSSION**

The purpose of this research is to find out the students' problems in understanding and constructing English conditional sentences. To identify the students' difficulties in understanding and constructing a sentence using the form of conditional sentences in type I, II, III and also the difficulties to understand the meaning or fact of the conditional sentences, the test and the interview were conducted. There were 31 participants in this study, all of them joining the test and seven of them were chosen to be interviewed based on the result of their test.

#### **A. Findings**

This section reports and describes data obtained based on the results of research conducted. The data obtained are the results of the test and the interview conducted by the researcher with third-grade students at SMA Negeri 1 Banda Aceh.

The first data collection technique used by the researcher was test. The researcher gave the test about conditional sentences type I, II, III to 31 third grade students of SMA Negeri 1 Banda Aceh on 5<sup>th</sup> October 2019. The test consists of several questions. It was divided into two parts. The first part was multiple choice questions that were divided into several types of questions, as in the table below:

Table 4.1

## The Types' Classification of Multiple Choice Questions

No.	Type of Question	Questions' Number	Total Question
1.	Conditional Sentences Type I	1, 2, 4, 5	4
2.	Conditional Sentences Type II	3, 6, 7, 10	4
3.	Conditional Sentences Type III	8, 9, 12, 14	4
4.	Conditional Sentences' Meaning/Fact	11, 13, 15	3

Then, the second part was transformation questions. In this part, the researcher would like to assess the extent of students' ability to construct a sentence using conditional sentences. In this part, the students were also asked to be able to change some of the sentences available into different types of conditional sentences such as changing conditional sentences type II to type III.

In addition, the students were asked to write the meaning or facts of the available conditional sentences. Instead, there were also questions that present an actual situation and the students were asked to make suppositions using conditional sentences. In this regard, the researcher would like to know the extent to which students were able to understand the meaning or facts of the conditional sentences and tenses used in the sentence.

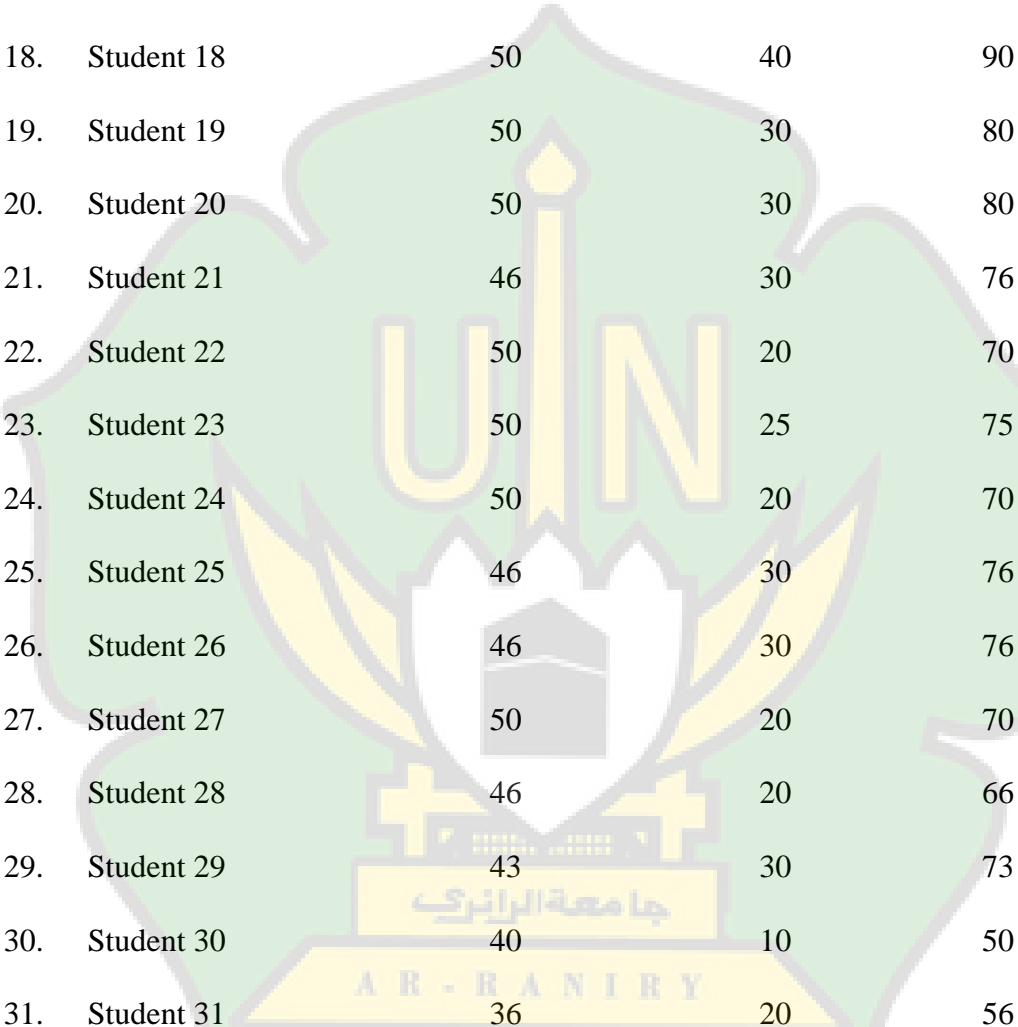


Based on the tests that have been carried out, the following are the results of both types of tests:

Table 4.2

The Result of the Test

No.	Name of Students	Multiple Choice Score (Part I)	Transformation Score (Part II)	Total Score
1.	Student 1	50	50	100
2.	Student 2	50	50	100
3.	Student 3	50	50	100
4.	Student 4	46	15	61
5.	Student 5	50	25	75
6.	Student 6	33	18	43
7.	Student 7	33	15	48
8.	Student 8	46	50	96
9.	Student 9	33	20	53
10.	Student 10	50	20	70
11.	Student 11	46	50	96
12.	Student 12	40	10	50
13.	Student 13	50	40	90
14.	Student 14	50	40	90



15.	Student 15	46	40	86
16.	Student 16	50	40	90
17.	Student 17	50	40	90
18.	Student 18	50	40	90
19.	Student 19	50	30	80
20.	Student 20	50	30	80
21.	Student 21	46	30	76
22.	Student 22	50	20	70
23.	Student 23	50	25	75
24.	Student 24	50	20	70
25.	Student 25	46	30	76
26.	Student 26	46	30	76
27.	Student 27	50	20	70
28.	Student 28	46	20	66
29.	Student 29	43	30	73
30.	Student 30	40	10	50
31.	Student 31	36	20	56

---

The results above showed that most students were able to answer most of questions correctly in part I. While there were only two students who were able to answer most questions correctly in part II. They were student 8 and student 11, who

had the same score, 50 in part II and 46 in part I. In contrast to student 2, student 6 and student 8 were able to answer all questions from both parts correctly.

