

**GRAMMATICAL ERROR ANALYSIS ON CONDITIONAL SENTENCES
MADE BY THE FOURTH SEMESTER STUDENTS OF ENGLISH
EDUCATION STUDY PROGRAM OF STATE ISLAMIC UNIVERSITY
OF RADEN FATAH PALEMBANG 2018**



UNDERGRADUATE THESIS

**Submitted as a fulfillment of requirements to get
a bachelor's degree of Sarjana Pendidikan (S.Pd)**

**By
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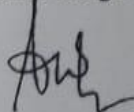
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Demikianlah terima kasih.

Wassalamu 'alaikum Wr. Wb.

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Palembang,

Mei 2018

Pembimbing II



Aisyah Syahab, M.Pd

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2018**

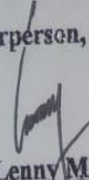
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Palembang, May 30th, 2018
State Islamic University of Raden Fatah Palembang
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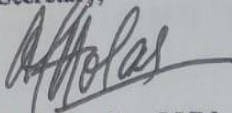
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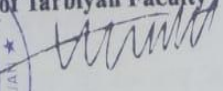

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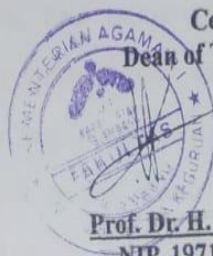

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STATEMENT PAGE

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State that:

1. All the data, information, and conclusions presented in this thesis, except for those indicated by the source, are the result of my observation, process and thought with guidance of my advisors.
2. The thesis that I wrote is original and has never been handed in for another academic degree neither at UIN Raden Fatah Palembang or other universities.

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DEDICATION

This thesis was dedicated to:

1. Allah SWT the Lord of the world, the Greatest of the greats who has given blessing, mercy and patience in finishing this thesis.
2. My Beloved Prophet Muhammad SAW, as a my biggest Inspired in my life.
3. My beloved parents, a great father Elian Syafi, S.H., and a super mom Latipah, who never stop giving support, pray, economy, directions, and motivations.
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10. Last, My Great Ammeter.

MOTTO

فأن مع العسر يسرا ⑤ إن مع العسر يسرا ⑥

❖ For indeed, with hardship [will be] ease (5) Indeed, with hardship [will be] ease (6). QS. Al-Ashr: 5-6.

❖ When you make people's business easy, so Allah will make your business easier.

❖ Don't put off till later what you can do now

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Palembang, June 13rd, 2018
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Alhamdulillah all praises are given by the writer to Allah SWT, the Lord of the world, the Greatest of the greats. Only by His power, bestowal, affection, and guidance, the writer can finish her scientific paper “*Skripsi*”. Peace and Blessing be upon to our beloved Prophet, Muhammad SAW, his family, his companions, and his followers.

This scientific paper “*Skripsi*” is presented to the Faculty of Tarbiyah and Teaching Sciences as a Partial fulfillment of the requirements for the degree of Strata I (S.Pd.) in English Language Teaching.

In finishing this thesis, the writer realizes that there are many relatives who give their help, guidance, and motivation. May Allah SWT give reward for their kindness. *Aamiin*. First, the writer would like to express his special gratitude to her advisors, Dr. Annisa Astrid, M.Pd, as the first advisor and Aisyah Shahab, M.Pd., as the second advisor for their great contribution, guidance, kindness, and patience in finishing the *Skripsi*. The writer realizes without them her *Skripsi* will not finish until now. She is also very grateful to the Head of English Education Study Program and the Dean of the Faculty of Tarbiyah and Teaching Sciences of State Islamic University of Raden Fatah Palembang for their assistance in administration matters.

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Palembang
The writer,

SA

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8. Sertifikat Puskom
9. Sertifikat KKN
10. Sertifikat KKN
11. FC Transkrip Nilai
12. SK Penunjukan Pembimbing Skripsi
13. SK Perubahan Judul
14. SK Izin Penelitian
15. SK Telah Melakukan Penelitian
16. Kartu Bimbingan Skripsi
17. Sertifikat TOEFL
18. SK Bebas Teori
19. SK Lulus Ujian Komprehensif
20. Rekapitulasi Nilai Ujian Komprehensif
21. SK Kelengkapan dan Keaslian Berkas Munaqosah
22. Rekapitulasi Nilai Ujian Munaqosah

Grammatical Error Analysis on Conditional Sentences Made by the Fourth Semester Students of English Education Study Program of State Islamic University of Raden Fatah Palembang 2018

ABSTRACT

The aims of the study were to identify the type of grammatical errors on conditional sentences that the fourth semester students of English Education Study Program of State Islamic University of Raden Fatah Palembang made, to find out the dominant type of grammatical errors on conditional sentences that the fourth semester students of English Education Study Program of State Islamic University of Raden Fatah Palembang made, and to find out the difficulties on conditional sentences were encountered by the fourth semester students of English Education Study Program of State Islamic University of Raden Fatah Palembang. 28 students participated in this research and were asked to answer 20 questions of conditional sentences in 40 minutes. 6 students were interviewed to know the difficulties encountered in conditional sentences. This study was a descriptive qualitative research design which analyzed the students' sentences in answering the test based on Surface Strategy Taxonomy by Dulay, Burt, and Krashen (1982). The result showed that there were four types of errors in term of conditional sentences in their answer test, those were omission (28.20%), addition (14.74%), misformation (55.39%), and misordering (1.67%). The dominant type of grammatical errors on conditional sentences made by the fourth semester students of English Education Study Program of State Islamic University of Raden Fatah Palembang was misformation with the occurrence 597 errors with the percentage 55.39%. The difficulties that encountered by students were in using the correct tenses, the correct regular and irregular verb; differentiating type1 and type2, differentiating if-clause and result clause; and identifying the time signal.

Keywords: *Conditional sentences, error analysis, grammatical error, surface strategy taxonomy,*

CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) research problems, (3) research objectives, and (4) significance of the study.

1.1 Background

English is the most significant language in the world which is used by any country as an international language. According to Cook (2003), nowadays English is thought as the main foreign language in virtually every country because it is as an international language communication used for business, education, and access to information by all the population in this world. It even becomes second language for some countries, like Singapore and Malaysia. Jackson and Stockwell (1996) explain that even English is used in every corner of the world in doing interaction among each one that has different cultural, ethnic, and social backgrounds (as cited in Abrar, Mukminin, Habibi, Makmur, & Marzulina, 2018, p.129). It proves that English is the most crucial language in people's activity.

English is considered as an important language by Indonesian because English is contiguous with people's life. For example, technology uses English especially in using computer and internet. According to Graddol, people have to understand English because in this modern era most of knowledge written down in English (as cited in Ardiansyah & Johar, 2012, p.162). Meanwhile, Richard emphasizes that it is important for people to learn English because it is

the language of globalization, international communication, commerce and trade

media, pop culture, different motivation for learning (as cited in Herlina & Holandyah, 2014, p.108). Thus, English is very useful language to be mastered by everyone in this world.

There are four things that have to be comprehended well in studying English. Those are four skills and four aspects of English. There are four skills which must be mastered by students. These are writing, reading, listening, and speaking. Beside those four skills, there are four aspects which are also important in studying English, namely grammar, vocabulary, pronunciation, and spelling. Aydogan (2014) accentuates that teachers of English have usually used the concepts of four basic language skills, namely listening, speaking, reading, and writing. These four language skills are sometimes called the "macro-skills". This is in contrast to the "micro-skills" as known as language aspects, which are things like grammar, vocabulary, pronunciation, and spelling. In short, not only understanding in English skill but people also must understand English aspects well in getting this language.

One useful aspect of language aspects is grammar. It is the basic aspect that has to be understood by students in mastering English. Baker (2011) describes that grammar is the set of which determines the way to create and combine units such as words and phrases before it becomes a language and the kind of information that has to be made regularly explicit in utterances. The society of Indonesia must be able to master grammar. Then, they can

communicate in English and get knowledge in getting any information, especially because much knowledge written in English. It is appropriate to Harmer's explanation that English is much used in each part of aspect in people's life, such as in art, humanity, and social knowledge aspect (as cited in Astrid, 2011, p.176). Therefore, one of many steps to get English successfully is by comprehending grammar.

Grammar is very necessary in learning language skills, especially writing. It is because the reader needs to have the same understanding to the writer. If the grammar is wrong, there may be appearing different understanding between writer and reader. By using correct grammar, miscommunication will be ignored. Wang (2010) discusses four necessities of grammar teaching in foreign language learning namely the need of the components and basic features of language, requirement of the standard of mastering a language, the need of the feature of foreign language learning environment, and the requirement of the nature of the theory of "communicative approach". It means that people who have good English are people who have good grammar.

However, many students could not use correct grammar. They did not know how to write or speak grammatically yet. In fact, they had studied from elementary until higher education but they still felt confused about grammar. The result of preliminary study which was done by Pitaloka (2014) showed that students felt difficult to understand English because they did not have sufficient English competence. The fact of her study also referred that lecturing

method was always used in teaching-learning process and it was not effective in teaching English. It means that to increase students' English ability, teacher can find another method.

Grammar is considered as difficult aspect by students. They encounter many difficulties in learning grammar. Bibi says that the pure complication in English is almost students are incompetence in English grammar, especially how to arrange sentences, use correct connection and verb by changing time (as cited in Astrid, 2011, p.176). Widianingsih (2016) states that there are four difficulties that are faced by students in encountering English grammar. They are plurality, articles or determiners, verbs, and tenses. In brief, the lack of grammar understanding is felt by many students because they encounter many difficulties in this aspect language.

Error is students' mistake that happened when they cannot correct by themselves. To know students' ability in learning English, error analysis is needed to be done. Wu and Garza (2014) state that error analyses study are a must to be conducted in learning second or foreign language, especially English. These studies are important to be conducted because students' errors can provide knowledge about how the language is learned, and it can provide the information to teacher to revise their lessons. Therefore, error analysis is analyzing the flaw that is done in studying especially in studying foreign or second language.

English students, especially students of State Islamic University of Raden Fatah Palembang have three structure course levels. First, Basic English

Grammar is learned in the second semester. Next, the third semester students get Intermediate English Grammar. The last, Advanced English Grammar is taken in the fourth Semester. The sample of this research was the fourth semester students of English Education Study Program of State Islamic University of Raden Fatah Palembang. It was because they were still lacking in grammar. Then, they were studying grammar in Advanced English Grammar. The fourth semester students also had already taken Basic English Grammar in the second semester and Intermediate English Grammar in the third semester.

Before doing this research, I did preliminary test by giving 140 items of test consisting of 14 sub topics all about grammar material that had been studied by the fourth semester students. The result of the test showed that the five bottom scores were conditional sentences, adjective clauses, passive, comparison, and gerunds and infinitive item. The score referred conditional sentences with an average 1.74, average of passive was 2.33, average of adjective clauses was 2.99, average of comparison was 4.02, and average of gerunds and infinitives item was 4.40. Conditional sentences item was included in the five bottom lesson and it was the lowest score which was considered as difficult lesson.

Conditional sentence is an imagination of situation. Azar (1999) describes that conditional sentence consists of an *if*-clause (which presents a condition) and a result clause. For example: *If it rains, the street gets wet.* While Larsson (2014) mentions two part of conditional sentences are a condition and a consequent. The consequent is realized as a matrix clause, and

condition is realized as subordinate clause (as part of matrix consequent). Both clauses relate each others. Mas'ud claims (2005) that conditional sentences are divided into three types, namely real condition, unreal condition, and unreal condition in the past. In conclusion, conditional sentence should have two parts which is conditional clause itself and followed by result of its assumption.

Understanding on conditional sentences is very important especially for English Education Students. Conditional sentences are used for imagining something or giving people's dream and wish that are often used in daily life. Surely, as English students they have to express conditional sentences correctly and appropriately to their sense. Nevertheless, from the result of preliminary study showed that students of English Education Study Program often make errors on conditional sentences because they use wrong form of conditional sentences. It is because Indonesian has no change on conditional sentences for every type while it is very different from English. It has many changes in structure and tenses.

There were three previous related studies in this research. First, Adetia (2014) found that the biggest error was misformation (54.07%), error of addition (35.33%), error of omission (9.02%), error of misordering (0.76%). Second, the result of Rahmawati's research (2014) showed that error happened on misformation (54.89%), error of addition (35.33%), error of omission (9.02%), and error of misordering (0.7%). Third, the study which done by Rumaidah's (2017) showed that the dominant error was misformation

(44.90%), then error of omission (35.60%), error of addition (16.10%), and the lowest error was error of misordering (3.90%).

Based on the explanation above, I was interested in conducting a research about analyzing error focusing on conditional sentences entitled “Grammatical Error Analysis on Conditional Sentences Made by the Fourth Semester Students of English Education Study Program of State Islamic University of Raden Fatah Palembang 2018”.

1.2 Research Problems

Based on the background, the research problems are formulated in the following questions:

1. What types of grammatical errors on conditional sentences did the fourth semester students of English Education Study Program of State Islamic University of Raden Fatah Palembang make?
2. What was the dominant type of grammatical errors on conditional sentences which the fourth semester students of English Education Study Program of State Islamic University of Raden Fatah Palembang made?
3. What the difficulties on conditional sentences were the fourth semester students of English Education Study Program of State Islamic University of Raden Fatah Palembang encountered?

1.3 Research Objectives

In accordance with the problems above, the objectives of this study are:

1. To identify the type of grammatical errors on conditional sentences that the fourth semester students of English Education Study Program of State Islamic University of Raden Fatah Palembang made.
2. To find out the dominant type of grammatical errors on conditional sentences that the fourth semester students of English Education Study Program of State Islamic University of Raden Fatah Palembang made.
3. To find out the difficulties on conditional sentences were encountered by the fourth semester students of English Education Study Program of State Islamic University of Raden Fatah Palembang

1.4 Significance of the Study

This study is hoped will give information and recommendation to the teacher or lecturer about the errors especially in conditional sentences which are often done by students. Thus, in teaching material about conditional sentences, teacher or lecturer can emphasize some parts that are considered as difficult part. By knowing the difficulties of conditional sentences learning, teacher or lecturer is able to find the way to teach them easily to be understood by students.

Then, it will help students to know what errors that can be appeared on conditional sentences. Students as prospective English teacher can prepare themselves more in understanding them. By recognizing some errors on

conditional sentences first, they will be more focus in learning those parts and avoid similar errors.

The last is for the next researches, it will give more sources about how to conduct this research.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) concept of error, (2) the difficulties of English grammar, (3) concept of error analysis, (4) concept of conditional sentences, and (5) previous related studies.

2.1 Concept of Error

Error is quite different to mistake, it is as a fault in learning second or foreign language. Second or foreign language students not only make mistake, they have only an incomplete knowledge of the target language, they are not always able to correct the mistakes that they make that is called by error (Amara, 2015). It is supported by Ellis (1997) which expresses that errors are the gaps in a learner's knowledge; they occur when the learner does not know what the correct one is, while mistakes reflect occasional lapses in performance; they occur when the learner is unable to perform what he or she knows. In other words, errors require further relevant learning to take place before they can correct the errors by themselves. According to James, an error cannot be self-corrected, while mistakes can be self-corrected by the speakers (as cited in Anantri, 2017, p.10). The learners are not aware of making the errors because they do not know correct form. In other words, errors require further relevant learning to take place before they can correct the errors by themselves. Thus, the learners' errors reflect a lack of underlying competence in the language that they are learning. In summary, error is a flaw that is done

by students in learning second or foreign language which shows how far students' understanding in the material.

2.1.1 Types of Error

According to Ellis (1997), there are three types of error that are done by students, they are omission, overgeneralization, and transfer error. First is omission errors, for example learners leave out the articles "a" and "the" and leave the easy -s of plural noun. The second is overgeneralization errors, for example the use of "eated" in place of "eat". That is the learners fail to observe the restrictions of certain structures. In this case, they apply a rule in the context of a sentence where actually it is not necessary, e. g : The man whom I saw him yesterday. The student does not know that it is impossible to mention the person referred to by the relative pronoun by another pronoun as well. The third, transfers errors reflect learners' attempts to make use of their L1 knowledge. Irrespective of the type of error, however, learners are to be seen as actively involved in shaping the "grammars" they are learning. Learners "create" their own rules.

2.1.2 Sources of Errors

Error comes from several possible general factors or sources. Endorgan argues that students do many kinds of different errors and they cannot be ignored and ask for sources of errors (as cited in Mardalena, 2017, p.24). Brown (2007) describes two main sources of errors. First, interlingual transfer is a significant source of error for all learners. Richard and Schmidt (2010) define interlingual errors as being the result of language transfer, which is

caused by the learner's first language. However, this should not be confused with behaviouristic approach of language transfer. Error analysis does not regard them as the persistence of old habits, but rather as signs that the learner is internalizing and investigating the system of the new language. Interlingual errors may occur at different levels such as transfer of phonological, morphological, grammatical and lexic-semantic elements of the native language into the target language (Ratna, 2013). In short, interlingual error is error from first language learners when they transfer language to the target language.

The other source is intralingual errors; it is resulted from faulty or partial learning of the target language rather than language transfer. According to Brown (2007), "intralingual transfer (within the target language itself) is a major factor in second language learning" (p.264). They may be caused by the influence of one target language item upon another. For example, learners attempt to use two tense markers at the same time in one sentence since they have not mastered the language yet. When they say: "He is comes here", it is because the singularity of the third person requires "is" in present continuous, and "-s" at the end of a verb in simple present tense. In short, intralingual errors occur as a result of learners' attempt to build up concepts and hypotheses about the target language from their limited experience with it. Learners may commit errors due to this reason in many ways as in the following examples:

He made me to smile.

*I want **learning** English.*

The meat smells freshly.

Thus, error in second and foreign language is classified by source and target language.

2.1.3 Concept of Grammatical Error

Grammar is the set of rules which determine the way in which units such as words and phrases can be combined in language. According to Baker (1992), grammar is divided into two main parts, morphology and syntax.

Morphology includes the structures of words, the way in which the form of a word changes to indicate specific contrasts in the grammatical system. Syntax includes the grammatical structure of groups, clauses, and sentences: the linear sequences of classes of words such as noun, verb, adverb, and adjective, and functional elements such as subject, predicator, and object which are allowed in a given language.

Thus, grammatical error can be defined as the fault in morphological and syntactical levels.

2.1.3.1 Types of Grammatical Error

Chomsky claims that grammatical sequences in terms of separate component that could comprise a sentence is called by surface structure (as cited in Brown, 2007, p.24). To analyze types of grammatical error on conditional sentences, surface strategy taxonomy was used. Dulay, Burt, and Krashen (1982) define surface strategy taxonomy as a classification of language errors based on how the surface structures are altered. They describe

four taxonomies of errors, those are omission, addition, misformation, and misordering.

1. Omission errors are characterized by the absence of an item that must appear in a well-form utterance.

Example, “Marry president new company”.

It should be, “Marry *is the* president *of the* new company”.

2. Addition errors are the opposite of omission. They are characterized by the presence of an item which must not appear in a well-formed utterance.

Addition error is divided into three parts:

1. Double markings are when two rather than one are marked for the same feature. For example, “we didn’t *went* here”. This sentence has double past in *didn’t* and *went*. It should be “we didn’t *go* here”.
2. Regularization is a rule applies to a class of linguistic items. For example, the form of past verb “*eat*” becomes “*eated*”.
3. Simple addition is the use of an item which should not appear in well-formed utterance. For example, “*a* this train” should be “this train”.

3. Misformation errors are characterized by the use of the wrong form of the morpheme or structure. Misformation error is divided into three parts:

1. Regularizations are in which a regular marker in used in place of an irregular one. For example:

Regular: The girl *tells* the boy what to paint.

Irregular: The girl *asks* the boy what to paint.

Erroneous: The girl asks the boy what *he* should paint.

Correct: The girl *asks* the boy what *she* should paint.

2. Archi-forms are wrong form in selecting word to represent others. For example, “*that* dogs” should be “*those* dogs”
3. Alternating forms are when students replace wrong tenses. For example, “he would have *saw* them” should be “he would have *seen* them”
4. Misordering errors are characterized by the incorrect placement of a morpheme or group in an utterance.
Example, “what *daddy is* doing?” should be “what *is daddy* doing?”

2.2 The Difficulties of English Grammar

Widianingsih (2016) states that there are four difficulties that are faced by students in encountering English grammar. They are plurality, articles or determiners, verbs, and tenses.

First, plural markers are one error that done by students in English. It will be recognized in writing because it is seen clearly while in communication it is quite hard to identify. Usually the error is omitting linguistics element that is marked as plural noun.

Second, using articles or determiner in wrong referring to a fact, an object, an idea, or a person that has already been introduce in the previous sentence. Sometimes, students feel confused in guessing what article is for.

