

An Analysis of Students' Error in Using Conditional Sentences Type II at Second Grade of Mas Al-Washliyah Marbau

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ABSTRACT

The objectives of this study are to identify and to classify the error types, to find out the occurrence frequency of each error types and to find out the causes of errors of conditional sentence type II in Second Grade of Natural Science in MAS Al-Washliyah Marbau. The method used in this study is qualitative method. The qualitative design applied in this study was case study. This study is also conducted using error analysis procedures started from data collection, identification of errors, description of errors, and explanation of errors. The researcher used the descriptive analysis method in this research to describe students' errors and analyzed the data by using formula: $P = \frac{f}{x} \times 100\%$. The data were taken from the test. In this study, the data were collected using observation, test, and interview (both teacher's and students' interview). The result is known that the students committed four kinds of errors, i.e.: omission, addition, mis-formation and disordering. From those, the students' errors are mostly in mis-formation. It took 40%. Moreover, 30% errors fell into omission and 22,5% errors fell into addition; whereas, for disordering, it only took 7,5% errors.

Key word: conditional type II, identification of errors, description of errors, and explanation of errors

INTRODUCTION

English is a part of international language. Look at the developing science and technology, language has an important rule for human life, by using language, the people will express their ideas, emotion, and desires, and it is used as a medium to interact with one another, to fulfil their daily need. English has been the most important language in international communication. The people all over the world speak the language when they meet one another in every international meeting, workshop, or conference. Moreover, it becomes one of the reasons why many people learn English.

All countries in the world have set the language as one of the compulsory subject studied at school. English has many functions, one of them as stated in the 2004 curriculum that English is means for the students to develop science, technology, culture and art. Indonesia as one of the developing countries has also set its educational curriculum to include English as a foreign language which is studied from junior high school up to the university level. Being successful students are not easy, this fact can be seen mostly at MAS Al-Washliyah Marbau, although they have been studying English for more than a year, but they are still unable to use English in interacting with their teacher in the classroom.

According to Brown (2000:31), there are four basic skills required to master English, namely listening, speaking, reading and writing. However, English consists of several elements that cannot be separated from one another, such as grammar, vocabulary and pronunciation.

In school life, like what researcher have observed when she did PPLT, many students were not motivated to learn English. The students thought that in learning English, they would face a big number of complicated formulas, which are called as grammar. It can discourage the students. The students should be motivated in learning grammar because there are so many units that they have to understand.

Every language has a system that need to be known and obeyed by the users. In learning English, student need to know the grammar in order they can use it correctly. Without knowing the grammar, students cannot get the meaning. If students want to master in English, they have to study grammar intensively. There are many aspects in English grammar. One of the units in grammar that the students have to learn is conditional sentences.

According to Azar (1992:389) *if clause* is often used to talk about situations that are contrary to fact, for example: situations that are the opposite of the true situation. Contrary-to-fact sentences with an “If clause” and a “result clause” are called conditional sentences.

Some students find out that conditional sentences are difficult to learn it “because conditional sentences are quite complex in both form and meaning, they are a problem for most learners of English. If students have a good understanding of the English tense system and of the modal auxiliaries, you will find it easier to understand and use conditional sentences” (Fleming, 2003).

In reality, the students find some difficulties in understanding conditional sentences. First, for Indonesian, conditional sentences are difficult for them because of grammatical differences. Conditional sentences are quite complex to learn in both the formulas that are used and the meaning. There is no distinguishing grammar in expressing conditional sentences in Indonesia. However, there are a number of tenses used to express English conditional sentences. Second, there are some types of conditional sentences. In school curriculum, there are three types of conditional sentences which should be taught.

Celce-Murcia and Larsen-Freeman (1999:545) say that the main difficulties lie in the following aspects are form, meaning, oversimplified explanations, and time-tense relationship.

It is important to use conditional sentences, because consciously or unconsciously students often use conditional sentences in their daily life to dream, to imagine and to wish. For example:

I wish I had enough money to buy new shoes or

If I had enough money, I would buy new shoes.

