

## CHAPTER I

### INTRODUCTION

#### 1.1. Background of the Study

English is one of the most important languages to learn. Many books are written in that language. Therefore, English has become one of the subjects in the Core Curriculum in Indonesia.

It is assumed that learning English as the Foreign language is difficult for many Senior High School students, especially the structure ; as stated by Mary Finocchiaro<sup>1</sup>, that "Every language has its own system or code ; that is its own characteristic way of putting sounds together in order to talk about situations or events in the present, the past, or the future". This is because students are often influenced by their native language. They often transferred their native language structure patterns or rules into the language they are learning, in this case, English.

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Mary Finocchiaro, Ph. D., English As a Second Language: From Theory to Practice, New york: Regents Publishing Company, Inc., 1974, p. 2.

This phenomenon is generally known as the language transfer which is defined by Richards and Sampson<sup>2</sup> that sentence patterns of the native language often influence the sentence patterns of the target language. However, the writer doubts whether these errors are caused by the transfer of their native language to the target language only, or whether there are other aspects, such as : the ambiguous explanation from the teacher, the irrelevant explanation of the textbook, etc.

Based on the writer's experience on the teaching practice program at Santa Agnes Catholic Senior High School Surabaya, she found many mistakes in the students' test papers of Conditional Sentences she had been asked to check. The students often got confused with the use of the three Conditional types. They were able to change the Conditional Sentences from one type to the other types, but they could not change the situational sentences given to them into the appropriate type of Conditional Sentences.

Therefore, the writer decided to make a study on Conditional Sentences to see how far the students have mastered them. In addition, she tried to discover the kinds of errors along with the predicted causes and to give some suggestions on how to overcome them.

### 1.2. Statement of the Problem

The problems of this study are :

a. What kinds of Conditional Sentence errors do the Second Year Students of Santo Stanislaus Senior High School make ?

b. What are the causes of these errors in using the Conditional Sentences ?

### 1.3. The Objective of the Study

The objective of this study is too see what kinds of errors the second year students of Santo Stanislaus Senior High School made in using the Conditional Sentences, and what the causes of these errors are.

### 1.4. The Significance of the Study

This study is hopefully to be of some help for the English teachers in identifying the kinds and the predicted causes of errors in the Conditional

Sentences made by their students. And the findings of this study can be used by the teachers to improve their techniques in teaching Conditional Sentences, so that they can minimize - if not to eliminate - the errors which the students may make in learning Conditional Sentences.

### 1.5. Limitations of the Study

The topic of this study is the analysis of the errors in using the Conditional Sentences. Because of the restricted time, the writer limits her study in the Conditional Sentences type I, II, III by excluding the variations of the Conditional Sentences, such as : if replaced by unless , but for, whether or not, if only, suppose/supposing, provided (that), and the inversion of subject and auxiliary with 'if' omitted.

While for the analysis of the sources of errors, she chooses the intralingual and developmental errors which according to Richards<sup>3</sup> involves over-generalization, ignorance of rule restrictions,

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Jack C. Richards, A Non-Contrastive Approach to Error Analysis in Jack C. Richards, eds., Error Analysis: Perspective on Second Language Acquisition, London: Longman Group Limited, 1974, p. 174.

incomplete application of rules, and false concepts hypothesized.

## 1.6. Theoretical Framework

The theory that is relevant and is used to analyse her study is the theory of Error Analysis.

According to Rod Ellis (1986: 51-52), as quoted by Fifi<sup>4</sup>ani, Error Analysis is a procedure which involves collecting samples of learner language, identifying the errors in the sample, describing these errors, classifying the errors according to their hypothesized causes, and evaluating the seriousness of the errors.

And the classification of errors that is used in this study are intralingual and developmental errors, namely: over-generalization, ignorance of rules restrictions, incomplete application of rules, and false concepts hypothesized.

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Fifi<sup>4</sup>ani, A Preliminary Study on the Students' Errors in Learning English Concord, unpublished thesis, Surabaya, FKIP Universitas Katolik Widya Mandala Surabaya, 1989, p. 8.

### 1.7. Assumptions

This study was carried out under the assumption that the students had already been taught the Simple Present Tense, the Simple Past Tense, the Simple Past Perfect Tense, the Modals - Present, Past, and Past Perfect modals, and other grammatical rules which are related to Conditional Sentences.

### 1.8. Definition of Key-terms

In order to avoid misunderstanding, it is necessary to define the key-terms that are used in this thesis :

#### 1.8.1. Intralingual and Developmental Errors

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According to Richards, Intralingual errors are those which reflect the general characteristics of rule learning, such as faulty generalization, incomplete application of rules, and failure to learn conditions under which rules apply.

Developmental errors illustrate the learner's attempts to build up hypothesis about the English

language from his limited experience of it in the classroom or text book.

Intralingual and developmental errors reflect the learner's competence at a particular stage, and illustrate some of the general characteristics of language acquisition rather than reflecting the learner's inability to separate two languages.<sup>6</sup>

#### 1.8.2. Conditional Sentences

A conditional sentence is a sentence consisting of two clauses, a dependent clause beginning with if and a main clause or answer to the if clause.<sup>7</sup>

In this study, the writer only uses the three main types of conditional sentences - the first, the second, and the third conditionals - and excludes the variations of conditional sentences. (for more detail definitions, see section 2.2.)

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Ibid., p. 173.

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Artono Wardiman, Penuntun Pelajaran Bahasa Inggris Berdasarkan Kurikulum 1984, untuk SMA kelas II A1 & II A2 (semester 3 dan 4), Bandung: Ganeca Exact 1986, p. 185.

### 1.9. Organization of the Thesis

This thesis consists of five chapters. Chapter I is about the background of the study, statement of the problem, the objective and significance of the study, limitations of the study, theoretical framework, assumptions, the definition of key-terms, and the organization of the thesis. Chapter II deals with the review of the related literature which consists of the theory of Error Analysis, the theory of English Conditional sentences, and review of the related studies. Methodology of research will be discussed in chapter III which covers the research design, the subjects of the study, the instrument of the research, procedures of collecting the data, and techniques for data analysis. Chapter IV describes the data analysis of the findings, and the interpretation of the findings. Finally the last chapter, chapter V, presents the conclusion and suggestions.