The third error is verbs or predicates. Students feel difficult to differentiate verb and adjective. They often use “to be” in encountering verb,

they do not use “to be” in constructing adjective, using infinitive in simple past, using verb *-ing* in using present tense, and so on.

The last, error tenses are often done by students are they cannot distinct in using tense. They use present tense in past form or past event. They are usually hard to distinguish time of tenses.

2.3 Concept of Error Analysis

Error analysis is as a process to analyze errors that make by students. Producing error can be perceived as a normal part of learning anything especially something as complex as a language, particularly, a foreign language. Error analysis is type of approach to analyze a second/foreign language learners’ speech or written performance.

Corder and Brown both highlights in studying second or foreign language, students’ errors are important to study it shows the state of the learners’ knowledge (as cited in Wu and Garza, 2014, p.1256). Error analysis are not something to be eradicated, but rather can be important in and of themselves. Error analysis is errors that can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to surge of the study of learners’ errors (Brown, 2007). Positively, error analysis is needed in English teaching to investigate and measure how long students’ understandings are.

2.4 Concept of Conditional Sentences

Conditional sentences are the imagination of situation statement. Azar (1999) describes that conditional sentences consist of an *if*-clause (which

presents a condition) and a result clause. For example: *If it rains, the street gets wet*. While Larsson (2014) mentions two part of conditional sentences are a condition and a consequent. The consequent is realized as a matrix clause, and condition is realized as subordinate clause (as part of matrix consequent). Both clauses relate each other. Mas'ud (2005) argues that conditional sentences are divided into three types, namely real condition, unreal condition, and unreal condition in the past. In conclusion, conditional sentences should have two clauses, those are conditional clause itself and result of the assumption.

2.4.1 Types of Conditional Sentences

Conditional sentences consist of several types. Azzar (1990) discusses three basic verb forms used in conditional sentences. They are true in the present/future, untrue in the present/future, and untrue in the past that considered as type 1, 2, and 3. While, Easwood (2008) differs another type which is called by type 0.

1. Type 0

This type consists of *if*-clause that is followed by general truth as a result clause. The formula of type 0 is **if... + present... + present....** For example:

*If the doorbell **rings**, the dog **barks**.*

*The batteries **take** over if we **lose** power.*

Examples above are one thing always follows automatically from another.

This type is used for the automatic result of a possible future action. For example: *if we **win** the league, we get promoted* (Easwood, 2008).

2. Type 1. True in the Present or Future

Azzar (1990) establishes that in conditional sentences that express true, factual idea in the present/future, the *sample present* (not the simple future) is used in the *if*-clause.

The formula of this type is **if... + simple present... + simple present / will + simple form**. For example:

*If I **have** enough time, I **watch** TV every morning.*

*If I **have** enough time, I **will** watch TV later on to night.*

The result clause has various possible verb forms. A result clause verb can be:

1. The *simple present*, to express a habitual activity or situation.

For example:

If I don't eat breakfast, I always get hungry during class.

2. Either the *simple present* or the *simple future*, to express an established, predictable fact or general truth.

For example:

Water freezes OR will freeze if the temperature reaches 32°F/0°C.

3. The *simple future*, to express a particular activity or situation in the future.

For example:

If I don't eat breakfast tomorrow morning, I will get hungry during class.

4. *Modals* and *phrasal modals* such as *should, might, can, be going to*.

For example:

If it rains, we should stay home.

If it rains, I might decide to stay home.

If it rains, we can't go.

If it rains, we're going to stay home.

5. An imperative verb.

For example:

If anyone calls, please take a massage.

3. Type 2. Untrue (contrary to fact) in the Present or Future

Mas'ud (2005) states that this type is called improbable or unreal condition. It is used to express a thing that possibility to happen very low or it is just as imagination.

The formula in type 2: **if... + simple past... + would simple form.**

For example: *If I **had** enough time, I **would** watch TV now or later on.*

Some notes in type 2 of conditional sentence (Azzar, 1990, p.415):

1. *Were* is used for both singular and plural subject.

For example:

If I were you, I would accept their invitation.

The truth, I am not you.

2. *Would* expresses desired or predictable results.

For example:

If I have enough money, I would buy a car.

The speaker wants a car, but doesn't have enough money.

3. *Could = would, be able to* expresses possible options.

For example:

If I have enough money, I could buy a car.

The speaker is expressing one possible result.

4. Type 3. Untrue (contrary to fact) in the Past

According to Mas'ud (2005), this type is used to express impossible event to happen because its time is over or it is just imagination past event.

The formula for this type: **if... + past perfect... + would have + past participle**. For example:

If I had had enough time, I would have watched TV now or later on.

In truth, you didn't have enough time.

If I hadn't slipped on the stairs, I wouldn't have broken my arm.

In truth, I slipped on the stairs. I broke my arm.

Note: The auxiliary verbs are almost always constructed speech.

If you told me, I would've helped you.

2.4.2 Other Verb Forms of Conditional Sentences

1. Using progressive forms in conditional sentences.

Even in conditional sentences, progressive verb forms are used in progressive sentences. For example:

True : *It is raining right now, so I will not go for a walk.*

Conditional : *If it were not raining right now, I would go for a walk.*

2. Using mixed time in conditional sentences.

Frequently the time in the if-clause and the time in the result clause are different: one clause may be in the present and the other in the past.

For example:

True : I **did not eat** breakfast several hours ago, so I **am** hungry now.

Conditional : *If I **had eaten** breakfast several hours ago, I **would not be** hungry now.*

3. Omitting If

With *were*, *had* (past perfect), and *should*, sometimes *if* is omitted and the subject and verb are inverted. For example:

***Were** are you, I **wouldn't** do that.* (If I were you, ...)

***Had** I known, I **would have** told you.* (If I had known, ...)

***Should** anyone call, please take a message.* (If anyone should call, ...)

4. Implied Conditions

Often the *if*-clause is implied, not stated. Conditional verbs are still used in the result clause. For example:

*I **would have gone** with you, but I **had** to study.*

The implied condition = *If I **hadn't** had study.*

*She ran; **otherwise**, she **would have missed** her bus.*

Conditional verb are frequently used following *otherwise*. The example above is implied = *If she **had not** run.*

2.4.3 Wishes in the Present, Future, or Past

Keith, Deborah, Barbara, and Donna (2013) describe “using the verb *wish* plus a clause about the wish is a very common construction in English, especially in spoken language” (p.93). The verb after *wish* is one tense before the actual time. In other words, it uses past tense to wish to the present time. Using **would** is to wish to the future time. The use of *wish* is contributed as following table.

Table 1. The use of *wish*

Wish	Meaning
I wish that today I had today off. Wish + subject + past tense form	I am working today.
I wish I were lying on a warm sunny beach right now. Wish + subject + be + base form of verb + -ing	I am not lying on a beach.
He wishes she would let him have a week off. Wish + subject + would/could + base form of verb	She will not let him have a week off.
They wish that they hadn't spent Rp.500.000. Wish + subject + had + past participle	They spent Rp.500.000.
She wishes she could have stayed in Orlando one more day. Wish + subject + could/would +	She was not able to stay in Orlando in extra day.

have + past participle

Rule 1. Sentences with **wish** are similar in meaning to unreal conditions in the present, future, or past. The situation is imaginary, does not exist, or did not happen.

Rule 2. Using **wish** expresses the fact that people want to opposite of the real situation to be true.

Rule 3. The use of **that** between **wish** and the following clause is optional.

2.5 Previous Related Studies

There were three previous studies which related to this study. First, Adetia (2014) the result showed errors in misinformation amount to 166 errors (54.07%), 74 errors (28.46%) in omission, 18 errors (6.94%) in addition, and misordering error was only 1 error (0.38%). For each type of the conditional, type 1 had 46 errors (17,76%) in omission, 19 errors (7.33%) in misinformation, 7 errors (2.7%) in addition, and 1 error (0.38%) in misordering. In type 2 had 62 errors (23.93%) in misinformation, 11 errors (4.24%) in addition, and 10 errors (3.86%) in omission. In type 3 had 85 errors (32.81%) in misinformation, and 18 errors (6.94%) in omission.

The second previous related study was conducted by Rahmawati (2014). She was found that students' errors in using conditional sentences type II was in four categories; they are omission, addition, misinformation, and disorder. From 133 totals of errors referred that 73 errors (54.89%) happened in misinformation, 47 errors (35.33%) were in addition, 12 errors (9.02%) were error of omission, and only 1 error (0.7%) was in misordering. Furthermore,

the researcher identified some causes of errors which influenced students to commit those errors. They were overgeneralization, incomplete application of rules, and false concept hypothesis.

The last related previous study was from Rumaidah's study (2017). She found 205 errors in using conditional sentences type 3. The proportions were 91 errors (44.90%) were in misinformation, 73 errors (35.60%) were in omission, 33 errors (16.10%) were in addition, and the lowest error was error of misordering with 8 errors (3.90%).

CHAPTER III

METHOD AND PROCEDURE

This chapter presents: (1) research design, (2) operational definition, (3) subject of the study, (4) technique for collecting the data, (5) data collection, (6) research instrument, and (7) data analysis.

3.1 Research Design

The design of this research was qualitative research. Fraenkel and Wallen (2009) state the quality of relationships, activities, situations, or materials are some elements that investigating in qualitative research. Descriptive data was provided in this qualitative research. In descriptive type of qualitative research, researcher summarize the characteristics (abilities, preferences, behaviors, and so on) of individuals or groups or (sometimes) physical environments such as schools that is described in detail or specific (Fraenkel & Wallen, 2009). Thus, this research used descriptive qualitative design to describe the type of errors and the difficulties on conditional sentences and showed the dominant of errors which was done by the fourth semester students of English Education Study Program of State Islamic University of Raden Fatah Palembang.

3.2 Operational Definition

In avoiding the possibility of misinterpretation and misunderstanding about some terms in this research, the definitions were provided.

Grammatical error could be defined as the errors at morphological and syntactical levels. In this study, I only analyzed morphological errors because it analyzed the change of verb by students in answering conditional sentences.

Error analysis was the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated related to conditional sentences.

Conditional sentences consisted of two clauses, namely an *if*-clause (which presents a condition) and a result clause. Both conditional type 1 and 2 were used in this research. The form of the test was the fill in the blank question. The blank part was part of verb. Thus, the students had to answer blank part by using the correct verb.

3.3 Subject of the Study

This research was conducted in State Islamic University of Raden Fatah Palembang by focusing to students of English Education Study Program who were taking grammar. Therefore, all of the fourth semester students in academic year 2017-2018 were subject of this research because they were still studying grammar. The distribution of population was as follows.

Table 2. Subject of the Study

Classes of the fourth semester	Number of students
PBI 1	37
PBI 2	28
PBI 3	31
PBI 4	37
Total	133

(Note: English Education Study Program of State Islamic niversity of Raden Fatah Palembang)

3.4 Technique for Collecting Data

In this research, convenience sampling technique was used for collecting the data. Etikan, Musa and Alkassim (2016) state that the convenience sampling technique is nonrandom sampling where members of the target of population that meet certain practical criteria, such as availability at a given time or the willingness to participate. Thus, the students of PBI 2 in academic year 2017/2018 of the fourth semester students of State Islamic University of Raden Fatah Palembang were taken as sample. I chose them as sample because they were easy to be met and all the member of class were available. According to Fraenkel, Wallen, and Hyun (2012), a sample should be as large as researcher is able to handle it with a reasonable expenditure of time and energy. Therefore, the distribution of sample was showed in the following

Table 3. Sample of the study

Classes of the fourth semester	Number of students
PBI 2	28

3.5 Data Collection

I used two instruments for collecting the data, namely written test and interview.

3.5.1 Test

Brown (2004) states that a method to measure person's ability, knowledge, or performance in a given domain is by using test. Haris supports that test is considered as the best tool to know how well students reach the materials they have been learning (as cited in Salwa, 2017). In this research, a test about conditional sentences was provided. The test consisted of 20 items of conditional sentences type 1 and 2 in 40 minutes.

3.5.2 Interview

Interview is a technique for collecting the data by facing directly between interviewer and interviewee. According to Noor (2011), interview is a rechecking instrument or proving to the information or explanation before. In this research, the interview was as supporting data to know difficulties and problem on conditional sentences type 1 and type 2. The interview was carried out after giving the test. It was given to the six students, for each two students who had the lowest score, average score, and the highest score. The interview consisted of 10 questions (see Appendix E). They were about students'

difficulties in studying grammar and conditional sentences type 1 and 2, lecturers' explanation on conditional sentences type 1 and 2, problems in distinguishing type 1 and 2 on conditional sentences and the use of if-clause and result clause, the use of regular and irregular verb and time signal, also application the correct formula of type 1 and 2 on conditional sentences.

3.6 Research Instrument Analysis

To analyze the instrument of this research, I examined this instrument by using validity and reliability.

3.6.1 Validity Test

Validity is done to know that the test is valid or not. Fraenkel, Wallen, and Hyun (2012) argue that validity is the most important idea to consider in preparing or selecting an instrument for use.

3.6.1.1 Validity of Conditional Sentences Test

Validity test of each question item was used in this research to know the validity of each item of conditional sentences test. To find out the validity of each question item, the tryout was conducted. This instrument was tried out to the non sample with the same level. The criteria were state institute or university, then the students were from English Education Study Program in the fourth semester. Thus, the test was tried out to the fourth semester students of English Education Study Program of University of Sriwijaya in the academic year 2017/2018.

This test consisted of 50 items of conditional sentences type 1 and type 2 which were tested to 23 students. After the data were collected, to know

whether the data were valid or not, the data were analyzed by using Correlation Item-Total Correlation (Statistical Package for Social Science) SPSS 20. Then, the score of significance (r-output) was compared with the score of “r-table” product moment. If the result of the test showed that r_{output} was higher than r_{table} (0.413) with sample (N) was 23 students, it meant that the item was valid. The r-table of product moment for a certain number of samples. It was found that there were 28 questions were considered invalid. It meant that 28 items test could not be used as the instrument since the scores of significance were lower than 0.413. Then, 22 questions item were considered valid (see appendix A). Thus, 20 items test were used as the instrument (see appendix B)

3.6.1.1 Validity of Questions of Interview

To check the validity of questions of interview, I asked two lecturers of English Education Study Program of State Islamic University of Raden Fatah Palembang in order to validate questions of interview whether the questions are appropriate to know the students' difficulties on conditional sentences. The validators judged that the questions had been good and it could be used to find out students' difficulty on conditional sentences. To know the validity of questions of interview see appendix D.

3.6.2 Reliability Test

The reliability test is used to check the consistency of the test. Fraenkel, Wallen, and Hyun (2012) argue that reliability refers to the consistency of the scores of the test how consistent they are for each individual from one

administration of an instrument to another and from one set of items to another before the test is able to be used.

To know the reliability of the test, internal consistency reliability in Split half reliability coefficient with Spearman-Brown formula was used. The calculation was done by using SPSS 20. The scores of reliability was obtained from tryout. Fraenkel, Wallen, and Hyun (2012) state that if reliability coefficient of the test more than 0.70 the test is considered reliable. Thus, after the test had been reliable, it was used in this research.

To measure the reliability test using split half method, it was found that the p-output of Gutman Split-Half Coefficient was 0.815 which was higher than 0.70. It can be stated that the reliability of this instrument test was reliable since the p-output of Gutman Split-Half Coefficient was higher than 0.70. The result analysis of reliability test was described in the following table.

Table 4. Reliability Statistics

	Part 1	Value	.823
		N of Items	10 ^a
Cronbach's Alpha	Part 2	Value	.889
		N of Items	10 ^b
		Total N of Items	20
Correlation Between Forms			.734
Spearman-Brown Coefficient	Equal Length		.847
	Unequal Length		.847
Guttman Split-Half Coefficient			.815

a. The items are: VAR00001, VAR00002, VAR00003, VAR00004, VAR00005, VAR00006, VAR00007, VAR00008, VAR00009, VAR00010.

b. The items are: VAR00011, VAR00012, VAR00013, VAR00014, VAR00015, VAR00016, VAR00017, VAR00018, VAR00019, VAR00020.

3.7 Data Analysis

Data analysis is the process of systematically searching and arranging the material that will be accumulated to discover this research. In conducting this research, I followed the procedures in error analysis based on Ellis' theory (1997), she showed three steps of error analysis. They are; identifying the errors, describing the errors and explaining the errors.

3.7.1 Analyzing Types of Error Made by the Participants

1. Identification of error

After collecting the data, the errors were selected. I applied the following steps; selecting the sentences which contained the errors on conditional sentences made by students, and then marking the errors. After that, it was crosschecked by two coders of English lecturers of State Islamic University of Raden Fatah Palembang. Individuals identified with that to which they found themselves similar; conversely, they often dissociated with and felt apprehensive about what they regarded as different or conflicting.

2. Description of Error

In this step, the data were differentiated based on its error. Once the systematic errors had been identified and collected, I classified the errors in different types in order to facilitate the analysis. Then, the errors were categorized into each type of error by using Surface Strategy Taxonomy

proposed by Dulay, Burt, and Krashen (1982). Thus, the types of error were categorized were as follows:

1. Error of Omission
2. Error of Addition
3. Error of Misformation
4. Error of Misordering

3.7.2 Analyzing the Dominant Error Made by the Participants

It was the step of explanation of error as the last step in error analysis. After doing identification and description process, I applied the following steps:

1. Counting the total of each type of errors on conditional sentences.
2. Counting the total number of all types of errors on conditional sentences
3. Making percentage each type of errors on conditional sentences. In order to know the most dominant error on conditional sentences, it was done by dividing the total number of each type errors on conditional sentences by the total number of all types of errors on conditional sentences and then multiplying with one hundred.

The formula was:

$$P = \frac{F}{N} \times 100\%$$

Note:

P = Percentage

F = Total of each type error on conditional sentences

N = Total number of all type errors on conditional sentences

By calculating the percentage of the dominant error, I identified the most common errors made by students. Finally, the result was explained in the interpretation form.

3.7.3 Analyzing Students' Difficulties on Conditional Sentences

To analyze students' difficulties on conditional sentences, I did interview to six students. I chose each two students who had the lowest score, average score, and the highest score from the result of conditional sentences test. I recorded the interview, then I wrote the transcript (see appendix G). After that, I analyzed and explained the result of interview of students' difficulties on conditional sentences.

CHAPTER IV

FINDINGS AND INTERPRETATION

This chapter presents: (1) research findings, and (2) interpretation.

4.1 Findings

The findings presented the grammatical error on conditional sentences by the fourth semester students of English Education Study Program of State Islamic University of Raden Fatah Palembang in academic year 2017/2018. I identified all the grammatical errors found in students' conditional sentences tests by using the Surface Strategy Taxonomy proposed by Dulay, Burt, and Krashen (1982). In analyzing the grammatical error, the procedure in analyzing error analysis based on Ellis (1997) was applied.

4.1.1 Identification of the Error

After collecting the data from the students, I identified all sentences then analyzed them and marked the sentences that contained error on conditional sentences. After that, the result was crosschecked by two coders of English lecturers of State Islamic University of Raden Fatah Palembang (see appendix F). There were 1078 errors on conditional sentences made by 28 students of English Education Study Program of State Islamic University of Raden Fatah Palembang.

4.1.2 Description of the Error

In description step, I rewrote the sentences that contained conditional sentences error. I classified the errors in different types in order the errors could be seen clearly. Then, the errors were categorized into each type of error

by using Surface Strategy Taxonomy proposed by Dulay, Burt, and Krashen (1982). They were omission, addition, misformation, and misordering error. There were 304 errors in omission, 159 errors in addition, 597 errors in misformation, and 18 errors in misordering.

4.1.2.1 Identification of Omission Error

304 errors found in omission. They were divided into 247 errors were categorized in the omission of auxiliary verb (*is, were, does, did, will, would*). Many students produced error in this error category. It consisted of 133 errors in omitting *would*, 86 errors in omitting *will*, 15 errors in omitting *did*, 6 errors in omitting *does*, 5 errors in omitting *is*, and 1 errors in omitting *were*.

The examples of some errors happened, “*Roni ∅ win the competition*” instead of “*Roni would win the competition*”, “*we ∅ go to the zoo*” instead of “*we will go to the zoo*”, “*if we ∅ not have to study*” instead of “*if we did not have to study*”, “*If Adam ∅ not come to work tomorrow morning*” instead of “*If Adam does not come to work tomorrow morning*”. It showed that the students did not put auxiliary verb before verb. The students not only omit auxiliary verb after verb, but also omit auxiliary verb before noun. For instances, “*If Ali ∅ in class*” instead of “*If Ali is in class*”, and “*If I ∅ not a bird*” instead of “*If I were not a bird*”.