Penston (2005:89) said that conditional sentence is divided into three types: First is type I for future conditional, next is type II for present conditional and the last is type III for past conditional. However, the only one type that exactly has the same meaning between Indonesian language and English is type I. Meanwhile, type II and type III have different meaning and condition. Therefore, students may do errors and mistakes when forming a word uses conditional sentences type II.

Whereas according to the regulation of the ministry of education and culture of Indonesia, number 69/2013, the 2013 curriculum aims to prepare Indonesian people that have the ability to live as individuals and citizens who are religious, productive, creative, innovative, and affective and able to contribute to society, nation, and world civilization.

Moreover, according to Cowan (2008), one cause of English as Second Language/English as Foreign Language students' difficulty in producing English conditional sentences is probably that some students have difficulty which starts from a small number tenses used in conditionals in their mother language to the large number of tense sequence required for expressing specific conditional meanings in English. Moreover, conditional sentences cannot be separated from students' life. The students frequently use them in any expression related to everyday language. That is why conditional sentences are important for students' to learn.

In this research, the researcher will focus on students' errors in using conditional sentence type II based on surface strategy taxonomy. The researcher analyzed the student's errors in using conditional sentence type II through translation using surface strategy taxonomy; focus on omission, addition, misformation and misordering errors and the influence of the errors in term of communication, whether the errors cause miscommunication or not by using communicative effect taxonomy focusing on global and local errors.

THEORETICAL FRAMEWORK

The Identification of an error is more than explaining the definition of error. However, as language experts give attention to the differences between an error and a mistake, it is necessary to review it.

Many expert have tried to explain the uniqueness of errors done by human beings. James (1998:78) defines error as "an instance of language that is unintentionally deviant and is not self-correctible by its author. A mistake is both intentionally or unintentionally deviant and self-correctible". In simple words, when the students make error, they do not recognize it and even if they know

about the error they do, they cannot correct it by themselves. Otherwise, when the students do a mistake, and we show the mistake they did, they can correct it by themselves.

Meanwhile, Norrish (1983:7) states that an error is a systematic deviation occurs when a student has not learnt something and consistently gets it wrong. Moreover, a mistake in other side, is the inconsistent deviation made when a student has noticed or has been taught about something. In other words, Norrish differentiated error and mistake in the term of learning: whether someone has learnt or not about something. If the students do incorrectly about something that they have not learnt before, they do error. Otherwise, if the students do incorrectly about something that they have learnt, they do mistake.

Furthermore, Brown (2000:217) stated that mistake refers to a performance error that is either a random guess or a slip, in that it is a failure to utilize a known system correctly. It means mistake can be self-corrected when attention is called. Whereas, an error is the use of linguistic item in a way that a fluent or native speaker of the language regards it as showing faulty or incomplete learning. In other words, it occurs because the student does not know what is correct, and thus it cannot be self-corrected.

To distinguish between an error and mistake, Ellis (2003:17) suggests two ways. The first one is to check the consistency of students' performance. If they sometimes use the correct form and sometimes the wrong one, it is a mistake. However, if they always uses it incorrectly, it is then an error. The second way is to ask students to try to correct his own deviant utterance. Where they are unable to the deviations are errors; where they are successful, they are mistakes.

From the definition above, it can be concluded that an error made by a student because they might not know what the correct form and believe what they are writing or speaking is correct. Whereas a mistake is a slip of the tongue or pen. They might make a mistake because of their carelessness, less concentration or quick writing. In addition, to be able to distinguish error and mistake the students do, we can check the consistency of students' performance and their ability in to correct it by them.

Corder (1984:19-27) and his colleagues set up the field of Error Analysis (EA) in Second Language Acquisition (SLA). They stated that the key factor of EA, which cause the students' errors, has been the misunderstanding of the rules of the new language.

Error analysis is a type of linguistic study that focuses on the errors' students' make. It consists of a comparison between the errors made in Target Language (TL) and within that TL itself. Corder (1974:122) presented a completely different point of view. He stated that those errors are "important in and of themselves". In his opinion, language students' errors that are

systematically analyzed make it possible to be determined and reinforced in teaching-learning process.

The Causes of Errors

According to Norrish (1983:21-40) there are several popular ideas from experts and language teacher about the cause of students' error in learning language.

1. Carelessness

Carelessness usually relates to lack of motivation. It might happen to the students because the material or the styles of presentation do not suit him.

