Research Article

Students' Ability In Using Conditional Sentences At State Islamic Senior Highschool 2 Pekanbaru

Ayu Sekar Sari
Universitas Islam Negeri Sumatera Utara
E-mail: ayusekarsari.irc@gmail.com

Yani Lubis
Universitas Islam Negeri Sumatera Utara
E-mail: yanilubis@uinsu.ac.id

Annisa Eka Putra Aulia
Universitas Islam Negeri Sumatera Utara
E-mail: annisaekaputriaulia@gmail.com

Abstract
Conditional sentences are one of the materials taught in English subject at the eleventh grade of Senior High School, in which the students are expected to apply social function, text structure, and language components of English written and spoken, in terms of expressing plan according to the context used. Based on the preliminary research, it was found that the teacher has tried her best in teaching by using some strategies to achieve the learning goals, yet the students still got some difficulties, such as inability to put correct verb in each type, to use correct tense, to arrange clauses in each type, to identify the form in each type. This research was aimed to describe the students' ability in using conditional sentences and to investigate the dominant type of conditional sentences mastered by the eleventh-grade students in using conditional sentences (type I, II, and III) at State Islamic Senior High School 2 Pekanbaru. The design of this research was descriptive quantitative research and the instrument used in this research was an objective test or multiple choice. The population of this research was 210 students. Then, the

researcher used a simple random sampling technique to take the sample and chosen 30 students. By using SPSS 22.0 in analyzing the data, the researcher found out: first, the mean score of students' ability in using conditional sentences was 77.86, it was categorized as a "good" level; second, the dominant type of students' ability in using conditional sentences was "type I" with a mean score of 0.88 or 38%. It means the process of teaching and learning English, more specifically, in Conditional Sentences, at State Islamic Senior High School 2 Pekanbaru has been optimum, but keep varying the teaching models in order to achieve the effective learning.

Keywords : Student, Ability, Conditional Sentences.

INTRODUCTION

Language is a system of communication which plays a very important role in our life. There is no society using no language. Gaeng (1971) pointed out that language is a way of communicating meaning from one humans' mind to another by vocal sounds, gesture, signals, written symbols, or the like. Through language, human being will be easier to deliver information and strengthen social relationship. So, people cannot communicate to one another without language.

There are many languages used by people in this world. One of them is English. Everyone uses English to interact with other members of some speech communities. In relation to the statement, Syafii (2007, p.97) said that English has become dominant foreign language in Indonesia. As an international language, it is important to know and to learn English. In Indonesia, the government had decided that English language is the first foreign language in school. It is taught to the students starting from elementary up to university level. English learning is divided into several skills and components, one of English components is grammar.

Purpura (2004) stated that the central role of grammar in language teaching was seriously questioned. In reaction to the grammar-translation approach that had become more about learning a set of abstract linguistic rules than about learning to use a language for some communicative purpose, some language teachers began to seek alternative approaches to language teaching based on what students could do with the language. In line with the statement above, Debata (2013) stated the understanding of grammar gives students the ability for creating and correcting writing work, and language learning is acquired through unconcious process. Hornby (2000) said that grammar is the system of rules of a language, viewed as a mechanism for generating all sentences possible in the language. In short, grammar deals with the structure and analysis of sentence. Grammar is also one of the important languages. It has the aim of developing students' ability in using English correctly.

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In line with statement above, Murcia and Freedman (in Rdaat and Gardner, 2017) stated that English conditionals are considered complex, both cognitively and linguistically, and they can have a lot of different meanings that are conveyed using different forms. In addition, semantic and syntactic difficulties are considered the main obstacles for trying to acquire conditional sentences.

Conditional sentences have several types and different uses, so that it could be complex to be learnt and used in the real communication. In line with Suhadi (2016), conditional sentences denoted to complex sentences in which the fundamental statement happens if a specific condition is satisfied.

In conditional sentences the use of some tenses in forming a correct sentence makes it hard to be produced well, as well as there are few types of conditional sentence which is different in use. So, students' understanding and ability in using sentence becomes the things to be considered, and it becomes barrier to master the English. The criteria of students' competences based on the learning achievement ofconditional sentences are described as follows:

Table 1
Rubric Score

No	Range	Category Description
1.	90-100	Excellent Students are able to use verb, tense, arrange clauses and identify the form in conditional sentences very well.
2.	80-89	Good Students are able to use verb, tense, arrange clauses and identify the form in conditional sentences well.
3.	70-79	Enough Students have limited understanding to use verb, tense, arrange clauses and identify the form in conditional sentences.
4.	60-69	Poor Students have little understanding to use verb, tense, arrange clauses and identify the form in conditional sentences
5.	0-59	Fail students have no understanding to use verb, tense, arrange clauses and identify the form in conditional sentences.