Furthermore, some students made omission error in negative form. They omit negative in auxiliary verb. There were 7 errors happened, 1 error in omitting *will not*, 1 error in omitting *does not*, and 5 error in omitting *would not*. As in sentences “*I ∅ stay home tomorrow*” instead of “*I will not stay home*”.

tomorrow”, “If Adam \emptyset coming to work tomorrow morning” instead of “If Adam does not come to work tomorrow morning”, and “I \emptyset want to live my hold life in a cage” instead of “I would not want to live my hold life in a cage”. The errors are omitting before verb. There was also 1 error in omitting auxiliary verb and verb, as in sentence “we \emptyset to study” instead of “we did not have to study”.

Moreover, there was a student made error in omitting *not*, as in sentence “I will \emptyset want to live my hold life in a cage” instead of “I would not want to live my hold life in a cage”. Next, there was a student made error in omitting preposition “to”, as in sentence “life had \emptyset be constructed very differently” instead of “life would have to be constructed very differently”. Then, several students made error in omitting suffix *-ed* in the use of the verb. There were 47 errors happen. The example, “If my headache disappear \emptyset ” instead of “If my headache disappeared”. All those errors in omission error could be seen in the following table.

Table 5. Identification of Omission Error on Conditional Sentences

Quest No	Identified Sentences and Phrase		Total
	The correct Sentences	The wrong form	
1	If Ali <u>is</u> in class tomorrow, I <u>will ask</u> him to join us for coffee after class.	If Ali \emptyset in class	4
		...I \emptyset ask him	6
		...I \emptyset asking him	4
		...I \emptyset asked him	8
2	If the weather <u>is</u> nice tomorrow, I <u>will go</u> to Central Park with my	...I \emptyset go to...	6
		...I \emptyset goes to...	1

	friends.	...I \emptyset going to...	3
		...I \emptyset gone to...	4
3	I <u>will not stay</u> home tomorrow if the weather <u>is</u> nice.	I \emptyset stay home...	1
		I \emptyset not stay home...	3
		..if the weather \emptyset nice.	1
4	I <u>will stay</u> with my aunt and my uncle if I <u>go</u> to Miami next week.	I \emptyset stay with...	3
		I \emptyset staying with...	3
		I \emptyset stayed with...	8
5	... I <u>will go</u> to my movie	I \emptyset go to...	9
		I \emptyset going to...	3
		I \emptyset goes to...	2
6	Sally <u>would answer</u> the phone ...	Sally \emptyset answer the phone..	11
7	If there <u>were</u> no oxygen on earth; life as we know it <u>would not exist</u> we know it \emptyset not exist.	5
		... we know it \emptyset existing.	1
		... we know it \emptyset not existed.	1
		... we know it \emptyset not existing.	1
8	If I <u>were</u> a bird, I <u>would not want</u> to live my hold life in a cage	If I \emptyset not a bird...	1
		I \emptyset not want to..	3
		I \emptyset want not to...	1
		I \emptyset want to...	3
		I will \emptyset want to...	1
9	... the machines we use in everyday life <u>would have to</u> be constructed very differently	...life \emptyset have to be...	18
		...life had \emptyset be	1
10	If Adam <u>doesn't come</u> to	If Adam \emptyset not come to...	1

	work tomorrow morning, he <u>will miss</u> very important meeting.	If Adam \emptyset not coming to...	4
		If Adam \emptyset come not to...	2
		If Adam \emptyset coming to...	1
		... he \emptyset missing very...	6
		...he \emptyset miss very...	3
11	... I <u>would visit</u> him.	...I \emptyset visiting him	4
		...I \emptyset visit him	4
12	... I <u>would tell</u> him the truth as soon as possible.	I \emptyset telling him...	5
13	If the weather <u>is</u> nice tomorrow, we <u>will go</u> to the zoo.	...we \emptyset go to the zoo.	7
		...we \emptyset going to the zoo.	3
		...we \emptyset gone to the zoo.	1
		...we \emptyset goes to the zoo.	3
14	... I <u>would get</u> the raise right now.	...I \emptyset get the raise...	7
15	They <u>would understand</u> it if you <u>explained</u> it to them more slowly yesterday.	They \emptyset understanding it...	3
		They \emptyset understand it...	8
		... you explain \emptyset it...	12
		...you are explain \emptyset it..	1
16	If my headache <u>disappeared</u> , I <u>would play</u> tennis this morning.	If my headache disappear \emptyset ...	19
		If my headache is disappear \emptyset	1
		...I \emptyset play tennis...	5
		...I \emptyset playing tennis...	7
17	If today <u>were</u> Sunday, we <u>would go</u> to the beach.	...we \emptyset goes to the beach.	1
		...we \emptyset go to the beach	3
		...we \emptyset going to the beach	4
18	We <u>would go</u> tonight if we	We \emptyset going tonight...	1

	<u>didn't have to study.</u>	We Ø go tonight...	8
		...if we Ø have not to study	11
		...if we Ø not have to study	3
		...if we Ø to study	1
		...if we Ø had not to study	1
19	Peter <u>would pass</u> the examination ...	Peter Ø pass the...	7
		Peter Ø pass the...	11
		Peter Ø passing the...	1
20	Roni <u>would win</u> the competition if he <u>practiced</u> more last week.	Roni Ø win the	8
		Roni Ø winner the	2
		Roni Ø winning the	4
		...he practiceØ more..	13
		...he will practiceØ more..	1
Total			304

4.1.2.2 Identification of Addition Error

In this research, there were 159 errors found in addition error. Dulay, Burt, and Krashen (1982) divided addition error into double markings, regularization, and simple addition. From 159 addition errors, there were 46 errors in double markings and 113 errors in simple addition.

In double marking errors, the students added suffix in verb after auxiliary verb. There were 18 errors happened in adding suffixes *-ing*, *-es*, *-ed* in verb after *will*. For example, “*I will asking him*” instead of “*I will ask him*”, “*we will goes to the zoo*” instead of “*we will go to the zoo*”, and “*I will asked him*” instead of “*I will ask him*”. Also, 2 errors in adding *-ne* after *would* and

have, as in sentence “*I have gone to Miami next week*” instead of “*I go to Miami next week*”. Then, 5 errors were in adding suffix *-ing* and auxiliary *are* and *am*, as in sentence “*We are going tonight*” instead of “*We would go tonight*” and “*I am playing the tennis*” instead of “*I would play the tennis*”. There was 1 sentence “*If he will be here at home*” instead of “*If he were at home*”. It showed that the student added *will be* as *were* and also adding adverb *here*.

Furthermore, 5 errors happened in adding *not* after subject, verb, and auxiliary verb, as in sentences “*If I \emptyset not a bird*” instead of “*If I were a bird*”, “*If I do not a good job*” instead of “*If I did a good job*”, and “*If she is not in her office right now*” instead of “*if she were in her office right now*”. Also, there were 16 errors happened in adding auxiliary verb *am*, *is*, *are*, *was*, *were*, and *will*. For examples, “*If I am do a good job*” instead of “*If I did a good job*”, “*he is study well before*” instead of “*he studied well before*”, “*you are explain \emptyset it*” and “*you will explained it*” instead of “*you explained it*”, “*If my headache was disappeared*” instead of “*If my headache disappeared*”, and “*I were go to Miami next week*” instead of “*I go to Miami next week*”.

The other errors were 113 in adding simple errors. Those were the suffixes addition after verb which were divided into 63 errors in adding *-ing* as in sentence “*Peter \emptyset passing the examination*” instead of “*Peter will pass the examination*”, 8 errors in adding *-es* as in sentence “*we \emptyset goes to the beach*” instead of “*we will go to the beach*”, 31 error in adding *-ed* as in sentence “*we know it \emptyset not existed*” instead of “*we know it would not exist*”, 7 errors in

adding *-ne* as in sentence “we gone to the zoo” instead of “we will go to the zoo”, and 2 errors in adding *-er* as in sentence “Roni \emptyset winner the competition” instead of “Roni would win the competition”.

Then, there was 1 error in adding *to* and 1 error in adding *be*, as sentences “If people had to paws” instead of “If people had paws” and “I will be stay with my aunt” instead of “I will be stay with my aunt”. All the addition errors could be seen in the following table.

Table 6. Identification of Addition Error on Conditional Sentences

Question No	Identified Sentences and Phrase		Total
	The correct Sentences	The wrong form	
1	...I <u>will ask</u> him to join us for coffee after class.	...I <u>asking</u> him	4
		...I <u>asked</u> him	8
		...I will <u>asking</u> him	1
		...I will <u>asked</u> him	2
2	... I <u>will go</u> to Central Park with my friends.	...I \emptyset <u>goes</u> to...	1
		...I \emptyset <u>gone</u> to...	4
		...I \emptyset <u>going</u> to...	3
		...I will <u>going</u> to...	1
3	... I <u>will not stay</u> home	I <u>will not stayed</u> home	1
4	I <u>will stay</u> with my aunt and my uncle if I <u>go</u> to Miami next week.	I \emptyset <u>staying</u> with...	3
		I \emptyset <u>stayed</u> with...	8
		I will <u>stayed</u> with...	1
		I will <u>be</u> stay with...	1
		I <u>would</u> <u>stayed</u> with	1

		I <u>goes</u> to Miami ...	1
		I <u>were</u> go to Miami	2
		I <u>going</u> to Miami ...	5
		I <u>gone</u> to Miami ...	1
		I <u>would gone</u> to Miami ...	1
		I <u>have gone</u> to Miami	1
5	I <u>will go</u> to my movie...	I <u>going</u> to ...	3
		I <u>goes</u> to ...	2
6	... if she <u>were</u> in her office right now	If she is not in ...	1
7	If there <u>were</u> no oxygen on earth; life as we know it <u>would not exist</u>	... we know it \emptyset <u>existing</u>	1
		... we know it \emptyset <u>not existed</u>	1
		... we know it \emptyset <u>not existing</u>	1
8	If I <u>were</u> a bird, I <u>would not want</u> to live my whole life in a cage.	If I <u>have not</u> a bird...	1
		If I \emptyset <u>not</u> a bird...	1
		I <u>am not</u> would want to...	1
9	If people <u>had</u> paws...	If people had <u>to</u> paws	1
10	If Adam <u>does not come</u> to work tomorrow morning, he <u>will miss</u> very important meeting	If Adam \emptyset <u>not coming</u> to...	4
		If Adam \emptyset <u>coming</u> to...	1
		... he \emptyset <u>missing</u> very	6
		... he <u>will missed</u> very...	2
		... he <u>will missing</u> very...	1
11	Jim is not home right now. If he <u>were</u> at home right now, I <u>would visit</u> him.	If he <u>will be here</u> at home...	1
		... I \emptyset <u>visiting</u> him	4
12	... I <u>would tell</u> him the	I \emptyset <u>telling</u> him...	5

	truth as soon as possible.	I <u>will</u> <u>telling</u> him...	1
		I <u>would</u> be <u>tell</u> him	2
13	... we <u>will</u> <u>go</u> to the zoo.	we \emptyset <u>going</u> to the zoo.	3
		...we \emptyset <u>goes</u> to the zoo.	3
		...we \emptyset <u>gone</u> to the zoo.	1
		...we will <u>goes</u> to the zoo.	1
		...we will <u>going</u> to the zoo.	1
14	If I <u>did</u> a good job, I <u>would</u> <u>get</u> the raise right now.	If I <u>am</u> <u>do</u> a good job...	1
		If I <u>do</u> <u>not</u> a good job...	2
15	They <u>would</u> <u>understand</u> it if you <u>explained</u> it to them more slowly yesterday.	They \emptyset <u>understanding</u> it...	3
		They <u>will</u> <u>understanding</u> it...	1
		you <u>are</u> <u>explain</u> \emptyset it...	1
		you <u>was</u> <u>explained</u> it.	2
		you <u>will</u> <u>explained</u> it.	1
16	If my headache <u>disappeared</u> , I <u>would</u> <u>play</u> tennis this morning.	If my headache <u>is</u> <u>disappear</u> \emptyset	1
		If my headache <u>was</u> <u>disappeared</u> ...	1
		I \emptyset <u>playing</u> tennis...	7
		I <u>will</u> <u>played</u> tennis	1
		I <u>will</u> <u>playing</u> tennis	1
		I <u>am</u> <u>playing</u> <u>the</u> tennis	1
17	... we <u>would</u> <u>go</u> to the beach.	...we \emptyset go to the beach.	3
		...we \emptyset <u>goes</u> to the beach.	1
		...we \emptyset <u>going</u> to the beach	4
		...we <u>will</u> <u>going</u> to the beach	1

18	We <u>would go</u> tonight ...	We \emptyset <u>going</u> tonight...	1
		We <u>are going</u> tonight...	4
		We <u>will going</u> tonight...	1
19	Peter <u>would pass</u> the examination if he <u>studied</u> well before.	Peter \emptyset <u>passing</u> the...	1
		Peter \emptyset <u>passed</u> the...	11
		... he <u>is study</u> well before.	1
		... he <u>was studied</u> well before.	1
		... he <u>is studied</u> well before.	1
20	Roni <u>would win</u> the competition if he <u>practiced</u> more last week.	Roni \emptyset <u>winner</u> the...	2
		Roni \emptyset <u>winning</u> the...	4
		...he <u>will practice</u> \emptyset more..	1
		...he <u>was practiced</u> more..	2
Total			159

4.1.2.3 Identification of Misformation Error

According to Dulay, Burt, and Krashen (1982), there were three kinds of misformation error, namely regularization, archi-form, and alternating form. In this research, there were 597 errors in misformation. Those were divided into 257 misformation errors in archi-form. The students made errors in selecting one item to represent others. The students were wrong in selecting the correct auxiliary verb. They chose incorrect auxiliary, such as *was*, *were*, *be*, *become*, *being*, *will*, *will be*, *to be*, *have*, *is*, *a*, *should*, *can*, etc. For examples, “If Ali will in class” instead of “If Ali is in class”, “If the weather was nice” instead of “If the weather is nice “, “If my friends have busy” instead of “If my

friends are busy”, “she become in her office right now” instead of “she were in her office right now”, “we know it did not exist“ instead of “we know it would not exist“, and “If I be a bird” instead of “If I were a bird”.

In the other hand, there were 340 misformstion errors in alternating form. The students did not alternate some tenses into the correct tenses. The students alternated present form to past form, as in sentence “*I would ask him*” instead of “*I will ask him*”. Then, past form to present form was alternated by students, as in sentence “*If people have paws*” instead of “*If people had paws*”. The students also made error in alternating singular auxiliary verb into plural auxiliary verb, as in sentence “*If Adam don’t come to work*” instead of “*If Adam doesn’t come to work*”. There were also alternating errors in changing tense into present continuous tense, as in sentence “*I am telling him the truth*” instead of “*I would tell him the truth*”. All the misformation errors can be seen in following table.

Table 7. Identification of Misformation Error on Conditional Sentences

Questi on No	Identified Sentences and Phrase		Total
	The correct Sentences	The wrong form	
1	If Ali <u>is</u> in class tomorrow, I <u>will</u> ask him to join us for coffee after class.	If Ali <u>will</u> in class	3
		If Ali <u>be</u> in class	1
		If Ali <u>was</u> in class	1
		If Ali <u>were</u> in class	2
		If Ali <u>will be</u> in class	2
		If Ali <u>become</u> in class	1
		If Ali <u>being</u> in class	6

		If Ali <u>would have being</u> in class...	1
		If Ali <u>to be</u> in class	1
		...I <u>would</u> ask him	1
		...I <u>am asking</u> him	2
2	If the weather <u>is</u> nice tomorrow, I <u>will go</u> to Central Park with my friends.	If the weather <u>will</u> nice...	5
		If the weather <u>to be</u> nice...	1
		If the weather <u>was</u> nice...	1
		If the weather <u>will be</u> nice...	4
		If the weather <u>were</u> nice...	2
		If the weather <u>gone be</u> nice...	1
		If the weather <u>being</u> nice...	5
		If the weather <u>be</u> nice...	2
		If the weather <u>can be</u> nice...	1
		...I <u>am going</u> to...	1
		...I <u>went</u> to...	1
3	I <u>will not stay</u> home tomorrow if the weather <u>is</u> nice.	I <u>would not stayed</u> home...	1
		I <u>would</u> not stay home...	1
		I <u>do not stay</u> home...	6
		I <u>do not stay at</u> home...	1
		I <u>do not staying</u> home...	1
		I <u>am not stayed at</u> home...	1
		I <u>am not</u> \emptyset <u>at</u> home...	1
		I <u>am not stay</u> home...	1
		..if the weather <u>will be</u> nice.	3
		..if the weather <u>be</u> nice.	3

		..if the weather <u>was</u> nice.	1
		..if the weather <u>were</u> nice.	2
		..if the weather <u>are</u> nice.	1
		..if the weather <u>to be</u> nice.	1
		..if the weather <u>being</u> nice.	2
		..if the weather <u>will</u> nice.	2
4	I <u>will stay</u> with my aunt and my uncle if I <u>go</u> to Miami next week.	I <u>would stayed</u> with...	1
		I <u>am staying</u> with...	1
		I <u>went</u> to Miami...	2
		I <u>am going</u> to Miami...	1
		I <u>have gone</u> to Miami...	1
		I <u>would gone</u> to Miami...	1
5	If my friends <u>are</u> busy tomorrow, I <u>will go</u> to my movie by myself	If my friends <u>were</u> busy	2
		If my friends <u>will</u> busy...	3
		If my friends <u>will be</u> busy...	2
		If my friends <u>was</u> busy...	1
		If my friends <u>to be</u> busy....	1
		If my friends <u>have</u> busy...	2
		If my friends <u>would being</u> busy...	1
		If my friends <u>is</u> busy...	2
		If my friends <u>be</u> busy...	1
		If my friends <u>being</u> busy...	2
		I <u>going</u> to...	3
		I <u>would</u> go to...	1
		I <u>went</u> to...	1
6	Sally <u>would answer</u> the	Sally <u>answered</u> the phone	6

	phone if she <u>were</u> in her office right now.	Sally <u>will</u> answer the phone.	5
		Sally <u>answers</u> the phone..	1
		Sally <u>is answers</u> the phone..	1
		Sally <u>is answering</u> the phone..	3
		if she <u>is</u> in...	14
		if she <u>be</u> in...	1
		if she <u>become</u> in...	1
		if she <u>was</u> in...	2
		if she <u>being</u> in...	1
		if she <u>is not</u> in...	1
		if she <u>has been</u> in...	2
		if she <u>have</u> in...	1
		if she <u>will</u> in...	2
		if she <u>is being</u> in...	3
7	If there <u>were</u> no oxygen on earth; life as we know it <u>would not exist</u> .	If there <u>are</u> no oxygen...	4
		If there <u>is</u> no oxygen...	10
		If there <u>be</u> no oxygen...	3
		If there <u>will</u> no oxygen...	2
		If there <u>has been</u> no oxygen...	2
		If there <u>was</u> no oxygen...	1
		If there <u>to be</u> no oxygen...	1
		If there <u>being</u> no oxygen...	1
		... we know it <u>will</u> not exist.	2
		... we know it <u>does</u> not exist.	6
		... we know it <u>do</u> not exist.	2
		... we know it <u>is</u> not exist.	4

		... we know it <u>was</u> not exist.	2
		... we know it <u>was</u> not existed.	1
		... we know it <u>did</u> not exist.	1
		... we know it <u>is</u> not <u>existing</u> .	1
8	If I <u>were</u> a bird, I <u>would</u> <u>not want</u> to live my hold life in a cage	If I <u>am</u> a bird...	7
		If I <u>was</u> a bird...	3
		If I <u>have</u> a bird...	2
		If I <u>will be</u> a bird...	4
		If I <u>become</u> a bird...	1
		If I <u>have not</u> a bird...	1
		If I <u>being</u> a bird...	1
		If I <u>will</u> a bird...	1
		If I <u>be</u> a bird...	1
		I <u>will</u> not want to...	1
		I <u>will</u> \emptyset want to...	1
		I <u>am</u> not want to...	1
		I <u>did</u> not want to...	2
		I <u>do</u> not want to...	11
9	If people <u>had</u> paws instead of hand with fingers and opposable thumbs, the machines we use in everyday life <u>would have to</u> be constructed very differently.	If people <u>have</u> paws...	14
		If people <u>has</u> paws...	3
		If people <u>were have</u> paws...	2
		If people <u>have had</u> paws...	1
		...life <u>has</u> to be...	2
		...life <u>had</u> to be	5
		...life <u>would had</u> to be	1
		...life <u>had</u> \emptyset be	1