2. First Language Interference

Learning a language was a matter of habit formation. According to Skinner, language is a set of habit, then when we try to learn new habits the old ones will interfere with the new ones.

3. Translation

Translation becomes cause of errors because student usually translate something from mother language to target language, whereas they do not know the appropriate expression or structure. For example: enter wind (*masuk angin*), do not look-look (*jangan liat-liat*), book new (*buku baru*), etc.

4. Overgeneralization

The error might be made as a result of blending structures learns early in the learning sequence. For example, we are visit the zoo/she must goes, etc.

5. Incomplete application of rules

The error might appear from the inability of the students to apply the rules of language completely. For example:

Teacher: Ask her where she lives.

Student: where you (she) live(s)?

6. Material-induced errors

The teaching materials can influence error. There are two types of errors:

a. The false concept

False concept occurs when the student do not fully understand a distinction in the target language. For example:

If I had enough money, I will buy a new car.

In this sentence, the student is false completely understand the use of conditional sentence. Therefore, she/he applied it in the conditional type two and one.

b. Ignorance of rule restriction.

It is closely related to overgeneralization of deviant structure. It involves the application of rules to context where they do not apply. For example: *I am liking Apple.*

According to Richards (1980:174-178) stated that there are four causes of intralingual (developmental) errors:

1. Overgeneralization
2. Ignorance of rules restrictions
3. Incomplete application of rules
4. False concepts hypotheses.

Types of Errors

Dulay, Burt, and Krashen (1982:146-193) divided types of error into four types. They are linguistic category, surface strategy, comparative analysis, and communicative effect.

Error Types Based on Linguistic Category

Many error taxonomies have been based on the linguistic item, which is influenced by an error. The linguistic category classifies error according to either or both the language component or the particular linguistic constituent the error effects.

Language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). Whereas constituent, it includes the element that comprise each language component. For example, in syntax, error is in the main or subordinate clause. Whereas in a clause, which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjective, and so on.

Error Types Based on Surface Strategy Taxonomy

Surface strategy taxonomy emphasize on the way surface structures are changed. Student may *omit* necessary item or *add* unnecessary one, they may *misform* items or *misorder* them. The errors that student made are not a result of laziness or sloppy thinking, but the use of temporary principle to produce a new language. It is a part of cognitive process. Therefore, it is logic if students make errors.

There is further information about errors that may be made by students.

1) Omission

Omission errors are the absence of an item that must appear in a well-formed utterance. Content morphemes carry the loose of the referential meaning of a sentence: nouns, verbs, adjectives, adverbs. For example, in the sentence *Marisa is the president of the new company.*

The words *Marisa*, *president*, *new*, and *company* are the content morphemes that carry the burden of meaning. If the sentence to be like this, *Marisa president to be like this*

2) Additions

Addition is the presence of an item, which must not appear in a well-formed utterance. It means that the student adds unnecessary items in her/his sentences. Additional is categorized into three types, namely double markings, regularizations, and simple addition.

1) Double markings

Double markings are two items rather than one are marked for the same feature. For example in tense, *he doesn't knows my family* or *we didn't went there*.

2) Regularizations

Regularization is a marker that is typically added to a linguistic item is wrongly added to exceptional items of the given class that do not take a marker. For example, the verb *eat* does not become *eated*, but *ate*; the noun *sheep* is also *sheep* in the plural, not *sheeps*.

3) Simple additions

Simple addition is the use of an item, which should not appear in a well-formed utterance. For example, *the fishes doesn't live in the water* (for the 3rd person singular) or *a this* (for article).

3) Mis-formation

Mis-formation is the use of the wrong form of the morpheme or structure. As in additions, mis-formation has three types error, namely:

1. Regularizations

Regular marker is used in place of an irregular one, as in *runned* for *ran*, *gooses* for *geese*, *mouses* for *mice*.

2. Archi-forms

Archi-forms are the selection of one member of a class of forms to represent others in the class. For example, student may also select one member of the class of personal pronouns to function for several others in the class, *me hungry*.