It meant that the questions in part II that asked the students to construct sentences using conditional sentences had a higher level of difficulty compared to the questions in part I that only asked the students to complete available sentences by selecting one of the answers that were already available as well.

Next, interview was as the second data collection technique used by the researcher after giving the test. Interview was used to confirm test data. The interview was conducted on 12<sup>th</sup> October 2019. The seven students as interviewees were selected from 31 students based on their test results. In this section, the students described their problems in understanding and their difficulties in constructing conditional sentences. The seven students interviewed were labeled as follows:

S1 : Student 1

S2 : Student 2

S3 : Student 3

S4 : Student 4

S5 : Student 5

S6 : Student 6

### S7 : Student 7

The selected students as the interviewees had varied test results. S1, S2 and S3 had a perfect score, which was 100, in the test. Whereas S4 and S5 were students who got the scores like most students in the class ranging from 60 to 96. They were chosen randomly representing other students to be interviewed. The same as S6 and S7, which were randomly chosen to represent other students to be interviewed, but they included some students who got low score that was <60.

Interview results strongly supported the results of the test where the average students found it difficult to understand and construct conditional sentences. Then, the researcher gave the same five questions to each student. The data of interview were coded and categorized into some themes. The result showed that there were some problems faced by students in understanding and constructing English Conditional Sentences. The following result also showed how the students constructed English Conditional Sentences based on their understanding. The results were reported with the following themes:

## ***1. Students' Problems in Understanding and Constructing English Conditional Sentences***

### **1.1. The Use of Tenses**

Most of students' answers remarked that the use of tenses in conditional sentences was very confusing. Moreover, the use of different tenses in each type of

sentence made it difficult for them to construct conditional sentences if they did not see their notebooks. Some students' responses were shown below.

S4 said that:

*“Sometimes, I don't know which tenses to use in each type. Don't really remember the types of tenses too. Especially in every type we use different tenses.”*

Similarly, S6 stated that:

*“It's hard to remember the division of tenses. Then, when there is a change in the "if" place. Sometimes it is in the middle, sometimes at the beginning of a sentence. So, I am confused in which sentence the placement of the correct tenses.”*

Additionally, some of their other difficulties in using tenses on conditional sentences were supported by S7's statement that said:

*“In the exam, the type of sentence given was not mentioned so I don't know what type of sentence it was. Actually I understand with the teacher's explanation, it's clear too but it's hard to distinguish different tenses in each type of sentence. Unless I'm allowed to look at a notebook, I can match the sample questions given with the question so I know which type of sentence this is.”*

Based on the responses above, we could conclude that the use of tenses was one of the problems for students in understanding and constructing conditional sentences. Some of them had the same reason why the use of tenses made conditional sentences difficult for them, such as difficult to place the correct tenses in each type of conditional sentences because of the different tenses in each type.

### **1.2. The Form of Conditional Sentences**

The different type of each conditional sentence produces a different form and rule. This is one of the problems for students in learning conditional sentences. As we already know that the form of each conditional sentence is actually the same. Only what makes them different is the use of formulas in each type and changing the place of the sentence between the main clause and the subordinate clause (if clause). Even things that are considered easy, actually become one of the students' problems in understanding the form of conditional sentences and constructing the sentence, such as the use of commas in the middle of a sentence as a separator between two clauses contained in a conditional sentences. Based on the students' responses, they said that things that became the rules of writing in conditional sentences were one of the problems for them in understanding and constructing conditional sentences.

S1 mentioned:

*“Based on the teacher's explanation of the conditional sentence, it's not really confusing to me, but to remember it as a whole I have to*

*repeat the lesson often. This is because the time to answer a test requires fast time, so it is rather difficult if I am not used to solving conditional sentences questions. Because there are three types of conditional sentences and each of type uses different tenses, so I think conditional sentences is not a piece of cake."*

Indeed, S2 agreed that:

*"When I first learned conditional sentences, it was rather difficult to understand because the forms in each type used different tenses that made us have to remember each type and the tenses used therein."*

Not only different form in each type of conditional sentence, but also changes in place between the main clauses and if the clause became one of their problems in understanding and constructing conditional sentences. S5 mentioned that:

*"Rather confused if the position of "if clause" move to the middle of the sentence. Because it becomes difficult to determine what tenses should be used in "if clause" and "main clause". So the comma disappears when "if clause" in the middle of the sentence, I know that but sometimes it's forgotten."*

### 1.3. The Meaning Contained in The Conditional Sentences

Based on the interview responses, the students said that one of the reasons why conditional sentences became one of the difficult topics to be learned was the meaning that contained in a sentence. They found it difficult to translate the meaning of the conditional sentence itself. That meant they had to think about what might or might not happen based on the available conditional sentences so that they could express the meaning contained in it.

S3 said that:

*“Yes, for me it's difficult a bit to determine the meaning in conditional sentences because in a test I have to do it within the time limit.”*

In another question response, S3 added:

*“I have to recognize what type of sentence this is, and then think what the meaning of the sentence is. Moreover, the use of different tenses in the meaning contained based on the sentences' type and it's a little confusing for me.”*

Then, S4 also mentioned:

*“It's not easy, it's difficult for me. I can't remember the rules. I have to use which tenses in constructing the meaning if the conditional*



*sentence is type II or type III, for example. I often use the wrong tenses and even had no idea.”*

In addition, S7 said that:

*“I don’t know. I don't know the tenses very well, so I don't know which tenses to use. It's very confusing to me, especially there are two tenses in one sentence and the tenses in the meaning were also different. That's what I understood from the teacher's explanation when teaching about conditional sentences but I still had difficulty in applying it.”*

Based on the students' responses regarding their problems in understanding and constructing conditional sentences, it could be concluded that their difficulties were often found in applying tenses in conditional sentences. Because of the many tenses used in all three types of conditional sentences, it was difficult for them to understand the meaning of the sentence whether the sentence meant something that might or might not happen.