10	If Adam <u>doesn't</u> come to work tomorrow morning, he <u>will miss</u> very important meeting.	If Adam <u>did</u> not come to...	1
		If Adam <u>will</u> not come to	3
		If Adam <u>is</u> not come to...	1
		If Adam <u>do</u> not come to	4
		If Adam <u>will</u> \emptyset come <u>not</u> to	1
		If Adam <u>do</u> not <u>came</u> to	1
		... he <u>missed</u> very...	9
... he <u>is</u> miss very...	2		
11	Jim isn't home right now. If he <u>were</u> at home right now, I <u>would visit</u> him.	If he <u>is</u> at home...	15
		If he <u>was</u> at home...	2
		If he <u>being</u> at home...	2
		If he <u>be</u> at home...	1
		If he <u>will be</u> at home...	1
		If he <u>will be here</u> at home...	1
		If he <u>is being</u> at home...	1
		If he <u>will</u> at home...	2
		If he <u>had</u> at home...	1
		If he <u>shall</u> at home...	1
		... I <u>visited</u> him	8
		... I <u>will</u> visit him	10
		... I <u>am visiting</u> him	2
12	You should tell your father exactly what happened. If I <u>were</u> you, I <u>would tell</u> him the truth as soon as possible.	If I <u>am</u> you...	3
		If I <u>was</u> you...	3
		If I <u>be</u> you...	2
		If I <u>should</u> you...	1
		If I <u>am being</u> you...	1

		If I <u>being</u> you...	1
		If I <u>will</u> you...	3
		If I <u>will be</u> you...	2
		If I <u>become</u> you...	1
		If I <u>would</u> you...	1
		If I <u>have</u> you...	1
		I <u>will</u> tell him...	13
		I <u>am telling</u> him...	1
		I <u>told</u> him...	4
		I <u>will told</u> him...	1
		I <u>will telling</u> him...	1
		I <u>talk</u> him...	1
13	If the weather <u>is</u> nice tomorrow, we <u>will go</u> to the zoo.	If the weather <u>will be</u> nice...	15
		If the weather <u>were</u> nice...	2
		If the weather <u>are</u> nice...	1
		If the weather <u>being</u> nice...	2
		If the weather <u>was</u> nice...	1
		If the weather <u>will</u> nice...	5
		If the weather <u>be</u> nice...	1
		If the weather <u>can</u> nice...	1
		...we <u>went</u> to the zoo.	1
14	If I <u>did</u> a good job, I <u>would get</u> the raise right now.	If I <u>doing</u> a good job...	6
		If I <u>do</u> a good job...	12
		If I <u>does</u> a good job...	1
		If I <u>am doing</u> a good ...	2
		If I <u>am do</u> a good job...	1

		If I <u>will do</u> a good job...	1
		If I <u>do not</u> a good job...	2
		...I <u>will</u> get the raise...	7
		...I <u>getting</u> the raise...	3
		...I <u>got</u> the raise...	4
		...I <u>am getting</u> the raise...	4
		...I <u>gets</u> the raise...	2
15	They <u>would understand</u> it if you <u>explained</u> it to them more slowly yesterday.	They <u>will</u> understand it...	5
		They <u>are</u> understand it...	3
		They <u>understood</u> it...	2
		They <u>will</u> understanding	1
		They <u>was understood</u> it	1
		They <u>will understood</u> it	1
		They <u>were</u> understand it	2
		They <u>would</u> understood it	1
		They <u>were understood</u> it	1
16	If my headache <u>disappeared</u> , I <u>would</u> play tennis this morning.	...I <u>will</u> play tennis...	9
		...I <u>played</u> tennis...	2
		...I <u>will played</u> tennis...	1
		...I <u>will playing</u> tennis...	1
		...I <u>am</u> play tennis...	1
		...I <u>am</u> play <u>the</u> tennis...	1
		...I <u>player</u> tennis...	1
17	If today <u>were</u> Sunday, we <u>would go</u> to the beach.	If today <u>will be</u> Sunday...	1
		If today <u>is</u> Sunday...	19
		If today <u>be</u> Sunday...	2

		If today <u>being</u> Sunday...	1
		If today <u>will</u> Sunday...	1
		If today <u>has been</u> Sunday...	1
		If today <u>a</u> Sunday...	1
		...we <u>will</u> go to the beach	13
		...we <u>went</u> to the beach	3
		...we <u>will going</u> to the beach	1
		...we <u>are</u> go to the beach	2
18	We <u>would go</u> tonight if we <u>didn't have</u> to study.	We <u>will</u> go tonight...	10
		We <u>are</u> go tonight...	2
		We <u>are going</u> tonight...	4
		We <u>went</u> tonight...	2
		We <u>will going</u> tonight...	1
		...if we <u>do</u> not have to study.	6
		...if we <u>are</u> not have to study	2
		...if we <u>does</u> not have to study	1
		...if we \emptyset <u>had not</u> to study	1
19	Peter <u>would pass</u> the examination if he <u>studied</u> well before.	Peter <u>is passed</u> the...	1
		Peter <u>will</u> pass the...	7
		Peter <u>passed</u> the...	11
		... he <u>study</u> well before.	11
		... he <u>is study</u> well before.	1
		... he <u>studying</u> well before.	3
		... he <u>is studying</u> well before.	1
		... he <u>studies</u> well before.	3
20	Roni <u>would win</u> the	Roni <u>are winner</u> the...	1

competition if he <u>practiced</u> more last week.	Roni would <u>won</u> the...	1
	Roni <u>will</u> win the	5
	Roni <u>won</u> the	2
	Roni <u>will won</u> the	2
	Roni <u>is winning</u> the	1
	Roni <u>is won</u> the	1
	...he <u>practices</u> more..	1
Total		597

4.1.2.4 Identification of Misordering Error

There were 18 errors were found in this research. All of the errors were misordering on the placement of *not*. 17 errors were misordering *not* after verb, as in sentence “*If Adam will come not to work*” instead of “*If Adam does not come to work*”. There was also 1 error in misordering *not* before auxiliary verb, as in sentence “*I am not would want to live my hold life in a cage*” instead of “*I would not want to live my hold life in a cage*”. The misordering errors completely could be seen in the following table.

Table 8. Identification of Misordering Error on Conditional Sentences

Questi on No	Identified Sentences and Phrase		Total
	The correct Sentences	The wrong form	
3	I <u>will not stay</u> home ...	I will <u>stay not</u> home...	1
8	... I would not want to ...	I \emptyset <u>want not</u> to...	1
		I <u>am not would want</u> to...	1
10	If Adam <u>does not come</u> to work ...	If Adam <u>will come not</u> to	1
		If Adam \emptyset <u>come not</u> to...	2

18	... if we <u>did not have</u> to study.	...if we \emptyset <u>have not</u> to study	11
		...if we \emptyset <u>had not</u> to study	1
Total			18

4.1.3 Percentages of the Errors

From the classification above, the data were obtained. There were 304 errors in omission, 159 errors in addition, 597 errors in misinformation, and only 18 errors in misordering. Thus, the total number of all types of errors on conditional sentences were 1078 errors. After the errors were classified, in order to know the percentage of error, the following formula was used.

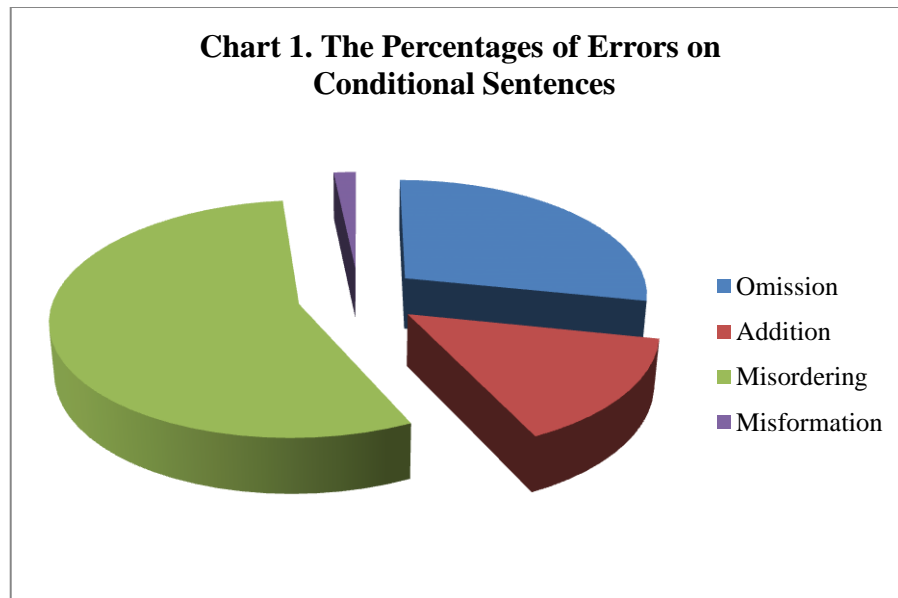
$$P = \frac{F}{N} \times 100\%$$

The frequency and percentage of types of errors could be seen in the following table.

Table 9. Frequency and Percentage of Types of Errors

Types of Errors	Frequency	Percentage
Omission	304	$\frac{304}{1078} \times 100\% = 28.20\%$
Addition	159	$\frac{159}{1078} \times 100\% = 14.74\%$
Misinformation	597	$\frac{597}{1078} \times 100\% = 55.39\%$
Misordering	18	$\frac{18}{1078} \times 100\% = 1.67\%$
Total	1078	100%

The percentage of errors on conditional sentences could be illustrated in the chart bellow.



As seen on the table 11 above, the four types of errors were found on conditional sentences made by students. Those are omission, addition, misformation, and misordering error. There were 1078 errors found. From the result, misformation became the most frequent type of error on conditional sentences made by students with the total number of occurrence was 597 errors (55.39%). It meant that misformation error was the dominant error on conditional sentences. Then, omission became the second most type of error on conditional sentences made by students with the total number of occurrence was 304 errors (28.20%). The third most type of error on conditional sentences made by students was addition with the total number of occurrence 159 errors (14.74%). And the last type of error occurred on conditional sentences made by

students was misordering with the total number of occurrence 18 errors (1.67%).

4.1.4 Students' Difficulties on Conditional Sentences

According to Brown (2007), there are two factors or sources of error. Those are interlingual and intralingual factors. Interlingual factor is the result of English transfer which is caused by the learners' first language. It was because the students had been familiar to their first language. Another source is intralingual error, it is resulted from faulty or partial learning of the target language rather than language transfer.

In this research, the students also made error from interlingual and intralingual factor. Based on the result of students' interview, it showed that those four types of error were caused by some characteristics of the target language which could not be comprehended easily by the students because of strong difference between source and target language, especially in the use of tenses and regular and irregular verb. Moreover, students were still confused in differentiating if-clause and result clause, and differentiating conditional sentences type 1 and type 2. Students also could not memorize and apply conditional sentences type 1 and type 2 by using the correct formula. Then, they could not identify the time signal of each conditional sentence.

4.2 Interpretation

Interpretation is presented as the way to discover the ideas related to the findings, previous study, and existing theories. The finding showed that the

fourth semester students of English Education Study Program of State Islamic University of Raden Fatah Palembang in academic year 2017/2018 contributed four types of surface strategy taxonomy proposed by Dulay, Burt, and Krashen (1982), which were omission, addition, misformation, and misordering error.

Based on the findings of the study, it could be concluded that the types of error on conditional sentences made by students were: (1) Omission (28.20%), (2) Addition (14.74%), (3) Misformation (55.39%), and (4) Misordering (1.67%).

Based on findings above, this study revealed that the dominant error on conditional sentences made by the fourth semester students of English Education Study Program of State Islamic University of Raden Fatah Palembang in academic year 2017/2018 was misformation with the occurrence 597 errors (55.39%). Misformation was marked by using a wrong form of the morpheme or structure (Dulay, Burt, & Krashen, 1982).

It was generally similar to Adetia's study (2014). She found that the dominant error on conditional sentences was misformation with the occurrence 166 errors (54.07%). It happened because the students got fault to construct the right form of the conditional sentence. The second most frequency error was omission with the occurrence 74 errors (28.46%). The students made errors in terms of part of speech, such as when they forgot to add *to be* as a linking verb in their sentence, or when they forgot to add *-s/-es* after a *to* indicate that the subject is nominal in present tense context. The third most frequency error was addition with the occurrence 18 errors (6.94%). In addition error, the students

added inappropriate word or they added two verb. Misordering was the type of error which reached the lowest frequency with 1 error (0.38%)

It was also the same as the finding of Rahmawati (2014). She found that the most common error in her study was misformation with 133 errors (54.89%). It was because of the result of blending structures learners early in the learning sequence. However, addition was the second most frequency error in this research with occurrence 47 errors (35.33%). She concluded it occurred when the students did not fully understand a distinction in the target language. The last frequency error was omission with occurrence 12 errors (9.02%). It was because of the inability of the students to apply the rules of the language completely. While, only 1 error (0.7%) happened in misordering made by students as the lowest frequency error on conditional sentences.

Moreover, Rumaidah study (2017) also found the dominant error in misformation with 91 errors (44.90%). The students were still confused and had difficulties in using type 3 of conditional sentences because in type 3 using past participle and it seldom used by the students. The second most frequency error was omission with the occurrence 74 errors (28.46%). In this case, the students did such errors because they did not understand the use of grammar. The third most frequency error was addition with the occurrence 33 errors (16.10%). The lowest error was error of misordering with 8 errors (3.90%).

From all the discussion above, it could be summarized that the fourth semester students of English Education Study Program of State Islamic

University of Raden Fatah Palembang in academic year 2017/2018 contributed grammatical error on conditional sentences mostly in misformation error. It was caused by students' difficulties in alternating the correct tenses in using verb and auxiliary verb and also students' difficulties in selecting the correct auxiliary verb.

In other hand, omission, addition, and misordering were also found in this research. Those four types of error were caused by some characteristics of the target language which could not be comprehended easily by the students. It showed that the students did master grammar especially the material about conditional sentences yet. Thus, the students were expected to practice and use not only conditional sentences but also English in daily life.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents: (1) conclusion, and (2) suggestions.

In this chapter, the result based on the findings and the interpretations were concluded. I also offered some suggestions which were hopefully useful and helpful for the lecturers and the students in teaching and learning English.

5.1 Conclusions

From this research, there was some important information that had been collected from the fourth semester students of English Education Study Program of State Islamic University of Raden Fatah Palembang in academic year 2017/2018 on conditional sentences errors using Surface Strategy Taxonomy proposed by Dulay, Burt, and Krashen (1982). Based on the findings and interpretation, it could be concluded that:

First, the fourth semester students of English Education Study Program of State Islamic University of Raden Fatah Palembang in academic year 2017/2018 contributed four types of grammatical errors on conditional sentences, namely (1) omission (28.20%), (2) addition (14.74%), (3) misformation (55.39%), and (4) misordering (1.67%). In omission error, the students omitted auxiliary verb, suffix *-ed*, *not*, preposition *to*. It was followed by addition error, the students made error in double marking such as adding suffix *ing*, *-es*, *-ed*, auxiliary verb, preposition *to*, and *not*. Then, error in misformation, the students were wrong in selecting the correct auxiliary verb

and the students did not alternate some tenses into the correct tenses. The last, misordering error, all of the errors were misordering on the placement of *not*.

Second, this research revealed that the dominant grammatical error on conditional sentences contributed by the fourth semester students of English Education Study Program of State Islamic University of Raden Fatah Palembang in academic year 2017/2018 was misformation error with occurrence 597 errors (55.39%). Misformation was marked by using a wrong form of the morpheme or structure.

Third, the students' difficulties on conditional sentences were in the use of tenses and regular and irregular verbs. Moreover, students were still confused in differentiating if-clause and result clause, and differentiating conditional sentences type 1 and type 2. They also could not memorize and apply conditional sentences type 1 and type 2 by using the correct formula. Then, they could not identify the time signal of each conditional sentence.

5.2 Suggestions

In this study, I only used type 1 and 2 because the fourth semester students only had studied until type 2 on conditional sentences. It made the limitation in constructing the questions of conditional sentences test. The data which were gotten only the errors in the use of type 1 and 2. Thus, I could not find out all errors and difficulties on conditional sentences made by the students. Then, all blank questions were all verbs. It meant I just got students' errors in using verb. Hopefully, the next researchers could conduct the same research with wider object of research, such as analyzing conditional sentence

type 3. The researcher also could find other question forms, not only fill in the blank question such in this study, but also they can use instrument test of giving the fact then the students should construct the correct conditional sentences, etc.

Based on the findings of this research, it was expected for the lecturers to give further correction and clear explanation toward students' error during learning process in learning grammar especially on conditional sentences. It was also important for the lecturer to teach the students in using correct tenses in order they could avoid making errors on conditional sentences.

Furthermore, it was expected for the students to practice more English, especially on conditional sentences. The students might do more exercises for making sure their comprehension on conditional sentences by using the correct formula. Meanwhile, it would be better for the students to know the types of conditional sentences in accordance with their use and also the time signal of each conditional sentence. It could improve the students' knowledge and also their skill in selecting the appropriate verb when they construct conditional sentences.

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**APPENDIX A
VALIDITY TEST**

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	55.46	169.498	.599	.850
VAR00002	55.59	173.083	.312	.854
VAR00003	56.89	175.885	.169	.856
VAR00004	55.54	174.543	.308	.854
VAR00005	56.11	173.022	.393	.853
VAR00006	55.85	175.464	.213	.856
VAR00007	55.72	173.178	.338	.854
VAR00008	55.54	171.225	.466	.852
VAR00009	55.76	177.020	.103	.858
VAR00010	56.46	174.043	.180	.857
VAR00011	55.85	173.237	.221	.856
VAR00012	56.80	169.494	.463	.851
VAR00013	56.67	174.968	.209	.856
VAR00014	55.89	173.113	.214	.857
VAR00015	57.02	170.806	.662	.850
VAR00016	56.76	169.702	.415	.852
VAR00017	56.72	166.587	.604	.848
VAR00018	55.93	185.893	-.380	.865
VAR00019	56.85	175.374	.253	.855
VAR00020	55.20	179.540	.000	.857
VAR00021	56.26	168.929	.421	.852
VAR00022	55.85	173.510	.452	.853
VAR00023	56.98	170.670	.543	.851
VAR00024	56.15	163.464	.641	.846
VAR00025	56.28	185.405	-.272	.867
VAR00026	56.28	172.042	.265	.855
VAR00027	56.41	171.583	.352	.853
VAR00028	55.54	176.634	.112	.858
VAR00029	56.67	178.059	.089	.857
VAR00030	55.37	171.164	.533	.851
VAR00031	55.54	177.180	.085	.858
VAR00032	55.37	172.982	.411	.853

VAR00033	55.37	172.437	.447	.852
VAR00034	55.28	173.860	.501	.853
VAR00035	57.11	173.204	.561	.852
VAR00036	56.41	179.038	-.018	.862
VAR00037	55.80	184.994	-.248	.867
VAR00038	56.93	177.666	.076	.858
VAR00039	55.80	179.267	-.024	.862
VAR00040	55.46	173.180	.325	.854
VAR00041	55.80	165.630	.538	.849
VAR00042	55.37	173.437	.380	.853
VAR00043	55.63	167.982	.496	.850
VAR00044	56.24	160.429	.698	.844
VAR00045	57.02	171.215	.530	.851
VAR00046	55.98	161.488	.672	.845
VAR00047	55.72	164.587	.614	.847
VAR00048	56.07	160.848	.687	.845
VAR00049	55.63	175.164	.164	.857
VAR00050	55.63	174.982	.172	.857

APPENDIX B
CONDITIONAL SENTENCES TEST

Name _____ :
Student number _____ :

Direction: Change the word in the bracket into the correct form!

1. If Ali (be) _____ in class tomorrow, I (ask) _____
_____ him to join us for coffee after class.
2. If the weather (be) _____ nice tomorrow, I (go)
_____ to Central Park with my friends.
3. I (stay, not) _____ home tomorrow if the
weather (be) _____ nice.
4. I (stay) _____ with my aunt and uncle if I (go) _____
_____ to Miami next week.
5. If my friends (be) _____ busy tomorrow, I (go) _____
_____ to my movie by myself.
6. Sally (answer) _____ the phone if she (be) _____
_____ in her office right now.
7. If there (be) _____ no oxygen on earth; life as we
know it (exist, not) _____.
8. If I (be) _____ a bird, I (want, not) _____
_____ to live my whole life in a cage.
9. If people (have) _____ paws instead of hand with
fingers and opposable thumbs, the machines we use in everyday life (have to) .
_____ be constructed very differently.
10. If Adam (come, not) _____ to work tomorrow
morning, he (miss) _____ very important
meeting.
11. Jim isn't home right now. If he (be) _____ at
home right now, I (visit) _____ him.

12. You should tell your father exactly what happened. If I (be) _____
_____ you, I (tell) _____ him the truth as soon
as possible.
13. If the weather (be) _____ nice tomorrow, we (go) _____
_____ to the zoo.
14. If I (do) _____ a good job, I (get) _____
the raise right now.
15. They (understand) _____ it if you
(explain) _____ it to them more slowly yesterday.
16. If my headache (disappear) _____, I (play) _____
_____ tennis this morning.
17. If today (be) _____ Sunday, we (go) _____
_____ to the beach.
18. We (go) _____ tonight if we (have, not) _____
_____ to study.
19. Peter (pass) _____ the examination if he (study) _____
_____ well before.
20. Roni (win) _____ the competition if he (practice) _____
_____ more last week.