3. Alternating forms

Defines as free alternation of various members of a class with each other. For example:

In the Case of Pronouns

Masculine for feminine (vice versa)

As in *he* for *she* Plural for singular (vice versa)

As in *they* for *it*

Accusative for nominative case (vice versa)

her for *she*

In the Case of Verb

I seen her yesterday

He would have saw them

4) Disordering

Disordering is the incorrect placement of a morpheme or group of morphemes in an utterance. In simple words, put the words in utterance in the wrong order. For example, in the utterance:

He is all the time late (*all the time* is misordered) in declarative sentence

I don't know what is that (*is* is misordered)

Comparative Taxonomy

Comparative taxonomy is comparison between the structure of second language errors and certain other types of construction. This type of error usually compare errors that are made by children learning the target language as their first language and sentences in the students' mother tongue. These comparison have produced the two major error categories in this taxonomy: developmental errors and interlingual errors. The other categories are ambiguous errors, which are classifiable as either developmental or interlingual, and other errors.

Developmental errors are errors similar to those made by children learning the target language. For example, *dog eat it*. The omissions here are in the article and in the past tense marker. It is classified as a developmental because these are also found in the speech of children learning English as their first language.

The important thing in the developmental error is since children acquiring first language; they have no experienced learning a previous language. Therefore, the errors student make, cannot possibly be due to any interference from another language.

1) Interlingual errors

Interlingual errors are similar in structure to a semantically equivalent phrase or sentence in the students' native language. For example, *the man skinny*. To identify interlingual error, researcher usually translate the grammatical form of the students' phrase or sentence into the students' first language to see if similarities exist.

2) Ambiguous errors

Ambiguous errors are those that could be classified well as developmental or interlingual. That is because the error reflect the students' native language structure, and at the same time, they found in the speech children acquiring a first language. For example, *I no have a car*.

3) Other errors

Other errors are items that do not fit into other category. For example, *She do hungry*. The speaker did not use her native Spanish structure or an second language developmental form such as *She hungry* where the auxiliary is omitted altogether

Conditional Sentences tense

According to Maurer (2006:409), Conditional Sentence describes situations that occur (or do not occur) because of certain conditions. It consists of two clauses, the if-clause and the main clause. *If* suggests that situation is *real* – that is, the situation is or was true, or may have been or may become true. In the sentence *if it rains I shall stay at home* “If it rains” is the **if**-clause, and “I shall stay at home” is the main clause.

Thomson and Martinet (1986:197) say that conditional sentence has two parts are “if”-clause and main clause. They also state that conditional sentence has three kinds or types; in which each kind contains a different pair of tenses in some variations.

Types of Conditional Sentence

If-conditionals in English are typically composed of two parts: a conditional clause and a main clause. The conditional clause or if-clause usually begins with the subordinating conjunction *if*, while the main clause deals with the situation dependent on the condition represented in the if-clause (Werth, 1997:243-272).

As introduced in general English grammar references, there seem to exist three basic types of English if-conditionals: *the first conditional*, *the second conditional*, and *the third conditional*. Ferguson (2001:64)

1) Conditional Sentence Type I

The verb in the if-clause is in the present tense, the verb in the main clause uses *will* and the infinitive, or simple present.

Table 2.1

Conditional Sentence Type I

TYPE	IF CLAUSE	MAIN CLAUSE	MEANING
Type 1	Simple present If you <i>work</i> hard,	Simple present you <i>succeed</i> .	True in the present or possible in future
		Simple future you <i>will</i> succeed.	It's possible to happen in the future

Function:

- a. We use conditional sentence type 1 to talk about possible situations in the present or future.
 - 1) If you *leave* earlier, you *will not be* late.
 - 2) If you *open* the windows, the room *will get* some fresh air.
- b. We often use conditional type 1 to talk about facts or processes:
 - 1) If you *heat* water to 100 degrees, it *will boil*.
 - 2) If we stare into the sun, we *will* hurt our eyes.

Note:

Other modal verbs can also be used in place of *will* and *would*.

- a. If it rains like this all day, the river *might flood*. (might = will possibly)
- b. If it rains like this all day, the river *could flood*. (could = will be able to)

2) Conditional Sentence Type II

The if-clause is in the simple past or the past continuous tense, the main clause uses *would* and the infinitive, or *would be* and the present participle (Verb-ing).