## ***2. Students’ Strategies in Constructing English Conditional Sentences Based on Their Understanding***

### **2.1. Identify The Tenses Used in Sentences**

Students believed that recognizing and understanding tenses well was important in learning conditional sentences. Because, they knew if they didn't

understand what tenses were used in the all three types of conditional sentences, they would have difficulty in constructing conditional sentences.

As explained by S1:

*“I have to remember that in every type of conditional sentence there must be future tenses, it could be present future, past future or past future perfect. So if I am asked to answer the question such as fill in the blank question, I first recognize the type of conditional sentences by looking at the tenses used in the sentence so that I know to fill in the question with which tenses.”*

Then, S3 agreed that:

*“Understanding the use of tenses is needed. I have to know the correct use of tenses for each type of conditional sentences so that I can construct the sentence correctly. Then, by recognizing the tenses used in conditional sentences, I can also construct the meanings according to what my teacher has explained.”*

Additionally, S5 also said that:

*“I understand but a bit confusing for me. I have to determine quickly in using which tenses that suitable for the fact or meaning available.*

*But sometimes, I construct the wrong conditional sentences or I make mistake in the writing rules.”*

However, S6 said that recognizing the tenses in order to be able to construct conditional sentences was a difficult thing.

S6 mentioned:

*“It’s difficult because I don’t really understand either about tenses. So, if I asked to construct conditional sentences based on the fact or meaning available or vice versa, I’ll try to recognize the tenses first. But if I have no idea, I will guess because it could be lucky for me that what I construct was true.”*

Similarly, S7 said that:

*“For me, conditional sentence is one of difficult topic to be learned so that I don’t understand well about this. I feel unable to construct conditional sentences. So, I’ll try based on what I have learned in the class but I’m not really sure with my sentences.”*

Based on the students' responses above, we knew that constructing conditional sentences was not easy for them. The use of tenses was one of their problems in understanding conditional sentences as well as in constructing them. Thus, a good

understanding of tenses will help them not only in understanding, but also in constructing conditional sentences.

## 2.2. Match with The Tenses Needed

The ability to construct conditional sentences is not only able to construct sentences based on existing patterns, but also able to understand and construct the meaning contained therein based on existing rules as well.

In this category, the students mentioned that they were trying to match the tenses in the process of constructing sentences. It was because students did not have a long time to think during exams. Therefore, one of their strategies was by seeing the tenses used in the sentences and trying to construct the conditional sentences or the meaning contained therein.

S4 said that:

*“If I asked to complete a conditional sentence, I just see the tenses used in one of the clause then I just fill the blank part with the appropriate tenses based on my understanding. But, if I asked to think and then construct the meaning contained in that sentences and I have no idea about that, I just try to remember if the conditional sentence is type II, I have to use present tense in constructing the meaning, for example.”*

Then, S2 added that:

*"Sometimes I don't know the meaning of the sentences available and it's because of the words used or something else, so I look at the tenses used and I try to construct the sentences that are needed. I think the important point in studying conditional sentences is to understand well about tenses, just it."*

## **B. Discussion**

This section explains the research findings obtained by the researcher from the test and interview. The research conducted at SMA Negeri 1 Banda Aceh has provided some information about the students' problems in understanding and constructing English conditional sentences and the students' strategies in constructing conditional sentences based on their understanding. Based on the data obtained, the researcher described answers in order to answer research questions.

In the first research question, the researcher found that there were three problems that made students difficult to understand and construct conditional English sentences. The first research question of this study aims to know the problems faced by students in understanding and constructing conditional sentences. Most students mentioned that their understanding of the tenses used in conditional sentences was very influential in constructing sentences. Meanwhile, most of them still did not

understand about tenses used therein so that they find it difficult to understand the conditional sentences as a whole and construct sentences.

In addition, the use of different tenses in the three types of conditional sentences and the meanings contained therein was also resulted in students' difficulty in understanding them. As we know, the different tenses used in conditional sentences and the meanings therein were caused by time sense. For example, in present unreal conditional explains something that is impossible to happen. While past unreal conditional explains something that has passed and did not happen in the past but it might happen in the future. Thus, this understanding was difficult for students to interpret conditional sentences.

Then, the second research question in this study aims to find out the strategies used by students in constructing conditional sentences based on their understanding. As a result, the researcher found two strategies used by students to construct conditional sentences based on what they had learned in class. Most students explained that identifying and then matching the tenses contained in a conditional sentence were their way to construct a conditional sentence. For them, it was a bit difficult to understand various kinds of tenses in different forms of conditional sentences. Therefore, by looking at the existing sentence form, they could add other sentences as requested. Some of them were able to process the sentences based on their understanding.

## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **A. Conclusions**

This chapter specifically describes the conclusions which are obtained by investigating students' problems in understanding and constructing English conditional sentences. It begins with the research finding of students' problems in understanding and constructing English conditional sentences based on the research question and how the students construct English conditional sentences based on their understanding. This research was conducted in SMA Negeri 1 Banda Aceh. The participants of this research were 31 third grade students that following the test as the first data collection technique and 7 of them were chosen based on their test results to be the interviewees in the interview section.