APPENDIX C
ANSWER KEY

1. is.....am going to ask

/ will ask

2. is.....am going to go / will go

3. am not going to stay

/ will not stay.....is

4. am going to stay

/ will stay.....go

5. are.....am going to go

/ will go

6. would answer.....were

7. were.....should not exist / would not exist

8. were.....would not want

9. had.....would have to

10. doesn't come..... is going to miss / will miss

11. were.....would visit

12. were.....would tell

13. is..... are going to go / will go

14. did.....would get

15. would understand.....explained

16. disappeared.....could play / would play

17. were.....could go / would go

18. would go.....did't have

19. would pass.....studied

20. would win.....practiced

APPENDIX D

VALIDATION SHEET OF RESEARCH INSTRUMENTS: OPEN-ENDED QUESTION OF INTERVIEW

Answer by ticking (✓) in the available answer column according to the approval level and provide critiques and suggestions regarding the shortcomings of the following research instrument.

Note:

1 : Very Good

2 : Good

3 : Less

4 : Very Less

No.	Item	Score				Suggestions
		1	2	3	4	
1.	What the difficulty do you have in studying grammar? <i>Kesulitan apa saja yang kamu hadapi dalam belajar grammar?</i>		V			
2.	What the difficulty do you have in studying conditional type 1? <i>Kesulitan apa saja yang kamu hadapi dalam belajar conditional sentences tipe 1?</i>		V			
3.	What the difficulty do you have in studying conditional type 2? <i>Kesulitan apa saja yang kamu hadapi dalam belajar conditional sentences tipe 2?</i>		V			
4.	Did you understand lecturer's explanation on conditional sentences type 1 and type 2? <i>Apakah kamu mengerti penjelasan dosen tentang conditional sentences tipe 1 dan 2?</i>		V			
5.	How did your lecturer teach the material about conditional sentences type 1 and type 2? <i>Bagaimana dosenmu mengajarkan materi tentang conditional sentences tipe 1 dan 2?</i>		V			
6.	What problems do you have in distinguishing conditional clause and result clause? <i>Apakah masalah yang kamu hadapi dalam membedakan klausa if dan klausa hasil pengandaian?</i>		V			

7.	Do you often have difficulty to determine when you have to use type 1 and type 2 type on conditional? Apakah kamu mengalami kesulitan menentukan kapan menggunakan tipe 1 dan tipe 2 dalam <i>conditional sentences</i> ?		V			
8.	Do you know how to use regular and irregular verb on conditional sentences? Apakah kamu memahami bagaimana menggunakan kata kerja beraturan dan tak beraturan dalam <i>conditional sentences</i> ?		V			
9.	Do you know the time signal on conditional sentences type 1 and type 2? Apakah kamu mengetahui time signal dalam conditional sentences tipe 1 dan 2		V			
10	How did you use the formulas of conditional sentences type 1 and type 2? Bagaimana kamu menggunakan rumus-rumus <i>conditional sentences</i> ?		V			

V

Conclusion:

It is further eligible to be used as a research instrument without revision	
It is further eligible to be used as a research instrument with revision as suggestions	
It is ineligible to be used as a research instrument.	

Critiques and suggestions regarding the research instrument:

Palembang, April 2018
Validator

Beni Wijaya, M.Pd.

APPENDIX E

VALIDATION SHEET OF RESEARCH INSTRUMENTS: OPEN-ENDED QUESTION OF INTERVIEW

Answer by ticking (✓) in the available answer column according to the approval level and provide critiques and suggestions regarding the shortcomings of the following research instrument.

Note:

1 : Very Good

2 : Good

3 : Less

4 : Very Less

No.	Item	Score				Suggestions
		1	2	3	4	
1.	What the difficulty do you have in studying grammar? Kesulitan apa saja yang kamu hadapi dalam belajar <i>grammar</i> ?	V				
2.	What the difficulty do you have in studying conditional type 1? Kesulitan apa saja yang kamu hadapi dalam belajar <i>conditional sentences</i> tipe 1?	V				
3.	What the difficulty do you have in studying conditional type 2? Kesulitan apa saja yang kamu hadapi dalam belajar <i>conditional sentences</i> tipe 2?	V				
4.	Did you understand lecturer's explanation on conditional sentences type 1 and type 2? Apakah kamu mengerti penjelasan dosen tentang <i>conditional sentences</i> tipe 1 dan 2?	V				
5.	How did your lecturer teach the material about conditional sentences type 1 and type 2? Bagaimana dosenmu mengajarkan materi tentang <i>conditional sentences</i> tipe 1 dan 2?	V				
6.	What problems do you have in distinguishing conditional clause and result clause? Apakah masalah yang kamu hadapi dalam membedakan klausa <i>if</i> dan klausa hasil pengandaian?	V				

7.	Do you often have difficulty to determine when you have to use type 1 and type 2 type on conditional? Apakah kamu mengalami kesulitan menentukan kapan menggunakan tipe 1 dan tipe 2 dalam <i>conditional sentences</i> ?	V				
8.	Do you know how to use regular and irregular verb on conditional sentences? Apakah kamu memahami bagaimana menggunakan kata kerja beraturan dan tak beraturan dalam <i>conditional sentences</i> ?	V				
9.	Do you know the time signal on conditional sentences type 1 and type 2? Apakah kamu mengetahui time signal dalam conditional sentences tipe 1 dan 2	V				
10	How did you use the formulas of conditional sentences type 1 and type 2? Bagaimana kamu menggunakan rumus-rumus <i>conditional sentences</i> ?					

Conclusion:

It is further eligible to be used as a research instrument without revision	
It is further eligible to be used as a research instrument with revision as suggestions	
It is ineligible to be used as a research instrument.	

Critiques and suggestions regarding the research instrument:

Palembang, April 2018
Validator

Deta Desvitasari, M.Pd.

APPENDIX E
INSTRUMENTS: OPEN-ENDED QUESTION OF INTERVIEW

Table 4. The questions of interview

No	Questions
1	What difficulty do you encounter in studying grammar?
2	What difficulty do you encounter in studying conditional sentence type 1?
3	What difficulty do you encounter in studying conditional sentence type 2?
4	Did you understand lecturer's explanation about conditional sentences type 1 and type 2?
5	How did your lecturer teach the material about conditional sentences type 1 and type 2?
6	What problems do you have in differentiating if clause and result clause?
7	Do you often have difficulty to determine which type you will use?
8	Do you know how to use regular and irregular verb on conditional sentences?
9	Do you know the time signal on conditional sentences type 1 and type 2?
10	How did you use the formulas of conditional sentences type 1 and type 2?

APPENDIX F CODER CONSULTATION FORM

I. Classification of Error

This study aimed to find out errors on conditional sentences made by the fourth semester students of English Education Study Program of State Islamic University of Raden Fatah Palembang in academic year 2017-2018. This research used error classification proposed by Dulay, Burt, and Krashen (1982). There are four classifications, they are:

1. Omission errors are characterized by the absence of an item that must appear in a well-formed utterance.

Example, Marry president new company.

2. Addition errors are the opposite of omission. They are characterized by the presence of an item which must not appear in a well-formed utterance.

Example, he doesn't *eats*.

3. Misformation errors are characterized by the use of the wrong form of the morpheme or structure.

Example, The dog *eated* the chicken.

4. Misordering errors are characterized by the incorrect placement of a morpheme or group in an utterance.

Example, what *daddy is* doing?

5. Identified Sentences

Following table shows the identified sentences that I found from students' answer on conditional sentences test. I provides all of those sentences or phrases in the table below complete with the error types on conditional sentences. The errors are classified based on the Dulay's, Burt's, and Krashen's classification (1982). They are omission, addition, misformation, and misordering, please write right (V) or wrong (X) whether those sentences are identified as certain type of errors.

Identification of Conditional Sentences Error

Question No	Identified Sentences and Phrase		Classification of Errors				Total	Right (✓) or Wrong (X)
	The correct Sentences	The wrong form	Omission Errors	Addition Errors	Misformati on Errors	Misorderi ng Errors		
1	If Ali <u>is</u> in class tomorrow, I <u>will</u> ask him to join us for coffee after class.	If Ali <u>will</u> in class			V		3	
		If Ali <u>be</u> in class			V		1	
		If Ali <u>was</u> in class			V		1	
		If Ali <u>were</u> in class			V		2	
		If Ali <u>will be</u> in class			V		2	
		If Ali * in class	V				1	
		If Ali <u>become</u> in class			V		1	
		If Ali <u>being</u> in class			V		6	
		..Ali <u>would have being</u> in...			V		1	
		If Ali <u>to be</u> in class			V		1	
		...I * ask him	V				6	
		...I * <u>asking</u> him	V	V			8	
		...I * <u>asked</u> him	V	V			16	
		...I <u>would</u> ask him			V		1	
		...I will <u>asking</u> him			V		1	
		...I <u>am asking</u> him			V		2	
...I will <u>asked</u> him			V		1			
2	If the weather <u>is</u> nice	If the weather <u>will</u> nice...			V		5	

	tomorrow, I <u>will go</u> to Central Park with my friends.	If the weather <u>to be</u> nice...			V		1	
		If the weather <u>was</u> nice...			V		1	
		If the weather <u>will be</u> nice...			V		4	
		If the weather <u>were</u> nice...			V		2	
		If the weather <u>gone be</u> nice...			V		1	
		If the weather <u>being</u> nice...			V		5	
		If the weather <u>be</u> nice...			V		2	
		If the weather <u>can be</u> nice...			V		1	
		...I * <u>go</u> to...	V		V		12	
		...I * <u>goes</u> to...	V	V			2	
		...I * <u>going</u> to...	V	V			6	
		...I <u>gone</u> to...	V	V			8	
		...I will <u>gone</u> to...		V			3	
		...I will <u>going</u> to...		V			1	
		...I am <u>going</u> to...			V		1	
		...I <u>went</u> to...			V		1	
3	I <u>will not stay</u> home tomorrow if the weather <u>is</u> nice.	I * <u>stay</u> home...	V				1	
		I <u>would not stayed</u> home...		V	V		2	
		I <u>would</u> not stay home...			V		1	
		I * <u>not stay</u> home...	V				3	
		I <u>do not stay</u> home...			V		6	
		I <u>do not stay at</u> home...			V		1	
		I will not <u>stayed</u> home...			V		3	
		I <u>do not staying</u> home...			V		1	
		I will <u>stay not</u> home...				V	1	

		I <u>am</u> not <u>stayed</u> at home...			V		1	
		I <u>am</u> not * <u>at</u> home...			V		1	
		I <u>am</u> not stay home...			V		1	
		I * <u>stay</u> not home...			V		1	
		..if the weather <u>will be</u> nice.			V		3	
		..if the weather <u>be</u> nice.			V		3	
		..if the weather <u>was</u> nice.			V		1	
		..if the weather <u>were</u> nice.			V		2	
		..if the weather <u>are</u> nice.			V		1	
		..if the weather * nice.	V				1	
		..if the weather <u>to be</u> nice.			V		1	
		..if the weather <u>being</u> nice.			V		2	
		..if the weather <u>will</u> nice.			V		2	
4	I <u>will stay</u> with my aunt and my uncle if I <u>go</u> to Miami next week.	I * <u>stay</u> with...	V				3	
		I * <u>staying</u> with...	V	V			6	
		I * <u>stayed</u> with...	V	V			8	
		I <u>would</u> <u>stayed</u> with...		V	V		2	
		I <u>will</u> <u>stayed</u> with...		V			1	
		I will <u>be</u> stay with...		V			1	
		I <u>am</u> <u>staying</u> with...			V		1	
		I <u>went</u> to Miami...			V		2	
		I <u>will</u> go to Miami...		V			3	
		I <u>am</u> <u>going</u> to Miami...			V		1	
		I <u>gone</u> to Miami...		V			1	
		I <u>have gone</u> to Miami...		V	V		2	

		I <u>going</u> to Miami...		V			5	
		I <u>goes</u> to Miami...		V			2	
		I <u>would gone</u> to Miami...		V	V		2	
		I <u>were</u> go to Miami...		V			2	
5	If my friends <u>are</u> busy tomorrow, I <u>will go</u> to my movie by myself	If my friends <u>were</u> busy...			V		2	
		If my friends <u>will</u> busy...			V		3	
		If my friends <u>will be</u> busy...			V		2	
		If my friends <u>was</u> busy...			V		1	
		If my friends <u>to be</u> busy....			V		1	
		If my friends are <u>not</u> busy...		V			1	
		If my friends <u>have</u> busy...			V		2	
		If my friends <u>would being</u> busy...			V		1	
		If my friends <u>is</u> busy...			V		2	
		If my friends <u>be</u> busy...			V		1	
		If my friends <u>being</u> busy...			V		2	
		I * go to...	V				9	
		I <u>going</u> to...	V	V			6	
		I <u>would</u> go to...			V		1	
		I <u>went</u> to...			V		1	
	I * <u>goes</u> to...	V	V			4		
6	Sally <u>would answer</u> the phone if she <u>were</u> in her office right now.	Sally * answer the phone..	V				11	
		Sally <u>answered</u> the phone..			V		6	
		Sally <u>will</u> answer the phone..			V		5	
		Sally <u>answers</u> the phone..			V		1	

		Sally <u>is</u> answer the phone..		V			2	
		Sally <u>is answers</u> the phone..			V		1	
		if she <u>is</u> in...			V		14	
		if she <u>be</u> in...			V		1	
		if she <u>become</u> in...			V		1	
		if she <u>was</u> in...			V		2	
		if she <u>being</u> in...			V		1	
		if she <u>is not</u> in...		V	V		2	
		if she <u>has been</u> in...			V		2	
		if she <u>have</u> in...			V		1	
		if she <u>will</u> in...			V		2	
		if she <u>is being</u> in...			V		3	
7	If there <u>were</u> no oxygen on earth; life as we know it <u>would not exist</u> .	If there <u>being</u> no oxygen...			V		1	
		If there <u>are</u> no oxygen...			V		4	
		If there <u>is</u> no oxygen...			V		10	
		If there <u>be</u> no oxygen...			V		3	
		If there <u>will</u> no oxygen...			V		2	
		If there <u>has been</u> no oxygen...			V		2	
		If there <u>was</u> no oxygen...			V		1	
		If there <u>to be</u> no oxygen...			V		1	
		... we know it <u>exist</u> .			V		2	
		... we know it * not exist.	V		V		10	
		... we know it <u>will</u> not exist.			V		2	
		... we know it <u>does</u> not exist.			V		6	
		... we know it <u>do</u> not exist.			V		2	

		... we know it <u>is</u> not exist.			V		4	
		... we know it <u>was</u> not exist.			V		2	
		... we know it <u>was</u> not existed		V	V		2	
		... we know it <u>did</u> not exist.			V		1	
		... we know it * not existed.	V	V			2	
		... we know it <u>is</u> not existing.		V	V		2	
		... we know it * not existing.	V	V			2	
8	If I <u>were</u> a bird, I <u>would not want</u> to live my hold life in a cage	If I <u>am</u> a bird...			V		7	
		If I <u>was</u> a bird...			V		3	
		If I <u>have</u> a bird...			V		2	
		If I <u>will be</u> a bird...			V		4	
		If I <u>become</u> a bird...			V		1	
		If I <u>have not</u> a bird...		V	V		2	
		If I <u>being</u> a bird...			V		1	
		If I * <u>not</u> a bird...	V	V			2	
		If I <u>will</u> a bird...			V		1	
		I * <u>not want</u> to..	V				3	
		I * <u>want not</u> to...	V			V	2	
		I <u>will</u> not want to...			V		2	
		I * <u>want</u> to...	V				3	
		I <u>will</u> * want to...	V		V		2	
		I <u>am not would want</u> to...		V		V	2	
		I <u>am</u> not want to...			V		1	
	I <u>did</u> not want to...			V		2		

		I <u>do</u> not want to...			V		11	
9	If people <u>had</u> paws instead of hand with fingers and apposable thumbs, the machines we use in everyday life <u>would have</u> to be constructed very differently.	If people <u>have</u> paws...			V		14	
		If people <u>has</u> paws...			V		3	
		If people <u>were have</u> paws...			V		2	
		If people <u>have had</u> paws...			V		1	
		If people <u>had to</u> paws...		V			1	
		...life * <u>have to be</u> ...	V				18	
		...life <u>has to be</u> ...			V		2	
		...life <u>had to be</u>			V		5	
		...life <u>would had</u> to be			V		1	
		...life <u>had</u> * be	V		V		2	
10	If Adam <u>doesn't come</u> to work tomorrow morning, he <u>will miss</u> very important meeting.	If Adam <u>not come</u> to...	V		V		2	
		If Adam <u>did not come</u> to...			V		1	
		If Adam <u>will not come</u> to...			V		3	
		If Adam <u>is not come</u> to...			V		1	
		If Adam <u>do not come</u> to...			V		4	
		If Adam <u>will come not</u> to...			V	V	2	
		If Adam * <u>not coming</u> to...	V	V			8	
		If Adam * <u>come not</u> to...	V			V	4	
		If Adam * <u>coming</u> to...	V	V			2	
		If Adam <u>do not came</u> to...			V		1	
		... he * <u>missing</u> very...	V	V			12	
		...he * <u>miss</u> very...	V				3	
		... he <u>mised</u> very...			V		9	
		... he <u>is miss</u> very...			V		2	

		... he will <u>missed</u> very...		V			2	
		... he will <u>missing</u> very...		V			1	
11	Jim isn't home right now. If he <u>were</u> at home right now, I <u>would visit</u> him.	If he <u>is</u> at home...			V		15	
		If he <u>was</u> at home...			V		2	
		If he <u>being</u> at home...			V		2	
		If he <u>be</u> at home...			V		1	
		If he <u>will be</u> at home...			V		1	
		If he <u>will be here</u> at home...		V	V		2	
		If he <u>is being</u> at home...			V		1	
		If he <u>will</u> at home...			V		2	
		If he <u>had</u> at home...			V		1	
		If he <u>shall</u> at home...			V		1	
		...I <u>visited</u> him			V		8	
		...I <u>will</u> visit him			V		10	
		...I * <u>visiting</u> him	V	V			8	
		...I <u>am</u> <u>visiting</u> him			V		2	
...I * <u>visit</u> him	V				2			
12	You should tell your father exactly what happened. If I <u>were</u> you, I <u>would tell</u> him the truth as soon as possible.	If I <u>am</u> you...			V		3	
		If I <u>was</u> you...			V		3	
		If I <u>be</u> you...			V		2	
		If I <u>should</u> you...			V		1	
		If I <u>am being</u> you...			V		1	
		If I <u>being</u> you...			V		1	
		If I <u>will</u> you...			V		3	
		If I <u>will be</u> you...			V		2	

		If I <u>become</u> you...			V		1	
		If I <u>would</u> you...			V		1	
		If I <u>have</u> you...			V		1	
		I * <u>telling</u> him...	V	V			10	
		I <u>will</u> tell him...			V		13	
		I <u>am</u> telling him...			V		1	
		I <u>told</u> him...			V		4	
		I <u>will</u> <u>told</u> him...			V		1	
		I <u>will</u> <u>telling</u> him...		V	V		2	
		I <u>talk</u> him...			V		1	
		I <u>would</u> be <u>tell</u> him...		V			1	
13	If the weather <u>is</u> nice tomorrow, we <u>will</u> <u>go</u> to the zoo.	If the weather <u>will</u> be nice...			V		5	
		If the weather <u>were</u> nice...			V		2	
		If the weather <u>are</u> nice...			V		1	
		If the weather <u>being</u> nice...			V		2	
		If the weather <u>was</u> nice...			V		1	
		If the weather <u>will</u> nice...			V		5	
		If the weather <u>be</u> nice...			V		1	
		If the weather <u>can</u> nice...			V		1	
		...we * <u>go</u> to the zoo.	V				7	
		...we * <u>going</u> to the zoo.	V	V			6	
		...we * <u>gone</u> to the zoo.	V	V			2	
		...we * <u>goes</u> to the zoo.	V	V			6	
		...we will <u>goes</u> to the zoo.			V		1	
		...we will <u>going</u> to the zoo.			V		1	