Table 2.2
Conditional Sentence Type II

TYPE	IF CLAUSE	MAIN CLAUSE	MEANING
Type II	Simple past If you worked hard,	would + simple form you would succeed	Untrue in the present Fact: You do not work hard, so you do not succeed
	Past continuous If it were not raining now,	would be + present participle I would be going out for a walk.	Fact: It is raining now, so I am not going out for a walk.

Function:

Conditional sentence type II is used to talk about actions or situations that are not taking place in the present or future, but we can imagine the probable result.

- 1) If we did not live in a big city, we would not have to breathe polluted air every day. (In truth, we live in a big city)
- 2) If he were here, I would tell him about my plan. (In fact, he is not here)

Note:

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

3) Conditional Sentence Type III

The if-clause is in the past perfect or the past perfect continuous tense, the main clause uses “*would have*” and “*past participle (Verb 3)*”, or “*would have been*” and “*present participle (Verb-ing)*”.

Table 2.3
Conditional Sentence Type III

TYPE	IF CLAUSE	MAIN CLAUSE	MEANING
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Type 3	Past perfect If you <i>had worked</i> hard,	would have + past participle <i>you would have succeeded.</i>	Untrue in the past Fact: You did not work hard, so you did not succeed.
	Past perfect continuous If it <i>had not been</i> raining yesterday afternoon,	would have been + present participle <i>I would have been going</i> out for a walk.	Fact: It was raining yesterday afternoon. I was not going out for a walk.

Function:

Conditional sentence type III is used to talk about actions or situations that did not take or were not taking place in the past, but we can imagine the probable result.

- 1) If you had come to the party last night, you would have met my cousin. (In truth, you did not come to the party last night).
- 2) If he had not been late this morning, his teacher would not have punished him. (In truth, he was late).

2.3.1 Conditional Sentences Type II

a. Definition of Conditional Sentence Type II

According to Maurer (2006:410) second conditional or conditional sentence type II uses *present unreal conditional* to talk about unreal, untrue, imagined, or impossible conditions and their results. Use the simple past form of the verb in the “if clause”, if the verb is *be*, use *were* for all persons. Use *could*, *might*, or *would* + the best form of the verb in the result clause. The pattern is *if + past tense, +would + verb*. For example:

- 1) If you left me, I would die of a broken heart.
- 2) If I were you, I would not recommend this book to my friends.
- 3) I might watch the video if I had the day off.

There is no difference in time between the first and second types of conditional sentence. Type two like type one, refers to the present or future and the past tense in the *if* clause is not a true past but a subjunctive, which indicates unreality.

b. Second conditional is usually used:

- 1) When the supposition is contrary to known facts:
If I were you, I would plant some trees round the house. (However, I am not you).
- 2) When we do not expect the action in the “if clause” to take place:
If a burglar came into my room at night, I would scream. (However, I do not expect the burglar come in).

c. Possible variations of the basic form

Variations of the main clause

1. **Might** or **could** may be used instead of **would**:
 - If you tried** again you **would** succeed. (Certain result)
 - If you tried** again you **might** succeed. (Possible result)
 - If I knew** her number I **could** ring her up. (Ability)
 - If he had** a permit he **could** get a job. (Ability or permission)
2. The continuous conditional form may be used instead of the simple conditional form:
 - Peter is on holiday; he is touring Italy.
 - If I were** on holiday, I **would/might** be touring Italy too.
3. **If** + past tense can be followed by another past tense when we wish to express automatic or habitual reactions in the past:
 - If anyone interrupted** him he **got** angry. (Whenever anyone interrupted him).
4. When **if** is used to mean “**as**” or “**since**”, a variety of tenses is possible in the main clause. **If** + past tense here has a past meaning. The sentence is not true conditional.

RESEARCH METHODOLOGY

This research was conducted at MAS Al-Washliyah Marbau, which is located on *Jl. Mesjid No. 5 Marbau, subdistrict of Marbau, postcode: 21452*, regency of Labuhanbatu Utara

The subject of the research were the eleventh grade students of MAS Al-Washliyah Marbau. It is located in Jalan Mesjid No. 5 sub-district of Marbau, regency of Labuhanbatu Utara. In this study, the researcher takes one class. It is class XI IPA, which consist of twenty-nine students. In this class, they have various level of proficiency in English. The researcher chooses this class because many students still have difficulties to identify and analyze the English conditional sentence type II in the learning activity.