Conditional sentence is one of the topics in learning English grammar. In studying this topic, students tend to face several problems in understanding and constructing it. So, the researcher would like to conclude what problems faced by students in understanding and constructing English conditional sentences. First problem was the use of tenses. It was because the use of tenses in conditional sentences varies and it made students difficult to place the appropriate tenses in different sentence types. Furthermore, the meaning contained in the conditional

sentences itself explained a fact by using different tenses so that most students tended to have difficulty understanding and constructing conditional sentences. In addition, the form of conditional sentences was also one of the students' problems. Most students said that different forms of conditional sentences made it difficult for them to remember and understand this topic in learning English grammar. Indeed, conditional sentences are divided into three types which have its own difficulties for students in each type. The rules of switching the place between *if* clause and main clause made students tended to have difficulty in constructing conditional sentences themselves. Last, the meaning contained in conditional sentences was also one of the problems that made students found it difficult to understand and construct conditional sentences. In learning conditional sentences, students were not only asked to be able to construct sentences, but also be able to understand the meaning contained therein and expressed these meanings into a sentence. Therefore, students' ability to understand the use of tenses, sentence form and understand the meaning of conditional sentences are a complete package that makes students able to understand and construct conditional sentences well.

Furthermore, there were two strategies implemented by the students in constructing English conditional sentences based on their understanding. First strategy was identifying the tenses used in sentences. It was important for students to know what was needed to be done with the sentence. If students were able to identify the tenses used in the sentence, it was easy for students to construct the sentence as



requested. Then, match with the tenses needed. Most students said that this strategy was used when they had no idea to do with the existing sentence so that they tried to match the tenses in a sentence to construct the next sentence or complete the sentence. All in all, the students admitted that understanding tenses was the major problem faced during learning and constructing conditional sentences, and that's what makes them rather difficult in understanding it.

## **B. Recommendations**

In line with the above research findings, the researcher wants to provide some recommendations that should be done by:

### **1. English Teachers**

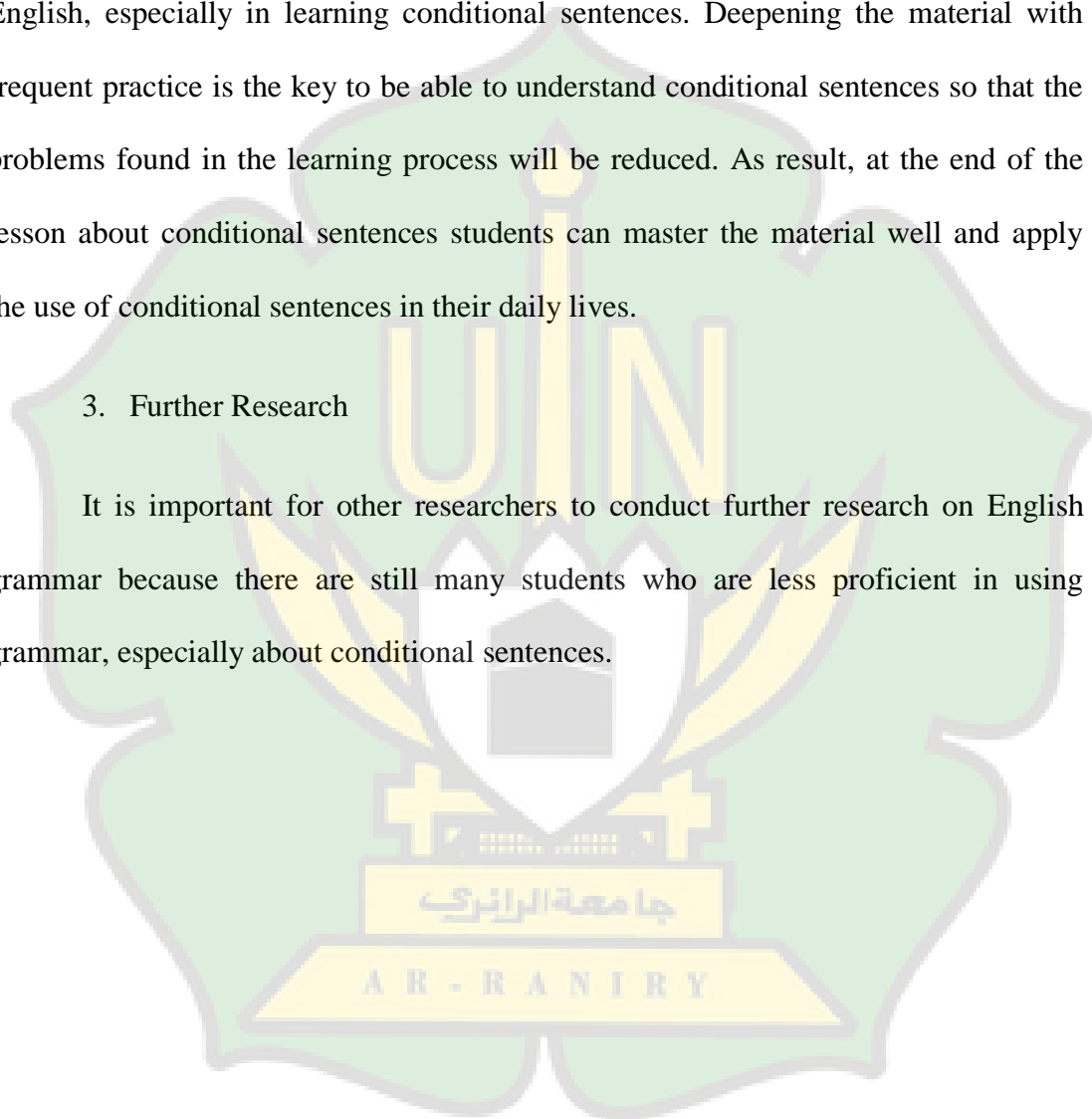
To decrease the problems that exist in students when learning conditional sentences, the teachers have to explain as clearly as possible about each type of conditional sentence. The use, form and meaning contained in conditional sentences are important to be explained clearly for students so that the students understand well about it. After that, the teacher is better to give a few sentences as examples so that students can get to know deeply about conditional sentences. Don't forget to teach how to construct conditional sentences correctly and encourage them to do it often. Don't just focus on giving and explaining material. The practice and its application are also very important so that students are proficient in using conditional sentences.