		...we <u>went</u> to the zoo.			V		1	
14	If I <u>did</u> a good job, I would <u>get</u> the raise right now.	If I <u>doing</u> a good job...			V		6	
		If I <u>do</u> a good job...			V		12	
		If I <u>does</u> a good job...			V		1	
		If I <u>am doing</u> a good job...			V		2	
		If I <u>am do</u> a good job...		V	V		1	
		If I <u>will do</u> a good job...			V		1	
		If I <u>do not</u> a good job...		V	V		4	
		...I * <u>get</u> the raise...	V				7	
		...I <u>will</u> get the raise...			V		7	
		...I <u>getting</u> the raise...			V		3	
		...I <u>got</u> the raise...			V		4	
		...I <u>am getting</u> the raise...			V		4	
		...I <u>gets</u> the raise...			V		2	
15	They <u>would understand</u> it if you <u>explained</u> it to them more slowly yesterday.	They * <u>understanding</u> it...	V	V			10	
		They * <u>understand</u> it...	V				8	
		They <u>will</u> understand it...			V		5	
		They <u>are</u> understand it...			V		3	
		They <u>understood</u> it...			V		2	
		They <u>will</u> <u>understanding</u> it...		V	V		2	
		They <u>was understood</u> it...			V		1	
		They <u>will</u> <u>understood</u> it...			V		1	
		They <u>were</u> understand it...			V		2	
		They <u>would</u> <u>understood</u> it...			V		1	
		They <u>were understood</u> it...			V		1	

		... you <u>explain</u> * it...	V				12	
		...you <u>explaining</u> it...			V		1	
		...you <u>are explain</u> * it..	V	V			2	
		...you <u>was explained</u> it..		V			2	
		...you <u>will explained</u> it..		V			1	
16	If my headache <u>disappeared</u> , I <u>would play</u> tennis this morning.	If my headache <u>disappear</u> * ...	V				19	
		If my headache <u>is disappear</u> *	V	V			1	
		If my headache <u>was disappeared</u> ...		V			1	
		...I * <u>play</u> tennis...	V				5	
		...I <u>will</u> play tennis...			V		9	
		...I * <u>playing</u> tennis...	V	V			14	
		...I <u>played</u> tennis...			V		2	
		...I <u>will played</u> tennis...		V	V		2	
		...I <u>will playing</u> tennis...		V	V		2	
		...I <u>am</u> play tennis...			V		1	
		...I <u>am</u> play <u>the</u> tennis...		V	V		2	
		...I <u>player</u> tennis...			V		1	
17	If today <u>were</u> Sunday, we <u>would go</u> to the beach.	If today <u>wil be</u> Sunday...			V		1	
		If today <u>is</u> Sunday...			V		19	
		If today <u>be</u> Sunday...			V		2	
		If today <u>being</u> Sunday...			V		1	
		If today <u>will</u> Sunday...			V		1	
		If today <u>has been</u> Sunday...			V		1	
		If today <u>a</u> Sunday...			V		1	

		...we * <u>goes</u> to the beach.	V	V			2	
		...we <u>will</u> go to the beach			V		12	
		...we * <u>go</u> to the beach	V	V			6	
		...we <u>went</u> to the beach			V		3	
		...we * <u>going</u> to the beach	V	V			8	
		...we <u>will going</u> to the beach		V	V		1	
		...we <u>are</u> go to the beach			V		2	
18	We <u>would go</u> tonight if we <u>didn't have</u> to study.	We <u>will</u> go tonight...			V		10	
		We * <u>going</u> tonight...	V	V			2	
		We * <u>go</u> tonight...	V				8	
		We <u>are</u> go tonight...			V		2	
		We <u>are going</u> tonight...		V	V		8	
		We <u>went</u> tonight...			V		2	
		We <u>will going</u> tonight...		V	V		2	
		...if we <u>do</u> not have to study.			V		6	
		...if we * <u>have not</u> to study	V			V	22	
		...if we * not have to study	V				3	
		...if we <u>are</u> not have to study			V		2	
		...if we <u>does</u> not have to study			V		1	
		...if we * to study	V				1	
		...if we * <u>had not</u> to study	V		V	V	3	
19	Peter <u>would pass</u> the examination if he <u>studied</u> well before.	Peter <u>is passed</u> the...			V		1	
		Peter * <u>pass</u> the...	V				7	
		Peter * <u>passing</u> the...	V	V			2	

20		Peter <u>will</u> pass the...			V		7	
		Peter <u>passed</u> the...	V	V			22	
		... he <u>study</u> well before.			V		11	
		... he <u>is study</u> well before.		V	V		2	
		... he <u>was studied</u> well before		V			1	
		... he <u>studying</u> well before.			V		3	
		... he <u>is studying</u> well before.			V		1	
		... he <u>studies</u> well before.			V		3	
		... he <u>is studied</u> well before.		V			1	
	Roni <u>would win</u> the competition if he <u>practiced</u> more last week.	Roni <u>are winner</u> the...			V		1	
	Roni <u>would won</u> the...			V		1		
	Roni <u>will</u> win the			V		5		
	Roni * <u>win</u> the	V				8		
	Roni * <u>winner</u> the	V	V			4		
	Roni <u>won</u> the			V		2		
	Roni <u>will won</u> the			V		2		
	Roni * <u>winning</u> the	V	V			8		
	Roni <u>is winning</u> the			V		1		
	Roni <u>is won</u> the			V		1		
	...he <u>practice</u> * more..	V				13		
...he <u>practices</u> more..			V		1			
...he <u>will practice</u> * more..	V	V			2			
...he <u>was practiced</u> more..		V			2			
...he <u>has practice</u> * more..	V	V			2			
Total							1078	

Coder's comment:

Palembang, April 2018
Coder

Deta Desvitasari, M.Pd

APPENDIX F CODER CONSULTATION FORM

6. Classification of Error

This study aimed to find out errors on conditional sentences made by the fourth semester students of English Education Study Program of State Islamic University of Raden Fatah Palembang in academic year 2017-2018. This research used error classification proposed by Dulay, Burt, and Krashen (1982). There are four classifications, they are:

1. Omission errors are characterized by the absence of an item that must appear in a well-formed utterance.

Example, Marry president new company.

2. Addition errors are the opposite of omission. They are characterized by the presence of an item which must not appear in a well-formed utterance.

Example, he doesn't *eats*.

3. Misformation errors are characterized by the use of the wrong form of the morpheme or structure.

Example, The dog *eated* the chicken.

4. Misordering errors are characterized by the incorrect placement of a morpheme or group in an utterance.

Example, what *daddy is* doing?

5. Identified Sentences

Following table shows the identified sentences that I found from students' answer on conditional sentences test. I provides all of those sentences or phrases in the table below complete with the error types on conditional sentences. The errors are classified based on the Dulay's, Burt's, and Krashen's classification (1982). They are omission, addition, misformation, and misordering, please write right (V) or wrong (X) whether those sentences are identified as certain type of errors.

Identification of Conditional Sentences Error

Question No	Identified Sentences and Phrase		Classification of Errors				Total	Right (✓) or Wrong (X)
	The correct Sentences	The wrong form	Omission Errors	Addition Errors	Misformati on Errors	Misorderi ng Errors		
1	If Ali <u>is</u> in class tomorrow, I <u>will</u> ask him to join us for coffee after class.	If Ali <u>will</u> in class			V		3	
		If Ali <u>be</u> in class			V		1	
		If Ali <u>was</u> in class			V		1	
		If Ali <u>were</u> in class			V		2	
		If Ali <u>will be</u> in class			V		2	
		If Ali * in class	V				1	
		If Ali <u>become</u> in class			V		1	
		If Ali <u>being</u> in class			V		6	
		..Ali <u>would have being</u> in...			V		1	
		If Ali <u>to be</u> in class			V		1	
		...I * ask him	V				6	
		...I * <u>asking</u> him	V	V			8	
		...I * <u>asked</u> him	V	V			16	
		...I <u>would</u> ask him			V		1	
		...I will <u>asking</u> him			V		1	
		...I <u>am asking</u> him			V		2	
...I will <u>asked</u> him			V		1			
2	If the weather <u>is</u> nice	If the weather <u>will</u> nice...			V		5	

	tomorrow, I <u>will go</u> to Central Park with my friends.	If the weather <u>to be</u> nice...			V		1	
		If the weather <u>was</u> nice...			V		1	
		If the weather <u>will be</u> nice...			V		4	
		If the weather <u>were</u> nice...			V		2	
		If the weather <u>gone be</u> nice...			V		1	
		If the weather <u>being</u> nice...			V		5	
		If the weather <u>be</u> nice...			V		2	
		If the weather <u>can be</u> nice...			V		1	
		...I * <u>go</u> to...	V		V		12	
		...I * <u>goes</u> to...	V	V			2	
		...I * <u>going</u> to...	V	V			6	
		...I <u>gone</u> to...	V	V			8	
		...I will <u>gone</u> to...		V			3	
		...I will <u>going</u> to...		V			1	
		...I am <u>going</u> to...			V		1	
		...I <u>went</u> to...			V		1	
3	I <u>will not stay</u> home tomorrow if the weather <u>is</u> nice.	I * <u>stay</u> home...	V				1	
		I <u>would not stayed</u> home...		V	V		2	
		I <u>would</u> not stay home...			V		1	
		I * <u>not stay</u> home...	V				3	
		I <u>do not stay</u> home...			V		6	
		I <u>do not stay at</u> home...			V		1	
		I will not <u>stayed</u> home...			V		3	
		I <u>do not staying</u> home...			V		1	
		I will <u>stay not</u> home...				V	1	

		I <u>am</u> not <u>stayed</u> at home...			V		1	
		I <u>am</u> not * <u>at</u> home...			V		1	
		I <u>am</u> not stay home...			V		1	
		I * <u>stay</u> not home...			V		1	
		..if the weather <u>will be</u> nice.			V		3	
		..if the weather <u>be</u> nice.			V		3	
		..if the weather <u>was</u> nice.			V		1	
		..if the weather <u>were</u> nice.			V		2	
		..if the weather <u>are</u> nice.			V		1	
		..if the weather * nice.	V				1	
		..if the weather <u>to be</u> nice.			V		1	
		..if the weather <u>being</u> nice.			V		2	
		..if the weather <u>will</u> nice.			V		2	
4	I <u>will stay</u> with my aunt and my uncle if I <u>go</u> to Miami next week.	I * <u>stay</u> with...	V				3	
		I * <u>staying</u> with...	V	V			6	
		I * <u>stayed</u> with...	V	V			8	
		I <u>would</u> <u>stayed</u> with...		V	V		2	
		I <u>will</u> <u>stayed</u> with...		V			1	
		I will <u>be</u> stay with...		V			1	
		I <u>am</u> <u>staying</u> with...			V		1	
		I <u>went</u> to Miami...			V		2	
		I <u>will</u> go to Miami...		V			3	
		I <u>am</u> <u>going</u> to Miami...			V		1	
		I <u>gone</u> to Miami...		V			1	
		I <u>have</u> <u>gone</u> to Miami...		V	V		2	

		I <u>going</u> to Miami...		V			5	
		I <u>goes</u> to Miami...		V			2	
		I <u>would gone</u> to Miami...		V	V		2	
		I <u>were</u> go to Miami...		V			2	
5	If my friends <u>are</u> busy tomorrow, I <u>will go</u> to my movie by myself	If my friends <u>were</u> busy...			V		2	
		If my friends <u>will</u> busy...			V		3	
		If my friends <u>will be</u> busy...			V		2	
		If my friends <u>was</u> busy...			V		1	
		If my friends <u>to be</u> busy....			V		1	
		If my friends are <u>not</u> busy...		V			1	
		If my friends <u>have</u> busy...			V		2	
		If my friends <u>would being</u> busy...			V		1	
		If my friends <u>is</u> busy...			V		2	
		If my friends <u>be</u> busy...			V		1	
		If my friends <u>being</u> busy...			V		2	
		I * <u>go</u> to...	V				9	
		I <u>going</u> to...	V	V			6	
		I <u>would</u> go to...			V		1	
		I <u>went</u> to...			V		1	
I * <u>goes</u> to...	V	V			4			
6	Sally <u>would answer</u> the phone if she <u>were</u> in her office right now.	Sally * <u>answer</u> the phone..	V				11	
		Sally <u>answered</u> the phone..			V		6	
		Sally <u>will</u> answer the phone..			V		5	
		Sally <u>answers</u> the phone..			V		1	

		Sally <u>is</u> answer the phone..		V			2	
		Sally <u>is answers</u> the phone..			V		1	
		if she <u>is</u> in...			V		14	
		if she <u>be</u> in...			V		1	
		if she <u>become</u> in...			V		1	
		if she <u>was</u> in...			V		2	
		if she <u>being</u> in...			V		1	
		if she <u>is not</u> in...		V	V		2	
		if she <u>has been</u> in...			V		2	
		if she <u>have</u> in...			V		1	
		if she <u>will</u> in...			V		2	
		if she <u>is being</u> in...			V		3	
7	If there <u>were</u> no oxygen on earth; life as we know it <u>would not exist</u> .	If there <u>being</u> no oxygen...			V		1	
		If there <u>are</u> no oxygen...			V		4	
		If there <u>is</u> no oxygen...			V		10	
		If there <u>be</u> no oxygen...			V		3	
		If there <u>will</u> no oxygen...			V		2	
		If there <u>has been</u> no oxygen...			V		2	
		If there <u>was</u> no oxygen...			V		1	
		If there <u>to be</u> no oxygen...			V		1	
		... we know it <u>exist</u> .			V		2	
		... we know it * not exist.	V		V		10	
		... we know it <u>will</u> not exist.			V		2	
		... we know it <u>does</u> not exist.			V		6	
		... we know it <u>do</u> not exist.			V		2	

		... we know it <u>is</u> not exist.			V		4	
		... we know it <u>was</u> not exist.			V		2	
		... we know it <u>was</u> not existed		V	V		2	
		... we know it <u>did</u> not exist.			V		1	
		... we know it * <u>not existed.</u>	V	V			2	
		... we know it <u>is</u> not existing.		V	V		2	
		... we know it * <u>not existing.</u>	V	V			2	
8	If I <u>were</u> a bird, I <u>would not want</u> to live my hold life in a cage	If I <u>am</u> a bird...			V		7	
		If I <u>was</u> a bird...			V		3	
		If I <u>have</u> a bird...			V		2	
		If I <u>will be</u> a bird...			V		4	
		If I <u>become</u> a bird...			V		1	
		If I <u>have not</u> a bird...		V	V		2	
		If I <u>being</u> a bird...			V		1	
		If I * <u>not</u> a bird...	V	V			2	
		If I <u>will</u> a bird...			V		1	
		I * <u>not want</u> to..	V				3	
		I * <u>want not</u> to...	V			V	2	
		I <u>will</u> not want to...			V		2	
		I * <u>want</u> to...	V				3	
		I <u>will</u> * want to...	V		V		2	
		I <u>am not would want</u> to...		V		V	2	
		I <u>am</u> not want to...			V		1	
	I <u>did</u> not want to...			V		2		

		I <u>do</u> not want to...			V		11	
9	If people <u>had</u> paws instead of hand with fingers and apposable thumbs, the machines we use in everyday life <u>would have</u> to be constructed very differently.	If people <u>have</u> paws...			V		14	
		If people <u>has</u> paws...			V		3	
		If people <u>were have</u> paws...			V		2	
		If people <u>have had</u> paws...			V		1	
		If people <u>had to</u> paws...		V			1	
		...life * <u>have to be</u> ...	V				18	
		...life <u>has to be</u> ...			V		2	
		...life <u>had to be</u>			V		5	
		...life <u>would had</u> to be			V		1	
		...life <u>had</u> * be	V		V		2	
10	If Adam <u>doesn't come</u> to work tomorrow morning, he <u>will miss</u> very important meeting.	If Adam <u>not come</u> to...	V		V		2	
		If Adam <u>did not come</u> to...			V		1	
		If Adam <u>will not come</u> to...			V		3	
		If Adam <u>is not come</u> to...			V		1	
		If Adam <u>do not come</u> to...			V		4	
		If Adam <u>will come not</u> to...			V	V	2	
		If Adam * <u>not coming</u> to...	V	V			8	
		If Adam * <u>come not</u> to...	V			V	4	
		If Adam * <u>coming</u> to...	V	V			2	
		If Adam <u>do not came</u> to...			V		1	
		... he * <u>missing</u> very...	V	V			12	
		...he * <u>miss</u> very...	V				3	
		... he <u>mised</u> very...			V		9	
		... he <u>is miss</u> very...			V		2	

		... he will <u>missed</u> very...		V			2	
		... he will <u>missing</u> very...		V			1	
11	Jim isn't home right now. If he <u>were</u> at home right now, I <u>would visit</u> him.	If he <u>is</u> at home...			V		15	
		If he <u>was</u> at home...			V		2	
		If he <u>being</u> at home...			V		2	
		If he <u>be</u> at home...			V		1	
		If he <u>will be</u> at home...			V		1	
		If he <u>will be here</u> at home...		V	V		2	
		If he <u>is being</u> at home...			V		1	
		If he <u>will</u> at home...			V		2	
		If he <u>had</u> at home...			V		1	
		If he <u>shall</u> at home...			V		1	
		...I <u>visited</u> him			V		8	
		...I <u>will</u> visit him			V		10	
		...I * <u>visiting</u> him	V	V			8	
		...I <u>am</u> <u>visiting</u> him			V		2	
...I * <u>visit</u> him	V				2			
12	You should tell your father exactly what happened. If I <u>were</u> you, I <u>would tell</u> him the truth as soon as possible.	If I <u>am</u> you...			V		3	
		If I <u>was</u> you...			V		3	
		If I <u>be</u> you...			V		2	
		If I <u>should</u> you...			V		1	
		If I <u>am being</u> you...			V		1	
		If I <u>being</u> you...			V		1	
		If I <u>will</u> you...			V		3	
		If I <u>will be</u> you...			V		2	

		If I <u>become</u> you...			V		1	
		If I <u>would</u> you...			V		1	
		If I <u>have</u> you...			V		1	
		I * <u>telling</u> him...	V	V			10	
		I <u>will</u> tell him...			V		13	
		I <u>am</u> telling him...			V		1	
		I <u>told</u> him...			V		4	
		I <u>will</u> <u>told</u> him...			V		1	
		I <u>will</u> <u>telling</u> him...		V	V		2	
		I <u>talk</u> him...			V		1	
		I <u>would</u> be <u>tell</u> him...		V			1	
13	If the weather <u>is</u> nice tomorrow, we <u>will</u> <u>go</u> to the zoo.	If the weather <u>will</u> be nice...			V		5	
		If the weather <u>were</u> nice...			V		2	
		If the weather <u>are</u> nice...			V		1	
		If the weather <u>being</u> nice...			V		2	
		If the weather <u>was</u> nice...			V		1	
		If the weather <u>will</u> nice...			V		5	
		If the weather <u>be</u> nice...			V		1	
		If the weather <u>can</u> nice...			V		1	
		...we * <u>go</u> to the zoo.	V				7	
		...we * <u>going</u> to the zoo.	V	V			6	
		...we * <u>gone</u> to the zoo.	V	V			2	
		...we * <u>goes</u> to the zoo.	V	V			6	
		...we will <u>goes</u> to the zoo.			V		1	
		...we will <u>going</u> to the zoo.			V		1	

		...we <u>went</u> to the zoo.			V		1	
14	If I <u>did</u> a good job, I would <u>get</u> the raise right now.	If I <u>doing</u> a good job...			V		6	
		If I <u>do</u> a good job...			V		12	
		If I <u>does</u> a good job...			V		1	
		If I <u>am doing</u> a good job...			V		2	
		If I <u>am do</u> a good job...		V	V		1	
		If I <u>will do</u> a good job...			V		1	
		If I <u>do not</u> a good job...		V	V		4	
		...I * <u>get</u> the raise...	V				7	
		...I <u>will</u> get the raise...			V		7	
		...I <u>getting</u> the raise...			V		3	
		...I <u>got</u> the raise...			V		4	
		...I <u>am getting</u> the raise...			V		4	
		...I <u>gets</u> the raise...			V		2	
15	They <u>would understand</u> it if you <u>explained</u> it to them more slowly yesterday.	They * <u>understanding</u> it...	V	V			10	
		They * <u>understand</u> it...	V				8	
		They <u>will</u> understand it...			V		5	
		They <u>are</u> understand it...			V		3	
		They <u>understood</u> it...			V		2	
		They <u>will</u> <u>understanding</u> it...		V	V		2	
		They <u>was understood</u> it...			V		1	
		They <u>will</u> <u>understood</u> it...			V		1	
		They <u>were</u> understand it...			V		2	
		They <u>would</u> <u>understood</u> it...			V		1	
		They <u>were understood</u> it...			V		1	

		... you <u>explain</u> * it...	V				12	
		...you <u>explaining</u> it...			V		1	
		...you <u>are explain</u> * it..	V	V			2	
		...you <u>was explained</u> it..		V			2	
		...you <u>will explained</u> it..		V			1	
16	If my headache <u>disappeared</u> , I <u>would play</u> tennis this morning.	If my headache <u>disappear</u> * ...	V				19	
		If my headache <u>is disappear</u> *	V	V			1	
		If my headache <u>was</u> disappeared...		V			1	
		...I * <u>play</u> tennis...	V				5	
		...I <u>will</u> play tennis...			V		9	
		...I * <u>playing</u> tennis...	V	V			14	
		...I <u>played</u> tennis...			V		2	
		...I <u>will played</u> tennis...		V	V		2	
		...I <u>will playing</u> tennis...		V	V		2	
		...I <u>am</u> play tennis...			V		1	
		...I <u>am</u> play <u>the</u> tennis...		V	V		2	
		...I <u>player</u> tennis...			V		1	
17	If today <u>were</u> Sunday, we <u>would go</u> to the beach.	If today <u>wil be</u> Sunday...			V		1	
		If today <u>is</u> Sunday...			V		19	
		If today <u>be</u> Sunday...			V		2	
		If today <u>being</u> Sunday...			V		1	
		If today <u>will</u> Sunday...			V		1	
		If today <u>has been</u> Sunday...			V		1	
		If today <u>a</u> Sunday...			V		1	