METHOD
a. Design of the Research

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

b. Time and Location of the Research

This research was conducted from April until May 2019 at State Islamic Senior High School 2 Pekanbaru located on Diponegoro street.

c. Subject and Object of the Research

1) Subject of the Research

The subject of this research was the eleventh grade students at State Islamic Senior High School 2 Pekanbaru.

2) Object of the Research

The object of this research was the eleventh grade students' abilityin using conditional sentence type I, II, and III.

d. Population and Sample of the Research

1) Population of the Research

The population of this research was the eleventh grade students at State Islamic Senior High School 2 Pekanbaru. The eleventh grade students contain 6 classes, consisting of 210 students. The population of this research was considered homogenous since they have same characteristics. The distribution of the population as follows:

Table 2
The Population of the Research

Class	Number of Students
XI IPA 4	35
XI IPA 5	35
XI IPA 6	35
XI IPS 3	35
XI IPS 4	35
XI IPS 5	35
TOTAL	**210**

2) Sample of the Research

In order to have well-representing sample, the researcher used simple random sampling technique.

e. Data Collection Technique

Table 3
The Blueprint of Students' Ability in Using Conditional Sentence

No	Indicators	Item Number
1	Students are able to use correctconditional sentence type I	
	Students are able to use correctconditional sentence type II	
	Students are able	
2	to use correctconditional sentence type III	

f. Data Analysis Technique

To analyze the quantitave data, the researcher analyzed the students' score based on the test. The point for each correct answer was 1 and 0 for each incorrect answer. The procedures of analyzing the data is as follows:

1) To know each of students' score indivually, the data were calculatedby using the following formula:

$$M = \frac{X}{n} 100$$

Where:

M = Individual Score X = Correct Answer

n = Number of Item Test

2) After getting all of students' score, the students' mean score can be seen. Next, to find out the mean score of conditional sentence ability:

$$M = \frac{\Sigma \_\_\_}{N}$$

Where:

M = The mean score of respondents

fx = The sum of the respondents' score N = The number of the respondents

Furthemore, the category of the student's score was classified into four categories. The classification can be seen in this following table:

g. Validity and Reliability

Validity of Conditional Sentence Test

Table 4
The Result of Validity Analysis

No	Robserved	Rtable	Status
1	0.56	0.37	Valid
2	0.67	0.37	Valid
3	0.62	0.37	Valid
4	0.49	0.37	Valid
5	0.84	0.37	Valid
6	0.44	0.37	Valid
7	0.73	0.37	Valid
8	0.84	0.37	Valid
9	0.63	0.37	Valid
10	0.56	0.37	Valid
11	0.52	0.37	Valid

12	0.52	0.37	Valid
13	0.74	0.37	Valid
14	0.63	0.37	Valid
15	0.47	0.37	Valid
16	0.59	0.37	Valid
17	0.76	0.37	Valid
18	0.52	0.37	Valid
19	0.47	0.37	Valid
20	0.16	0.37	Invalid
21	0.29	0.37	Invalid
22	0.73	0.37	Valid
23	0.05	0.37	Invalid
24	0.05	0.37	Invalid
25	0.05	0.37	Invalid
26	0.63	0.37	Valid
27	0.49	0.37	Valid
28	0.84	0.37	Valid
29	0.47	0.37	Valid
30	0.59	0.37	Valid

RESULTS AND DISCUSSION
Reliability of Conditional Sentence Test

Reliability has to do with accuracy of measurement. This kind of accuracy is reflected in obtaining the similar results when measurement was repeated on different or by different person. The characteristic of reliability is sometimes termed consistency (Brown, 2003). And this research is internal consistency reliability. According to Cresswell (2012), internal consistency reliability is the instrument administered once; using one version of the instrument. To obtain the reliability of the test given, the reseacher used SPSS 22.0 Program to find out whether the test is reliable or not.

Table 5
The level of Acceptable Reliability

No	Reliability Value	Validity Level
1	>0.90	Very high
2	0.80-0.90	High
3	0.70-0.79	Reliable
4	0.60-0.69	Marginally/Minimally
5	<0.60	Unacceptably low

(Cohen, Manion, & Morison, 2007, p.506)

Table 6
Reliability Statistic of Conditional Sentence Test

Cronbach's Alpha	N of Items
0.93	30

From the table above, it can be seen the value of Cronbach's alpha was 0.93. The value was higher than the standard Cronbach's alpha which was 0.60. Therefore, it can be concluded the test was reliable, and the level of reliability was very high.

CONCLUSION

This reseach was conducted to investigated the students' ability in using conditonal sentences at eleventh grade of State Islamic Senior High School 2 Pekanbaru. Based on what has been discussed, presented, and analyzed in the previous chapter, the reseacher concluded that:

1. The mean score of students' ability in using conditional sentences at the eleventh grade of State Islamic Senior High School 2 Pekanbaru is 77.86.It is categorized as "good" level.

2. The dominant type of students' ability in using conditional sentences at the eleventh grade of State Islamic Senior High School 2 Pekanbaru is "type I" with the mean score 0.88 or 38%.

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