## 2. Students

The students should pay attention for every particular material in learning English, especially in learning conditional sentences. Deepening the material with frequent practice is the key to be able to understand conditional sentences so that the problems found in the learning process will be reduced. As result, at the end of the lesson about conditional sentences students can master the material well and apply the use of conditional sentences in their daily lives.

## 3. Further Research

It is important for other researchers to conduct further research on English grammar because there are still many students who are less proficient in using grammar, especially about conditional sentences.



## REFERENCES

- Akbar, S. (2010). *Some problems in learning conditional sentence faced by second grade students of SMU Muhammadiyah Sawangan*. Faculty of Tarbiyah and Teacher Training, Syarif Hidayatullah State Islamic University. Jakarta
- Al Rdaat, S.H & Gardner, S. (2017). *An analysis of use of conditional sentences by Arab students of English*. Vol. 8 No. 2.p. 1. doi:10.7575/aiac.all.v.8n.2p.1
- Arikunto, S. (2006). *Prosedur penelitian*. Jakarta: PT. RenikaCipta.
- Awfar, F. I. (2016). *An analysis on the difficulties in determining types of conditional sentences of English department students academic year 2012*. English Department, Faculty of Humanities: Jember University.
- Brinton, J.L. (2000). *The structure of modern English: A linguistic introduction*. The Netherland: John Benjamin Publishing.
- Byrd, P. (2005). Instructed grammar. In E. Hinkel (Eds.), *Handbook of research in second language teaching and learning* (pp.545-563). New Jersey: Lawrence Erlbaum Associates.
- Celce-Murcia, M., & Larsen-Freeman, D. (1999). *The grammar book: An ESL/EFL teacher's course (2nd edition)*. New York: Heinle, Cengage learning.
- Close, R.A. (1982). *English as a foreign language*, London: George Allen and Unwin.
- Cobuild, C. (2011). *English grammar*. Birmingham: Collins Cobuild. p. 637.
- Cope, M. (2010). Coding qualitative data. *Researchgate*, 283-28
- Cowan, R. (2008). *The teacher's grammar of English with answer: A course book and reference guide*. Cambridge: Cambridge University Press.
- Dancygier, B. (1999). *Conditionals and prediction: Time, knowledge and causation in conditional constructions*. Cambridge: Cambridge University Press.
- Denzin, N. K., & Lincoln, Y. S. (2005). *Handbook of qualitative research 3rd ed*. Thousand Oaks: SAGE.

- Edwards, R., & Holland, J. (2013). *What is qualitative interviewing*. London: Blommsbury Academic.  
[http://eprints.ncrm.ac.uk/3276/1/complete\\_proofs.pdf](http://eprints.ncrm.ac.uk/3276/1/complete_proofs.pdf)
- Espino, O & Santamaria, C. (2008). Initial models in conditionals: Evidence from priming. *The Spanish Journal of Psychology*. vol. 11 no.1, pp. 26-47
- Essays, UK. (November 2018). *Teaching conditional sentences*. Retrieved from <https://www.ukessays.com/essays/english-language/teaching-of-conditional-sentences.php?vref>
- Foley, M & Hall, D. (2003). *Advanced learner's grammar: A self-study reference and practice book with answer*. Harlow: Longman.
- Fulcher, G. (1991). Conditionals revisited. *ELT Journal*, Vol. 45/2:164-168.
- Gordon, D. (1985). The marking of conditionality in one learner's interlanguage: A semantic analysis. Working Papers, *Department of English as a Second Language*, University of Hawaii, Manoa, 4/1:77102.
- Halliday, M., & Hasan, R. (1976). *Cohesion in English*. London: Longman.
- Hancock, B., Ockleford, E., & Windridge, K. (2007). *An introduction to qualitative research*. Sheffield: The NIHR
- Harmer, J.(1991). *The practice of English language teaching*. London: Longman.
- Hinkel, E., & Fotos, S. (Eds.). (2002). *New perspectives on grammar teaching in second language classrooms* (pp. 119–134). Mahwah, NJ: Erlbaum.
- Horby, A.S. (2002). *Oxford advanced learner's dictionary of current English*. London: Oxford University Press.
- Langacker, R.W. (2008). *Cognitive grammar: A basic introduction*. New York: Oxford University Press.
- Lock, G. (1996). *Functional English Grammar: An introduction for second language teachers*. New York: Cambridge University Press.

- Nekoueizadeh, M. & Bahrani, T. (2013). The effect of conversational shadowing on teaching and learning conditional sentences. *International Journal for Applied Linguistics*. 253-267.
- Nelson, G. (2019). *English: An essential grammar*. New York, NY: Routledge.
- Norris, R. W. 2003 *How do we overcome the difficulties of teaching conditionals?*. Bulletin of Fukuoka International University. P: 39-50
- Quirk, R., & Greenbaum, S. (1973). *A concise grammar of contemporary English*. New York: Harcourt Brace Jovanovich.
- Ramírez, T. (2005) *A grammaticality judgement test for the past hypothetical / counterfactual conditional in English*. RAEL: revista electrónica de lingüística aplicada, (4), pp.192-230.
- Richards, J.C. & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics*. Fourth edition. Great Britain: Pearson Education Limited.
- Robert, W.N. (2003). *How do we overcome the difficulties of teaching conditionals?*. Bulletin of Fukuoka International University, No. 9: 39-50
- Saldana, J. (2009). *The coding manual for qualitative researchers*. London: SAGE.
- Sargeant, H. (2007). *Basic English grammar*. United States Of America: Saddleback Educational Publishing.
- Shanklin, T. M. (1994). *The communication of grammatical proficiency*. In Varga L. (Eds.), *The Even Yearbook* (pp. 147-174). Dept. of Linguistics, SEAS, ELTE.
- Thornbury, S. (2000). *How to Teach Grammar*. London: Pearson ESL.
- Watson, T. (2006). *Grammar and Uses*. Saddleback Educational Publishing.
- Westwood, P. S. (2004). *Learning and Learning Difficulties: A handbook for teachers*. University of Hong Kong: Acer Press



**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
**Nomor : B-431/UN.08/FTK/KP.07.6/1/2019**  
**TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN**  
**UIN AR-RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Desember 2018