		...we * <u>goes</u> to the beach.	V	V			2	
		...we <u>will</u> go to the beach			V		12	
		...we * <u>go</u> to the beach	V	V			6	
		...we <u>went</u> to the beach			V		3	
		...we * <u>going</u> to the beach	V	V			8	
		...we <u>will going</u> to the beach		V	V		1	
		...we <u>are</u> go to the beach			V		2	
18	We <u>would go</u> tonight if we <u>didn't have</u> to study.	We <u>will</u> go tonight...			V		10	
		We * <u>going</u> tonight...	V	V			2	
		We * <u>go</u> tonight...	V				8	
		We <u>are</u> go tonight...			V		2	
		We <u>are going</u> tonight...		V	V		8	
		We <u>went</u> tonight...			V		2	
		We <u>will going</u> tonight...		V	V		2	
		...if we <u>do</u> not have to study.			V		6	
		...if we * <u>have not</u> to study	V			V	22	
		...if we * not have to study	V				3	
		...if we <u>are</u> not have to study			V		2	
		...if we <u>does</u> not have to study			V		1	
		...if we * to study	V				1	
		...if we * <u>had not</u> to study	V		V	V	3	
19	Peter <u>would pass</u> the examination if he <u>studied</u> well before.	Peter <u>is</u> passed the...			V		1	
		Peter * <u>pass</u> the...	V				7	
		Peter * <u>passing</u> the...	V	V			2	

20		Peter <u>will</u> pass the...			V		7	
		Peter <u>passed</u> the...	V	V			22	
		... he <u>study</u> well before.			V		11	
		... he <u>is study</u> well before.		V	V		2	
		... he <u>was studied</u> well before		V			1	
		... he <u>studying</u> well before.			V		3	
		... he <u>is studying</u> well before.			V		1	
		... he <u>studies</u> well before.			V		3	
		... he <u>is studied</u> well before.		V			1	
	Roni <u>would win</u> the competition if he <u>practiced</u> more last week.	Roni <u>are winner</u> the...			V		1	
	Roni <u>would won</u> the...			V		1		
	Roni <u>will</u> win the			V		5		
	Roni * <u>win</u> the	V				8		
	Roni * <u>winner</u> the	V	V			4		
	Roni <u>won</u> the			V		2		
	Roni <u>will won</u> the			V		2		
	Roni * <u>winning</u> the	V	V			8		
	Roni <u>is winning</u> the			V		1		
	Roni <u>is won</u> the			V		1		
	...he <u>practice</u> * more..	V				13		
...he <u>practices</u> more..			V		1			
...he <u>will practice</u> * more..	V	V			2			
...he <u>was practiced</u> more..		V			2			
...he <u>has practice</u> * more..	V	V			2			
Total							1078	

Coder's comment:

Palembang, April 2018
Coder

Beni Wijaya, M.Pd

APPENDIX G THE RESULT OF INTERVIEW

Student 1

1. *Grammar* itu susah-susah mudah. Rumusnya agak mirip-mirip, jadi sulit dipahami.
2. *Conditional sentences* itu susah karena masih bingung mengenai rumusnya.
3. Kesulitan dalam penggunaan kata yang tepat. Itukan ada banyak rumus, jadi bingung.
4. Pertama belum mengerti, tapi kalau disuruh buat kalimat sendiri baru ngerti.
5. Dosen memberi materi, mahasiswa disuruh untuk membuat beberapa kalimat.
6. Kalimat inti dan anak kalimat agak sulit soalnya sering terbalik.
7. Kalau tipe 1, melihat rumus masih bisa tapi agak lama memahami kalimat tersebut. Kalau tipe 2 agak susah karena rumusnya susah.
8. *Regular* dan *irregular* masih agak bingung cara menggunakannya karena tidak ada materi khusus tentang *regular* dan *irregular verb*.
9. Saya tidak mengetahui, yang saya tahu kalau di kalimatnya *present* berarti isinya juga memakai present.
10. Kalau menyusun kalimat *conditional sentences* tanpa melihat rumus masih suka salah-salah

Students 2

1. Rumus-rumusnya sukar dipahami yang seharusnya dilafalkan dengan spontanitas. Jadi saya agak sulit disana dan kadang susah kalo kita mau ngomong kita harus mengingat *grammar* dulu.
2. Kesulitannya di *grammar* karena saya agak sulit menyusun kata-kata dengan *grammar* yang benar.
3. Agak sulit di tipe karena tipe 2 itu seperti perumpamaan, kayak berimajinasi terus susah nyusun kata-katanya.
4. Dosen menjelaskan materi lalu mahasiswa membuat contoh kalimat.
5. Tidak mengerti, terlalu banyak teori dan ketika saya belajar *conditional sentences* tipe 1 dan 2 penjelasannya terlalu ribet dan berputar-putar.
6. Saya tidak bisa membedakan mana induk kalimat dan anak kalimat.

7. Saya kurang mengerti mana itu tipe 1 mana itu tipe 2 apalagi kalau dicampur antara tipe 1 dan 2 saya tidak bisa membedakannya.
8. Secara umum saya tahu tentang *regular* dan *irregular* tapi secara mendalam saya tidak terlalu paham.
9. Saya tidak mengetahui apa perbedaannya *time signal* tipe 1 dan 2 dan saya tidak tahu apa itu *time signal* di *conditional sentences*.
10. Saya tidak bisa menggunakannya karena saya belum paham secara mendalam di *grammar* dan menurut saya *grammar* adalah pusat dari segalanya dalam bahasa inggris.

Student 3

1. Saya susah di dalam menggunakan *tenses* yang tepat.
2. Susah-susah mudah, kadang soalnya menipu.
3. kadang-kadang susah, bingung dalam penggunaan *tenses* mau make yang mana.
4. Ya, ketika sedang dijelaskan oleh dosen saya mengerti, tapi setelah itu lupa lagi
5. Melalui diskusi kelompok dan dipersentasikan, dan cara ini kurang efektif.
6. Saya sudah mengerti, tetapi terkadang masih suka salah.
7. Ya, saya kadang bingung yang mana tipe 1 dan 2 karena soalnya terlihat sama semua.
8. Ya, saya sudah mengerti dan paham tentang penggunaan *regular* dan *irregular verb*.
9. Tidak, saya tidak tahu.
10. Dalam penggunaannya sesuai rumus yang tepat saya sering lupa kecuali kalau lihat contoh.

Student 4

1. Ada beberapa bagian yang membuat saya merasakan kesulitan di *grammar*, seperti *tenses*, *conditional sentences* juga termasuk, dan modal.
2. Banyak bingungnya di *grammar*.
3. Ya, karena didalam *conditional sentences* mesti menggunakan pasangan seperti *past tense*, dan membuat kalimat *present* menjadi *past tense*.

4. Tidak terlalu paham, saya lebih senang belajar sendiri dalam memahaminya.
5. Kesulitan yang paling inti pada saat saya tidak terlalu paham khususnya penjelasan tentang conditional *sentences* karena diadakan diskusi kelompok dan kelompok itulah yang menjelaskan. Dan grup tersebut tidak terlalu paham, jadi kami mengerti seadanya.
6. Sering terbalik apalagi kalau mengisi titik-titik, kadang *will* atau *wouldnya* itu sering salah penempatan.
7. Ya, ilmu yang saya dapatkan masih sedikit karena tidak terlalu fokus dalam belajar *conditional sentences*.
8. Untuk *common words* saya bisa.
9. Saya tidak tahu. Kadang kalau ada kata *todaynya* berarti itu *present*.
10. Saya bisa memahaminya tetapi dalam menentukannya saya masih banyak mengalami kebingungan.

Student 5

1. Iya, banyak sekali yang tidak saya mengerti di dalam grammar.
2. Butuh konsentrasi lebih khususnya *if-clause* karena kalau tidak konsentrasi bisa saja kalimat yang kita buat itu menjebak.
3. Menghafal rumus, karena *if-clause* punya rumus tersendiri tapi kalau lagi lupa rumus biasanya saya menggunakan penalaran sendiri. Terkadang saya ragu apakah itu benar atau tidak karena kebiasaan dari dulu kalau belajar *if-clause* mengira-ngira saja dengan penalaran.
4. Lebih mengerti jika membaca sendiri karena penjelasan dosen lebih ribet.
5. Diskusi kelompok, dan lebih banyak dari mahasiswa jadi kurang mendalam.
6. Tidak, saya sudah bisa membedakan
7. Tidak juga, tetapi tidak yakin karena lebih mengandalkan penalaran sendiri dibandingkan ngapal rumus karena *if-clause* jarang digunakan dalam kehidupan sehari-hari.
8. Ya, sudah sudah memahami.
9. Ya, walaupun juga masih suka lupa.
10. Sering lupa jadi harus buka buku terlebih dahulu.

Student 6

1. Jika kita memahami konsepnya maka grammar itu tidak terlalu sulit, dan saya paham.
2. Tidak ada, karena *it's the first step. So, it's not difficult but not too easy. It's medium.*
3. Tidak ada juga, *The point is if we understand the concept, we will be easy to make any sentences.*
4. Ya, karena mengajarkan dengan sungguh-sungguh dan dengan tujuan agar mahasiswanya mengerti.
5. Mengajarkan sesuai konsep dengan perlahan agar mahasiswa mengerti maksud dan penerapannya dan diajarkan secara detail.
6. Tidak ada, saya sudah mengerti sepenuhnya.
7. Ya agak sulit, apalagi kalau tesnya digabung antara tipe 1 dan tipe 2.
8. Ya sudah mengerti.
9. Ya, saya sudah tahu yang mana *true in present, untrue in present.*
10. Saya sudah bisa menyusun conditional sentences menggunakan rumus yang tepat, baik itu tipe 1 ataupun tipe 2.

APPENDIX G. RESEARCH GALERY

Preliminary Test



Try Out of Sriwijaya University Students



Conditional Sentences Test



Students Interview





**INSTITUT AGAMA ISLAM NEGERI
RADEN FATAH PALEMBANG**
Kartu Pengenal Mahasiswa



Student ID Card

Syarifatul Aini
14250107



Fakultas Tarbiyah & Keguruan
Program Studi Pend. Bahasa Inggris

BANKSUNSELABEL

PT BANK SUNSELABEL PEREMBOAN (Persero)
4/02/18 11:54:52435
01181 659484821

PERMINTAAN TITIPAN SEKESKTER MAHASISWA

ID Universitas : 0009 IAIN A.FALAH
ID Mahasiswa : 14250107
Nama Mahasiswa : SYAFIATUL AINI
Keterangan Bayar : UBT K-2
Semester Bayar : GEMAP
Tahun Anggikan : 2017
Nama Fakultas : ILMU TARBIYAH DAN KEGURUAN
Nama Jurusan : Pendidikan Bahasa In
Nomor Induk Mhs : 14250107

Detail Pembayaran :
001 UBT K-2 : 1,400,000.00
Reference Code :
Nilai Transaksi : Rp. 1,400,000.00
Biaya Bank : Rp. .00
Total Pembayaran : Rp. 1,400,000.00

Tanggal :
SAH 2018 SPRI MATIS 8130 80134

Anda akan menerima SMS sebagai tanda bukti pembayaran yang sah :





**KEMENTERIAN AGAMA
REPUBLIK INDONESIA**

IJAZAH

**MADRASAH ALIYAH
PROGRAM ILMU PENGETAHUAN SOSIAL
TAHUN PELAJARAN 2013/2014**

Nomor : MA. 011 / 06. 03 / PP. 01.1 / 0123 / 2014

MENGESAHKAN
Salinan Photo Copy Sesuai Dengan Aslinya
TGL
NOMOR
KEPALA MAN MUARA ENIM
MADRASAH ALIYAH NEGERI
BUCHARI, S.Ag
0515 200212 1.00

Yang bertanda tangan di bawah ini, Kepala Madrasah Aliyah
NEGERI MUARA ENIM menerangkan bahwa :

nama : **SYARIFATUL ANI**
tempat dan tanggal lahir : **PALEMBANG, 3 JULI 1996**
nama orang tua/wali : **ELIAN SYAFRI, S.H.**
nomor induk siswa nasional : **9961265762**
nomor peserta ujian nasional : **3-14-11-07-500-123-6**
madrasah asal : **MAN MUARA ENIM**

LULUS

dari satuan pendidikan berdasarkan hasil Ujian Nasional dan Ujian Madrasah serta telah memenuhi seluruh kriteria sesuai dengan peraturan perundang-undangan.

MUARA ENIM, 20 MEI 2014

Kepala Madrasah,



ROBUAN, M.Pd.

NIP. 196410141994031002

MA 060004045





"ACTIPIS" ACARA TAHUNAN INSTITUT DAN PENDIDIKAN IDEOLOGI MAHASISWA

SEPERTI BUKA

Diberikan Kepada :

AGAI

Handwritten signature: Agai Fanni

INSTITUT TEKNOLOGI SEPULUH NOPEMBER PENERAPAN IDEOLOGI

MELALUI KAMPUS HIJAU IAIN RADEN FATAH
KITA BANGUN, GENERASI MUDA PEMBĀHARU BANGSA
YANG RELIGIUS DALAM MENGAWAL CITA-CITA REFORMASI
OSPEK 2014



PROF. DR. H. AFLATU MUCHTAR, M.A
NIP : 19571210 198603 1 004



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KETUA DENA-I

KYAI H. ANWAR HUSYUNAWI



**RADEN FATAH
PALEMBANG**

**UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Prof.KH. Zainal Abidin Fikri KM 3,5 30126 Palembang
Telp : (0711)354668

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Dasar Hukum: Undang-Undang
No. 20/2003
Pasal 20
Tentang Sistem Pendidikan Nasional
Pasal 20
Tentang Sistem Pendidikan Nasional



SERTIFIKAT

Nomor : In.03/8.0/PP.00/ 2325 /2015
Diberikan Kepada

Syarifatul aini
14250007

Dinyatakan Lulus Ujian Program Intensif Pembinaan dan Peningkatan Kemampuan Baca Tulis Al-Qur'an (BTA) yang diselenggarakan oleh Fakultas Tarbiyah dan Keguruan UIN Raden Fatah Palembang. Sertifikat ini menjadi salah satu syarat untuk mengikuti Kuliah Kerja Nyata (KKN) dan Munaqosyah Berdasarkan SK Rektor No : IN.03/1.1/Kp.07.6/266/2014

Mengetahui



Dr.H.Kasinyo Harto, M.Ag
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Palembang, 27 Juli 2015
Ketua Program BTA,

H. Mukmin, Lc. M.Pd.I
NIP. 197805211980031004



UIN
RADEN FATAH
PALEMBANG

CERTIFICATE

Nomor: In. 03/ II.1/PP.009/4673/2015

This is to certify that

Syarifatul Asmi

has successfully completed the

INTENSIVE ENGLISH TRAINING FOR TARBIAH AND EDUCATION STUDENTS

conducted by English Education Study Program of Tarbiyah and Education Faculty, UIN Raden Fatah Palembang, from September to December 2015 covering 24 (twenty four) hours of instruction.

UIN Raden Fatah Palembang, 31 December 2015



Dr. H. KAHAYU HARDA, M.Ag
NIP. 19710911 199703 1 004



SERTIFIKAT

Nomor : In.03 / 10.1 / Kp.01 / 040 / 2015

Diberikan kepada :

SYARIFATUL AINI

NIM : 14250107

Telah dinyatakan **LULUS** dalam mengikuti Pendidikan dan Pelatihan Keshlian Komputer yang diselenggarakan oleh PUSTIPD UIN Raden Fatah pada Semester I dan Semester II Tahun Akademik 2014 - 2015

Transkrip Nilai :

Program Aplikasi	Nilai	Nilai Akumulasi
Microsoft Word 2007	A	A
Microsoft Excel 2007	A	

Palembang, 06 Juli 2015
Kepala Unit
NIP. 19750522 201101 1 001





MINISTRY OF RELIGIOUS AFFAIRS
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 Faculty of Tarbiyah and Teaching Sciences
 Prof. K.H. Zamrud Abdilm Fikri Street Number 1, Palembang, South Sumatera, 30126 Indonesia

Certificate

Number : 336/Un.05/11.2/PP/009/12/2017

This is to certify that

SYARIFATUL AINI
 14250107

Have attended *Translation Training* held by
 English Education Study Program of Faculty of Tarbiyah and Teaching Sciences,
 from 7 October 2017 to 7 December 2017, covering 24 (twenty four) hours of instruction.
 Predicate : Very Good

Chair of Translation Training,

Hj. Lenny Mardiana, M.Pd
 NIP. 197101012011012001

Instructor,

Dr. Ismail Peirus, M.A
 NIP. 196211151989031002



Dr. H. Kusnivo Harta, M.Ag.
 NIP. 197109111987031004



SERTIFIKAT

Nomor : B-1986/U.n.09/11.2/PP.005/10/2017

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang memberikan penghargaan kepada:

Nama : Syarifatul Aini
NIM : 14250107
Program Studi : Pendidikan Bahasa Inggris

Telah Mengikuti Praktis Pengalaman Lapangan Kependidikan (PPLK II) berbasis Lesson Study dan Praktek Lapangan Manajemen Pendidikan (PLMP II) yang dilaksanakan pada tanggal 04 September s.d 18 Oktober 2017
diyakini UIN

Palembang, 18 Oktober 2017
Dekan



Sertifikat

No : B-334/ Un.09/PP.06/01/2018

Diberikan kepada :

Syarifatul Aini

Tempat / Tgl. Lahir : Palembang, 03 Juli 1996
NIM : 14250107

Fak / Prodi

: Ilmu Tarbiyah & Keguruan / Pendidikan Bahasa Inggris

Telah Melaksanakan

Program Kuliah Kerja Nyata (KKN) Mandiri Tahun 2017

Tema "KKN Berbasis Riset Dan Pengembangan Potensi Lokal Berkarakter"

Dari Tanggal 27 November 2017 s/d 04 Januari 2018 di :

Kelurahan : Sukamaju
Kecamatan : Sako
Kota : Palembang
Provinsi : Sumatera Selatan
Lulus dengan nilai : A

Kepadanya Diberikan Hak Sesuai Dengan Peraturan Yang Berlaku



Palembang, 22 Januari 2018

Ketua

Dr. Syefriyeni, M.Ag

NIP. 19720901 199703 2 003





Universitas Islam Negeri Raden Fatah Palembang
Fakultas Ilmu Tarbiyah dan Keguruan

Jln Prof. KH Zainal Abidin Fikri KM 3,5 Telp. (0711) 953947, Fax. (0711) 354668, Website: <http://radenfatah.ac.id>, Email: farbiyahdankeguruan_uin@radenfatah.ac.id

TRANSKRIP NILAI SEMENTARA

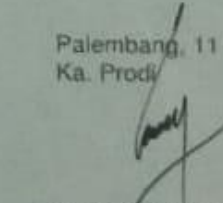
NAMA : SYARIFATUL AINI
TEMPAT, TANGGAL LAHIR : Palembang, 03 July 1996
NIM : 14250107
PROGRAM STUDI : S1 Pendidikan Bahasa Inggris