Moreover, they are chosen as the subject of the study based on two reason, they are:

1. The students sometimes confuse when the English teacher asks about English conditional sentence type II. They still confuse to analyze the English conditional sentences lesson especially in type II, when the English teacher gave exercise about it. Besides, they are expected to be able to use conditional sentences appropriately in which it is one of linguistics competence.
2. The students had been studying English for some period.

Based on the formulation and objective of the study in first chapter, the researcher used descriptive qualitative method in obtaining the data. Descriptive qualitative method is a research method that simply looks with intense accuracy at the phenomena of the moment and describes precisely what has been observed.

The researcher selects this method because the researcher thinks that it is a suitable method to do this research. By using this method, the researcher describes how the researcher gets and analyses the data. The researcher gave two types of test: Completion and Transformation, which focus on conditional sentences type II. This test consists of 25 items, 20 items for Completion and 5 items for Transformation.

Before making a test, the researcher made a “specification of test”. Here is the “specification of test”:

“Specification of test”

No	Tenses Area	Types of Question	Number of Items	Amount
1.	The form of conditional sentence type two (II) a. Regular verb b. Irregular verb c. Modal verb d. Inversion	Fill in the blank (FB)	1, 4, 8, 12, 16 2, 6, 10, 14, 18 3, 7, 13, 17, 20 5, 9, 11, 15, 19	5 FB 5 FB 5 FB 5 FB
2.	The sentences of conditional sentence type two (II)	Transformation (T)	1-5	5 T

The Technique of Analysis Data

To analyze data, the researcher used procedure of errors based on Ellis. First, collection of a sample of learner language. Researcher collected data by doing observation, test and interview. Observation and interview is used as supporting data to find out the sources of errors. Whereas the test, it is used to find out the type of errors.

Second, identification of errors. To identify errors easier, the researcher compare the wrong answer with the right one. As what Ellis stated that “to identify errors we have to compare the sentences learners produce with what seem to be the normal “correct” sentences in the target language which correspond with them”.

Next, description of errors. After errors are identified, the researcher could describe and classify them into types of errors. Researcher used types of errors, which are adopted from Dulay, Burt and Krashen. However, researcher only takes the error types based on surface strategy taxonomy categories. Below is the table for description of errors modified from Heidi Dulay, Marina Burt, and Stephen Krashen (1982:154-162).

RESEARCH FINDING

The teacher has given the first test about conditional sentence type II to 29 students of the second grade of natural sciences students of MAS Al-WashliyahMarbau, Marbau sub-district on 17th of November2018. This test consists of 25 items, the test consists of 20 items for completion, which asked students to fill the blanks with the right answer, andfive items for transformation, which asked students to construct conditional sentences type II.

After conducting the test, the researcher analyzed the data to find out the errors that students made. The result of this identification can be seen as the following table.