**MEMUTUSKAN**

- Menetapkan :  
**PERTAMA** : Menunjuk Saudara:
1. Dr. Luthfi Aunle, MA  
2. Dr. Syarwan Ahmad, M. Lis  
Untuk membimbing Skripsi :
- Nama : Siti Fatimah  
NIM : 150203020  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Analyzing Students' Problems in Understanding and Constructing English Conditional Sentences
- Sebagai Pembimbing Pertama  
Sebagai Pembimbing Kedua
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019;
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2019/2020
- KEEMPAT** : Surat keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 14 Januari 2019

An. Rektor  
Dekan,

  
Muslim Razali

**Tembusan**

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH**  
**FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : ftk.uin.ar-raniry.ac.id

Nomor : B-14042/Un.08/FTK.1/TL.00/09/2019

Banda Aceh, 19 September 2019

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data  
Penyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

**N a m a** : **SITI FATIMAH**  
**N I M** : **150203020**  
**Prodi / Jurusan** : **Pendidikan Bahasa Inggris**  
**Semester** : **IX**  
**Fakultas** : **Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh**  
**A l a m a t** : **Jl. Punge Blang Cut No. 16 Kec. Jaya Baru Banda Aceh**

Untuk mengumpulkan data pada:

**SMA Negeri 1 Banda Aceh**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**Analyzing Students' Problems in Understanding and Constructing English Conditional Sentences**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

جامعة الرانيري

AR-RANIRY



Kode 1005





# PEMERINTAH ACEH DINAS PENDIDIKAN

Jalan Tgk. H. Mohd Daud Beureueh Nomor 22 Banda Aceh Kode Pos 23121

Telepon (0651) 22620, Faks (0651) 32386

Website : [disdik.acehprov.go.id](http://disdik.acehprov.go.id), Email : [disdik@acehprov.go.id](mailto:disdik@acehprov.go.id)

Nomor : 070 / B / 1761 / 2019  
Sifat : Biasa  
Lampiran : -  
Hal : Izin Pengumpulan Data

Banda Aceh, 27 September 2019  
Yang Terhormat,  
Kepala SMA Negeri 1 Banda Aceh  
Kota Banda Aceh  
di -  
Tempat

Sehubungan dengan surat Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-14042/Un.08/FTK.1/TL.00/09/2019 tanggal, 19 September 2019 hal : "Mohon Bantuan dan Keizinan Melakukan Pengumpulan Data Skripsi", dengan ini kami memberikan izin kepada:

Nama : Siti Fatimah  
NIM : 150203020  
Program Studi : Pendidikan Bahasa Inggris  
Judul : "ANALYZING STUDENTS' PROBLEMS IN UNDERSTANDING AND CONSTRUCTING ENGLISH CONDITIONAL SENTENCES"

Namun untuk maksud tersebut kami sampaikan beberapa hal sebagai berikut :

1. Mengingat kegiatan ini akan melibatkan para siswa, diharapkan agar dalam pelaksanaannya tidak mengganggu proses belajar mengajar;
2. Harus mentaati semua ketentuan peraturan Perundang-undangan, norma-norma atau Adat Istiadat yang berlaku;
3. Demi kelancaran kegiatan tersebut, hendaknya dilakukan koordinasi terlebih dahulu antara Mahasiswi yang bersangkutan dan Kepala Sekolah;
4. Melaporkan dan menyerahkan hasil Pengumpulan Data kepada pejabat yang menerbitkan surat izin Pengumpulan Data.

Demikian kami sampaikan, atas kerjasamanya kami haturkan terima kasih.

KEPALA DINAS PENDIDIKAN  
KEPALA BIDANG PEMBINAAN SMA DAN  
PKLK  
ZULKIFLI, S.Pd, M.Pd  
PEMBINA Tk.I  
NIP. 19700210 199801 1 001

Tembusan :

1. Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh;
2. Mahasiswa yang bersangkutan;
3. Arsip.





**PEMERINTAH ACEH  
DINAS PENDIDIKAN  
SMA NEGERI 1 KOTA BANDA ACEH**

*Jl. Prof. A. Majid Ibrahim I No. 7 Tlp./Faks (0651) 23225 – Banda Aceh, kode Pos 23231*

*Email: [sma1bandaaceh@yahoo.com](mailto:sma1bandaaceh@yahoo.com) Website: [sman1bandaaceh.net](http://sman1bandaaceh.net)*

**SURAT KETERANGAN**

**Nomor : 070 / 467 / 2019.**

1. Kepala Sekolah Menengah Atas (SMA) Negeri 1 Banda Aceh, dengan ini menerangkan bahwa :

Nama : **SITI FATIMAH**  
NIM : 150203020  
Jurusan/P. Studi : Pendidikan Bahasa Inggris  
Fakultas/Universitas : UIN AR-Raniry Darussalam Banda Aceh  
Judul Skripsi : **"ANALYZING STUDENTS' PROBLEMS IN UNDERSTANDING AND  
CONSTRUCTING ENGLISH CONDITIONAL SENTENCES"**

2. Telah melakukan Penelitian pada SMA Negeri 1 Banda Aceh, tanggal 05 s.d 12 Oktober 2019, untuk mengumpulkan data penelitian Skripsi, sesuai dengan surat dari Dinas Pendidikan Aceh Nomor : 070/B/1761/2019 tanggal, 27 September 2019.

Demikian surat keterangan ini untuk dapat dipergunakan seperlunya.

Banda Aceh, 12 November 2019

Kepala



Khairurrazi, S.Pd, M.Pd  
Pembina Tk. I

NIP. 19670416 199412 1 001

## Appendix E: Questions for Conditional Sentences Test

Name : \_\_\_\_\_

Class : \_\_\_\_\_

**A. Read each questions about Conditional Sentences carefully and choose the best answer.**

1. If the car \_\_\_\_ in the better condition, we will make a long trip.
  - a. is
  - b. was
  - c. were
  - d. had been
2. If the player scores another goal, the result \_\_\_\_ a draw.
  - a. is to be
  - b. will have been
  - c. would be
  - d. will be
3. If she prepared the lesson, she \_\_\_\_ her examinations.
  - a. passed
  - b. will pass
  - c. would pass
  - d. would have passed
4. You will not lose your way if you \_\_\_\_ a city map.
  - a. used
  - b. use

- c. will use
- d. would use

5. If the students \_\_\_\_\_ late to submit the scholarship application to the board, they will not be listed as candidates.