No.	Kode MK	Nama Mata Kuliah	SKS	Nilai	Bobot	Mutu
1	INS 101	PANCASILA DAN KEWARGANEGARAAN	2	A	4.00	8
2	INS 102	BAHASA INDONESIA	2	A	4.00	8
3	INS 104	BAHASA ARAB I	2	A	4.00	8
4	INS 107	IAD/IBD/ISD	2	A	4.00	8
5	INS 110	METODOLOGI STUDI ISLAM	2	B	3.00	6
6	INS 204	BAHASA ARAB II	2	B	3.00	6
7	INS 208	FIQH	2	B	3.00	6
8	INS 617	PEMBEKALAN KKN	2	A	4.00	8
9	INS 801	KULIAH KERJA NYATA	2	A	4.00	8
10	INS 802	SKRIPSI	6	A	4.00	24
11	PBI 101	LISTENING I	2	A	4.00	8
12	PBI 102	SPEAKING I	4	B	3.00	12
13	PBI 1022	STRUCTURE I	2	B	3.00	6
14	PBI 103	READING I	2	A	4.00	8
15	PBI 104	WRITING I	2	A	4.00	8
16	PBI 106	PRONUNCIATION PRATICE	2	A	4.00	8
17	PBI 107	VOCABULARY	2	A	4.00	8
18	PBI 202	SPEAKING II	2	B	3.00	6
19	PBI 203	READING II	2	A	4.00	8
20	PBI 204	WRITING II	2	A	4.00	8
21	PBI 205	STRUCTURE II	2	A	4.00	8
22	PBI 206	INTRODUCTION TO LINGUISTICS	2	B	3.00	6
23	PBI 302	SPEAKING III	2	B	3.00	6
24	PBI 303	READING III	2	A	4.00	8
25	PBI 304	WRITING III	2	A	4.00	8
26	PBI 305	STRUCTURE III	2	A	4.00	8
27	PBI 306	MORPHOLOGY	2	A	4.00	8
28	PBI 307	PHONOLOGY	2	A	4.00	8
29	PBI 401	LISTENING IV	2	A	4.00	8
30	PBI 402	SPEAKING IV	2	A	4.00	8
31	PBI 403	READING IV	2	A	4.00	8
32	PBI 404	WRITING IV	2	B	3.00	6
33	PBI 405	STRUCTURE IV	2	A	4.00	8
34	PBI 406	SOCIOLINGUISTICS	2	A	4.00	8
35	PBI 407	GROSS CULTURAL UNDERSTANDING	2	A	4.00	8
36	PBI 409	PRAGMATICS	2	B	3.00	6
37	PBI 410	SEMANTICS	2	B	3.00	6
38	PBI 501	SPEECH	2	B	3.00	6
39	PBI 502	EXTENSIVE READING	2	B	3.00	6
40	PBI 503	SYNTAX	2	A	4.00	8
41	PBI 504	INSTRUCTIONAL DESIGN	2	A	4.00	8
42	PBI 505	TEFL METHODOLOGY	2	A	4.00	8
43	PBI 507	CURRICULUM DEVELPMENT	2	A	4.00	8

44	PBI 508	MATERIAL DEVELOPMENT	2	A	4.00	8
45	PBI 511	APPLIED LINGUISTICS	2	A	4.00	8
46	PBI 512	INTRODUCTION TO LITERATURE	2	A	4.00	8
47	PBI 513	RESEARCH IN TEFL I	2	A	4.00	8
48	PBI 514	LANGUAGE EVALUATION	2	B	3.00	6
49	PBI 601	STATISTICS	2	A	4.00	8
50	PBI 602	TRANSLATION	2	A	4.00	8
51	PBI 603	PSYCHOLINGUISTICS	2	A	4.00	8
52	PBI 604	RESEARCH IN TEFL II	2	A	4.00	8
53	PBI 605	SEMINAR ON LANGUAGE TEACHING	2	A	4.00	8
54	PBI 606	DISCOURSE ANALYSIS	2	A	4.00	8
55	PBI 607	SEMINAR ON RESEARCH PROPOSAL	2	A	4.00	8
56	PBI3092	LISTENING II	2	B	3.00	6
57	PBI4102	LISTENING III	2	B	3.00	6
58	TAR 101	ILMU PENDIDIKAN	2	B	3.00	6
59	TAR 201	PSIKOLOGI PENDIDIKAN	2	B	3.00	6
60	TAR 301	ADMINISTRASI PENDIDIKAN	2	A	4.00	8
61	TAR 302	HADIST TARBAWI	2	A	4.00	8
62	TAR 303	TAFSIR TARBAWI	2	A	4.00	8
63	TAR 405	SAINS DAN ISLAM	2	A	4.00	8
64	TAR 613	PPL I	2	A	4.00	8
65	TAR 702	FILSAFAT PENDIDIKAN ISLAM	2	A	4.00	8
66	TAR 713	PPLK II	4	A	4.00	16
67	UIN1052	BAHASA ARAB	2	A	4.00	8
JUMLAH:			142			530

Indeks Prestasi Kumulatif (IPK) : 3.73
Predikat Kelulusan : Pujian

Palembang, 11 Jun 2018
Ka. Prodi


Hj. Lenny Marzulina, M.Pd
NIP. 197101312011012001



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Alamat: Jln. Prof. Dr. KH. Zuhri Sholah PKy Km 3,2 Pk. 30134-001-002, 30132-1020-002

THESIS CONSULTATION CARD

Name: Syarifatul Aini
Student Number: 14250107
Faculty: Fakultas Ilmu Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris
Advisor I: Dr. Amma Anzal, M. Pd.
Thesis Title: GRAMMATICAL ERROR ANALYSIS ON CONDITIONAL SENTENCES MADE BY THE FORTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM OF IIN RADEN FATAH PALEMBANG 2018

NO	DATE	ASPECT CONSULTED	COMMENT	SIGNATURE
1.	Sept 6, 2017	Research proposal	- title - preliminary study	
2.	Oct 5, 2017	Research proposal	- Background, revision as suggested	
3.	Nov 17, 2017	Research proposal	- theory, sampling - types of error	
4.	Dec 18, 2017	Research proposal	- data collection - data analysis - revise as suggested	
5.	Jan 15, 2018	Research proposal	- instrument	



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN FATAH PALANGRANG
FAKULTAS ILMU TARRBIYAH DAN KEGURUAN

Jalan Sekeloa Selatan I No. 10 Palembang 30132 Telp. (071) 4010000 Fax. (071) 4010001

1	1/10/2018	Final paper	Acc, ready to have proposal submitted	done
2	2/10/2018	Revised 2018	Revised	done
3	3/10/2018	Revised Thesis	Revised	done
4	4/10/2018	Revised	Ready for collecting the data	done
5	7/10/2018	Thesis	Completed as advised	done
6	23/10/2018	Thesis	Interpretation	done
7	25/10/2018	Thesis	Check & OK	done
8	26/10/2018	Thesis	Acc for upload	done



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Sekretariat: Jln. Prof. Dr. KH. Zainal Abidin Fikry Km. 3,5 Plg. 0815-4089-5072 / 0823-7523-1626

NO	DATE	ASPECT CONSULTED	COMMENT	SIGNATURE
14	11/5 2018	Thesis	Chap 5 Acc	
15	14/5 2018	Thesis	Chap 1-5 Acc	
16	16/5 2018	Thesis	Acc, ready for minor revision	








KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Sekretariat: Jln. Prof. Dr. KH. Zainal Abidin Fikry Km. 3,5 Plg. 0815-4089-5072 / 0823-7823-1626

THESIS CONSULTATION CARD










Name : Syarifatul Ami
Student Number : 14250107
Faculty : Fakultas Ilmu Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris
Advisor 1 : Aisyah Shahab, M. Pd.
Thesis Title : GRAMMATICAL ERROR ANALYSIS ON CONDITIONAL SENTENCES MADE BY THE FORTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM OF UIN RADEN FATAH PALEMBANG 2018

NO	DATE	ASPECT CONSULTED	COMMENT	SIGNATURE
1.	Sept 13, 2017	Research Proposal	- Revise as suggested	 (AS)
2.	Oct 7, 2017	Research Proposal	- Background - Sentence structure	 (AS)
3.	Nov 14, 2017	Research Proposal	- Capitalization - Research problems and research objectives	 (AS)
4.	Jan 15, 2018	Research Proposal	- literature review : operational definition - instrument.	 (AS)
5.	Jan 26, 2018	Research proposal	- sampling - references - types of errors - Numbering - tables on page 29	 (AS)



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Sekretariat: Jln. Prof. Dr. KH. Zainal Abidin Fikry Km. 3,5 Plg. 0815-4089-5072 / 0823-7523-1626

1.	Jan 29, 2018	Research proposal	<ul style="list-style-type: none">- Revise as suggested.- to proceed to proposal seminar.	
2.	March 23, 2018	Thesis ch. 1	<ul style="list-style-type: none">- Revise the tenses	
3.	March 26, 2018	Thesis ch. 2 & 3	<ul style="list-style-type: none">- Operational definitions- Technique of collecting the data.	
4.	March 31, 2018	Thesis ch. 1-3	OK	
5.	April 16, 2018	Thesis ch. 4	<ul style="list-style-type: none">- Revise the tenses- Revise the interpretation	
6.	April 20, 2018	Thesis ch. 4	OK	
7.	May 3, 2018	Thesis ch. 5	<ul style="list-style-type: none">- Revise the tenses	
8.	May 3, 2018	Thesis ch. 1-5	<ul style="list-style-type: none">- Background, definition operational, sampling technique	
9.	May 11, 2018	Thesis ch. 1-5 + abstract.	OK proceed to Munqosh	

SURAT KEPUTUSAN DEKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN

UIN RADEN FATAH PALEMBANG

Nomor : B-7263/Un.09/IL1/PP.009/10/2017

Tentang

PENUNJUKKAN PEMBIMBING SKRIPSI

DEKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN UIN RADEN FATAH PALEMBANG

- Menimbang
1. Bahwa untuk mengakhiri Program Sarjana bagi seorang mahasiswa perlu ditunjuk ahli sebagai Dosen Pembimbing Utama dan Pembimbing Kedua yang bertanggung jawab untuk membimbing mahasiswa tersebut dalam rangka penyelesaian skripsinya.
 2. Bahwa untuk lancarnya tugas-tugas pokok tersebut perlu dikeluarkan surat keputusan tersendiri.
- Mengingat
1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional
 2. Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen,
 3. Peraturan Pemerintah Nomor 60 Tahun 1999 tentang Pendidikan Tinggi,
 4. Peraturan Pemerintah Nomor 9 Tahun 2003 tentang Wewenang Pengangkatan, Pemindahan dan pemberhentian Pegawai Negeri Sipil,
 5. Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan,
 6. Keputusan Menteri Agama RI Nomor 53 Tahun 2015 tentang ORTAKER UIN Raden Fatah,
 7. Peraturan Menteri Keuangan Nomor 53/FMK.02/2014 tentang Standar Biaya Masukan,
 8. DIPA Universitas Islam Negeri Raden Fatah Palembang Tahun 2016,
 9. Keputusan Rektor Universitas Islam Negeri Raden Fatah Nomor 669B Tahun 2014 tentang Standar Biaya Honorarium dilindungi Universitas Islam Negeri Raden Fatah Palembang,
 10. Peraturan Presiden Nomor 129 Tahun 2014 tentang Alih Status IAIN menjadi Universitas Islam Negeri.

MEMUTUSKAN

Menetapkan
PERTAMA

Menunjuk Saudara

1. Dr. Annisa Astrid, M.Pd
2. Aisyah Shahab, M.Pd

NIP. 19801123 200801 2 013
NIP.

Dosen Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang masing - masing sebagai Pembimbing Utama dan Pembimbing Kedua skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan atas nama saudara:

Nama : Syarifatul Aini
NIM : 14250107

Judul Skripsi : Grammatical Error Analysis on Conditional Sentences Made by the Fifth Semester Students of English Education Study Program of UIN Raden Fatah Palembang.

- KEDUA : Kepada Pembimbing Utama dan Pembimbing Kedua tersebut diberi hak sepenuhnya untuk merevisi judul / kerangka dengan sepengetahuan Fakultas.
- KETIGA : kepadanya diberikan honorarium sesuai dengan ketentuan yang berlaku masa bimbingan dan proses penyelesaian skripsi diupayakan minimal 6 (enam) bulan.
- KEEMPAT : Ketentuan ini mulai berlaku sejak tanggal ditetapkan oleh Fakultas.

Palembang, 12 Oktober 2017

Dekan,



Dr. H. Kasinyo Harto, M.Ag.

19710911 199703 1 004

Tembusan

SURAT KETERANGAN PERUBAHAN JUDUL SKRIPSI

NOMOR : B-1467/Un.09/IL1/PP.009/3/2018

Berdasarkan Surat Keputusan Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang Nomor : B-7263/Un.09/IL1/PP.009/10/2017, Tanggal 12 Oktober 2017, poin ke 2 bahwa Dosen Pembimbing diberikan hak untuk merevisi judul Skripsi Mahasiswa/i. Maka bersama ini menerangkan bahwa :

Nama	Syarifatul Ami
NIM	14250107
Fakultas	Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang
Program Studi	Pendidikan Bahasa Inggris

Atas pertimbangan yang cukup mendasar, maka Skripsi saudara tersebut diadakan perubahan judul sebagai berikut :

Judul Lama	<i>Grammatical Error Analysis on Conditional Sentences Made by the Fifth Semester Students of English Education Study Program of UIN Raden Fatah Palembang</i>
Judul Baru	<i>Grammatical Error Analysis on Conditional Sentences Made by the Fourth Semester Students of English Education Study Program of UIN Raden Fatah Palembang</i>

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk digunakan sebagaimana mestinya.

Palembang, 12 Maret 2018

Ap. Dekan
Ketua PBI



Dr. Enny Marzulina, M.Pd
IP. 19770101 201101 2.001



UNIVERSITAS ISLAM NEGERI
RADEN FATAH PALEMBANG
LANGUAGE CENTRE
JLN. PROF. ZAINAL ABIDIN FIKRI KM 3.5
PALEMBANG TELP : 0711 354668 psw 147

TOEFL PREDICTION SCORE

SECTION 1	SECTION 2	SECTION 3	TOTAL SCORE
50	54	43	490

TOEFL PREDICTION TEST

FULL NAME	
SYARIFATULAINI	
SEX M / F	DATE OF BIRTH DD / MM / YY
F	03 / 07 / 1996
TEST DATE DD / MM / YY	
15 / 05 / 2018	



Drs. HERIZAL, MA
TOEFL Tester

The person whose name appears above has taken the TOEFL PREDICTION TEST at UIN Raden Fatah Language Centre.
This score is valid for six months.



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. K. H. Zainal Abidin Pikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

SURAT KETERANGAN BEBAS TEORI

Nomor: B-2255/Un.09/II.1/PP.00.9/9/2017

Berdasarkan Penelitian yang Kami lakukan terhadap Mahasiswa/i :

Nama : Syarifatul Aini
NIM : 14250107
Semester/Jurusan : 8 / Pendidikan Bahasa Inggris
Program :

Kami berpendapat bahwa Mahasiswa/i yang tersebut di atas (sudah / belum) Bebas Mata kuliah (Teori, Praktek dan Mata Kuliah Non Kredit) dengan IPK 3,72 (Tiga koma Tujuh Dua)

Demikianlah syarat ini dibuat dengan sesungguhnya untuk digunakan seperlunya

Palembang 30 April 2018

Kasub Akademik
Kemahasiswaan dan alumni

YUNI MELATI, M.H

NIP : 19690607 200312 2 0016





**SURAT KETERANGAN
KELENGKAPAN DAN KEASLIAN
BERKAS MUNAQASYAH**

**GUGUS PENJAMINAN MUTU
PENDIDIKAN
FAKULTAS ILMU TARBIYAH
DAN KEGURUAN
UIN RADEN FATAH
PALEMBANG**

Kode: GPMPFT. SUKET. 01/R0

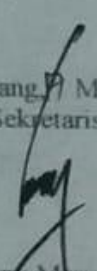
Yang bertandatangan di bawah ini adalah Ketua atau Sekretaris Program Studi Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang, menerangkan bahwa mahasiswa:

Nama : Syarifatul Aini
NIM : 14250107
Fakultas/Jurusan/ Prodi : Fakultas Ilmu Tarbiyah dan Keguruan/ Pendidikan Bahasa Inggris
Judul Skripsi : Grammatical Error Analysis on Conditional Sentences Made by the Fourth Semester Students of English Education Study Program of UIN Raden Fatah Palembang 2018

Dengan ini menyatakan bahwa mahasiswa tersebut telah dinyatakan **LULUS** dalam ujian komprehensif yang dilaksanakan pada Senin, 07 Mei 2018 dengan memperoleh nilai **B**.

Demikianlah surat keterangan ini dibuat dengan sebenarnya, atas perhatiannya saya mengucapkan terima kasih.

Palembang, 7 Mei 2018
Ketua/Sekretaris


Hj. Lenny Marzulina, M.Pd
NIP. 19710131 201101 2 001



UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

REKAPITULASI NILAI UJIAN KOMPREHENSIF
PROGRAM REGULAR FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG

HARI / TANGGAL UJIAN : Senin / 7 Mei 2018
PUKUL : 08.30 - selesai
PROGRAM STUDI : Pendidikan Bahasa Inggris

No.	NIM	Nama	Nilai					
			I	II	III	IV	Angka	Huruf
1	14250104	Syarifatul Aini	80	78	58	75	75.25	B
2	14250093	Roy Mardiansyah	33	50	80	71	80.25	A
3	13250005	Andri Pratama	70	75	80	65	72.5	B
4	13250042	Jani Satriawati	80	70	70	67	71.75	B
5	13250045	Lipika Ulan Dari	70	75	75	65	71.5	B
6	11250043	Nur Aprilianti R.	78	80	70	65	73.25	B
7	14250082	Rani Septi Sapriati	80	80	80	78	79.5	B
8	14250082	Eka Barahera Putri	80	85	75	75	79	B
9	09250044	Nur Azizah Zamrudika	70	78	65	60	68.25	C
10	12250096	Nelly Megawati	70	75	75	60	70	B
11	12250122	Royhan	70	70	70	60	67.5	C
12	12250113	Revandra Seftiavati	70	80	70	65	71.25	B

Mata Uji

- I : Language Evaluation
- II : TEFL Methodology
- III : Curriculum Development
- IV : Material Development

Dosen Penguji

Dr. Aanisa Astrid, S.T., M.Pd
M. Holandiyah, M.Pd
Dr. Dian Erlina, M.Hum
Hj. Lenny Marzulina, M.Pd

Interval Nilai

- 80 - 100 = A
- 70 - 79 = B
- 60 - 69 = C
- 50 - 59 = D
- ≤ 55 = E

Ketua,

Hj. Lenny Marzulina, M.Pd
NIP. 197405072011012001

Palembang, 17 Mei 2018
Panitia Ujian Komprehensif
Fakultas Ilmu Tarbiyah dan Keguruan
Sekretaris,

M. Holandiyah, M.Pd
NIP. 1974050720110111001



**SURAT KETERANGAN
KELENGKAPAN DAN KEASLIAN
BERKAS MUNAQASYAH**

**GUGUS PENJAMINAN MUTU
PENDIDIKAN
FAKULTAS ILMU TARBIYAH
DAN KEGURUAN
UIN RADEN FATAH
PALEMBANG**

Kode: GPMPFT. SUKET. 01/R0

Yang bertandatangan di bawah ini adalah Ketua atau Sekretaris Program Studi Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang, setelah meneliti dan mengoreksi kelengkapan dan keaslian berkas munaqasyah mahasiswa:

Nama : Syarifatul Aini

NIM : 14250107

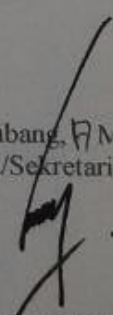
Fakultas/Jurusan/ Prodi : Fakultas Ilmu Tarbiyah dan Keguruan/ Pendidikan Bahasa Inggris

Judul Skripsi : Grammatical Error Analysis on Conditional Sentences Made by the Fourth Semester Students of English Education Study Program of UIN Raden Fatah Palembang 2018

Dengan ini menyatakan bahwa skripsi mahasiswa tersebut telah siap untuk proses pendaftaran sidang munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang.

Demikianlah surat keterangan ini dibuat dengan sebenarnya, atas perhatiannya saya mengucapkan terima kasih.

Palembang, 7 Mei 2018
Ketua/Sekretaris


Hj. Lenny Marzulina, M.Pd
NIP. 19710131 201101 2 001



UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

HASIL UJIAN SKRIPSI/MAKALAH

Hari : Rabu
Tanggal : 30 Mei 2018
Nama : Syarifatul Aini
NIM : 14250107
Jurusan : TBI
Program Studi : S-1 Remier

Judul Skripsi : *Grammatical error analysis on conditional sentences of english education study program of state islamic university of Raden fatah Palembang 2018*

Ketua Penguji : Hj. Leni Marzulina, M.Pd

Sekretaris Penguji : M. Holandiyah, M.Pd.I

Pembimbing I : Dr. Annisa Astrid, M.Pd

Pembimbing II : Aisyah Shahab, M.Pd

Penguji I/Penilai I : Dr. Dian Erina, M.Hum

Penguji II/Penilai II : Janeta Norena, M.Pd

Nilai Ujian : 81,75 / 4 IPK : 3,73

Setelah diteliti, maka skripsi/makalah yang bersangkutan :

- (.....) dapat diterima tanpa perbaikan
- (.....) dapat diterima dengan tanpa perbaikan kecil
- (.....) dapat diterima dengan tanpa perbaikan besar
- (.....) belum dapat diterima

Ketua,

Hj. Leni Marzulina, M.Pd
NIP. 19710131 201101 2 001

Palembang, 30 Mei 2018
Sekretaris,

M. Holandiyah, M.Pd.
NIP. 19740507 201101 1 001