The Incorrect Item of Students' Answer

No	Name of Students	Item	
		Fill in the Blank	Transformation
1	AisyahNurhayati S.	14	1, 2, 4
2	Annisa Sri Rahayu	3, 7, 9, 16, 17, 20	1, 4,
3	BambangYulianto	1, 3, 4, 13, 14, 16, 17, 20	1, 3,
4	DendiPradana	3, 4, 7, 13, 14, 15, 16, 17, 19	1, 3. 4
5	Eli Ariska	3, 9, 14, 19, 20	1, 2, 4
6	EgiPratama	1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17,18, 19, 20	1, 2, 3, 4, 5
7	FaidaturRahmi	2, 3, 7, 9, 12, 13, 14, 16, 17, 19, 20	1, 3, 4
8	HazrotulMaznah	3, 7, 9, 13, 14, 16, 17, 19, 20	1, 4, 5
9	Imam Taufik R.	1, 4, 7, 13, 14, 16, 17, 20	1, 2
10	Irmayani	1, 7, 9	1, 2, 4
11	JekiKurniawan	1, 3, 4, 7, 13, 16, 17, 18, 20	1, 3, 4, 5
12	Khairunnisah	1, 2, 3, 4, 5, 7, 9, 11, 13, 14, 15, 16, 17, 18, 19, 20	1, 2, 3, 4, 5
13	Manda Sari	3, 9, 16, 17, 19, 20	1, 2, 3, 4, 5
14	MargantiRambe	3, 6, 7, 20	1, 4
15	Mindari	2, 3, 7, 9, 13, 14, 16, 17, 19, 20	1, 4
16	MitaAyuAndriani	3,7, 9, 16, 17, 19, 20	1, 2, 3, 4
17	ReihansPratama	3, 4, 5, 7, 14, 17,20	1, 2, 3, 4, 5
18	Shinta	15, 16	1, 2, 4, 5
19	SitiKhoiroh R.	3, 7, 9, 14, 19	1, 2, 4
20	Sri Wulandari	3, 7, 9, 13, 14, 16, 19	1, 2, 3, 4
21	Tiara Nandani	7, 13, 14	1, 2, 4, 5

22	UlfaUmmaiyah	2, 3, 7, 9, 14, 16, 17, 20	2, 3, 4
23	UmmulHidayati	3, 7, 9, 14	3, 4
24	WildaAyuFitria	3, 13, 16, 17, 19, 20	1, 2, 3, 4, 5
25	WinaDalimunthe	3, 4, 7	1, 4
26	KhoirohAlawiyahPsb.	1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20	1, 2, 3, 4, 5
27	Tan Amar Solihin	1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20	1, 2, 3, 4, 5
28	Imam Hujaheri	1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19,20	1, 2, 3, 4, 5
29	YudaWibowo	1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20	1, 2, 3, 4, 5

Data Analysis

Data analysis will follow the procedure of error analysis that has been explained clearly in the preceding chapter. Collecting data and identifying students errors have been done well. Moreover, the other procedures would be described clearly as follows:

Description of Errors

The researcher classified the errors based on the Surface Taxonomy Categories to know whether these errors involve in omission, addition, misformation, and disordering. Many students committed errors, such as omitting necessary element and adding unnecessary element. This following example is taken from two students answer sheet (Student no.3 and 11).

Omitting unnecessary element

*If we **huried**, we would catch the bus.

The student committed error by omitting **-r** instead of **-rr**

Mis-formation element

*If we **hurried up**, we would catch the bus.

The student committed error by write **harried**, which actually it is **hurried** not **harried**.

Beside the example above, the researcher found such as mis-formation and disordering recognizes other errors. The complete classification of errors are presented in the table as the following below.

CONCLUSION

This study is to identify and to classify the error types, to find out the occurrence frequency of each error types and to find out the causes of errors of

conditional sentence type II in Second Grade of MAS Al-Washliyah Marbau, Marbau sub-district, Labuhanbatu Utara regency.

The method used in this study is qualitative method. The qualitative design applied in this study was descriptive qualitative. This study is also conducted using error analysis procedures started from data collection, identification of errors, description of errors, explanation of errors, and evaluation of errors. In this study, the data was collected using observation, test, and interview. The test is used as primary data to know the types of errors that students' made, whereas observation and interview are as supporting data to know the causes of errors.

Based on the observation result, it founded that First; the students' ability of past form might be still very low. The students engrafted in their mindset that English is difficult. So that, the students did not pay any attention to English lesson. Second, the students translate the sentence literally or in order word, the students translate from mother language to target language literally.

While the result from interviewed the both are (teacher and student), as below:

- a. The first is the students' understanding and ability in using past form still low (both irregular and regular).
- b. The second is the inability of the students in differentiating between conditional sentence type I and conditional sentence type II.
- c. In addition, the third is the absent of equal formula of conditional sentence type II in *Bahasa Indonesia*.

From the study, It was found that the students' errors in using conditional sentence type II is in four categories; they are omission, addition, mis-formation or disorder. From 40 total of errors, there are 12 errors or 30% fell into omission categories and 9 errors or 22.5% fell into addition categories. Then, 18 errors or 40% fell into mis-formation categories; whereas for disorder categories, it only had 1 error or 7.5%.

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