- a. be
- b. are
- c. were
- d. have

6. If there \_\_\_\_\_ traffic light at this intersection, there wouldn't be so many accidents.

- a. was
- b. will be
- c. would be
- d. were

7. If I were you, \_\_\_\_\_

- a. I will buy that limited edition camera.
- b. I would buy that limited edition camera.
- c. I would have bought that limited edition camera.
- d. I would have been buying that limited edition camera.

8. He didn't pass the exam. If he had studied harder, he \_\_\_\_\_.

- a. can pass
- b. could pass
- c. will pass
- d. could have passed

9. If I had come to the music festival, I \_\_\_\_ Coldplay there.

- a. will have met
- b. would have met
- c. should have met
- d. would meet

10. If your brother \_\_\_\_ here, he \_\_\_\_ us with this works.

- a. is - would help
- b. was - will help
- c. were - will help
- d. were - would help

11. If he spoke clearly, people would understand him.

It means that \_\_\_\_

- a. People understand him
- b. People didn't understand him
- c. People don't understand him
- d. People will understand him

12. If I had had free time, \_\_\_\_

- a. I will watch the movie together with my friend.
- b. I would watch the movie together with my friend.
- c. I would have watched the movie together with my friends.
- d. I would have been watching the movie together with my friends.

13. If I had seen you when you passed me in the street, I would have said hello.

We may conclude that \_\_\_\_

- a. I don't see you
- b. I didn't see you

- c. I see you
- d. I say hello

14. If Maria had obeyed her mother's advice to accept the scholarship, \_\_\_\_
- a. she would have graduated from famous university.
  - b. she will graduate from famous university.
  - c. she graduates from famous university.
  - d. she graduated from famous university.

15. Aldo : Did you attend the meeting last Monday?

Ferry : I would if I had been invited.

The underlined utterance means \_\_\_\_\_.

- a. Ferry didn't attend the meeting
- b. Ferry plans to attend the meeting
- c. Ferry knew about the meeting and he attended the meeting
- d. Ferry was not invited to the meeting but he came

**B. Answer the following questions based on your understanding of Conditional Sentences.**

1. Type 1 : If I win a million dollars, I will buy my own airplane.

Type 2 : \_\_\_\_\_

Type 3 : \_\_\_\_\_

2. Type 3 : If you hadn't helped him, he would have gotten angry with you.

Type 2 : \_\_\_\_\_

Type 1 :

---

3. Conditional : It would be fun if the button to lower volume on my PC could  
work  
Sentences properly.

Fact :

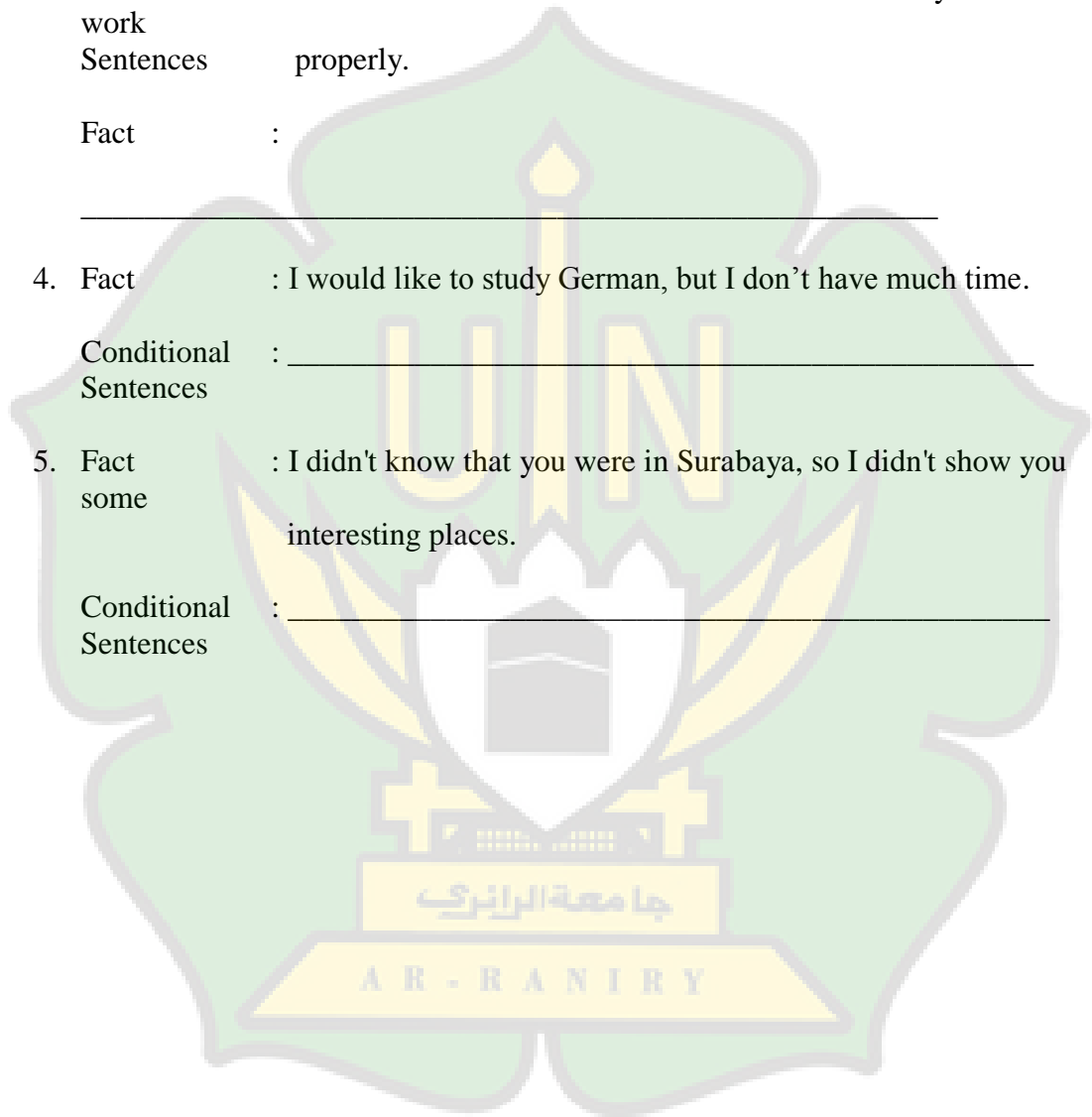
---

4. Fact : I would like to study German, but I don't have much time.

Conditional :  
Sentences

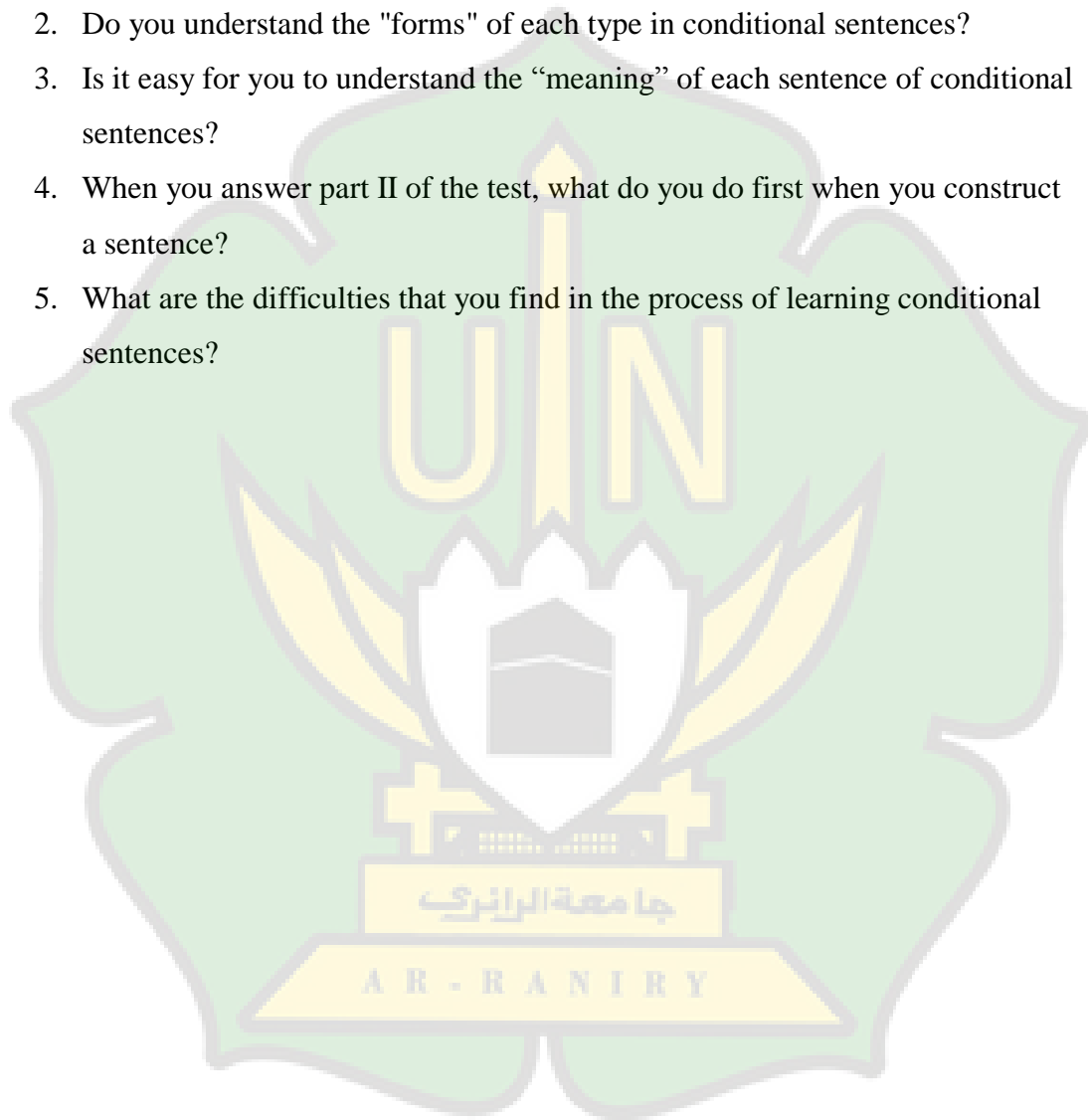
5. Fact : I didn't know that you were in Surabaya, so I didn't show you  
some interesting places.

Conditional :  
Sentences



## **Appendix F: Students' Interview Questions**

1. How do you feel after completing the test? Do you find it difficult to answer the questions? Where is the difficulty?
2. Do you understand the "forms" of each type in conditional sentences?
3. Is it easy for you to understand the “meaning” of each sentence of conditional sentences?
4. When you answer part II of the test, what do you do first when you construct a sentence?
5. What are the difficulties that you find in the process of learning conditional sentences?



## AUTOBIOGRAPHY

1. Name : Siti Fatimah
2. Place/Date of Birth : Banda Aceh/ 21<sup>st</sup> Desember 1997
3. Sex : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Marital Status : Single
7. Address : Jl. Punge Blang Cut No.18, Banda Aceh
8. E-mail : sitifatimah.bs@gmail.com
9. Parents
  - a. Father : Bahrum
  - b. Occupation : Pensiunan PNS
  - c. Mother : Syarifah Radhiah
  - d. Occupation : Ibu Rumah Tangga
10. Education Background
  - a. SD : MIN MODEL Banda Aceh (2003)
  - b. SMP : MTsN MODEL Banda Aceh (2009)
  - c. SMA : SMA Negeri 1 Banda Aceh (2012)
  - d. University : UIN Ar-Raniry (2015)

Banda Aceh, November 27<sup>th</sup>, 2019

Siti Fatimah