A STUDY ON STUDENTS' ABILITY IN UNDERSTANDING CONDITIONAL SENTENCES AT SECOND GRADE OF SMK N 1 TEMBILAHAN ACCOUNTING 3 MAJORING

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ABSTRACT

This study is concerned with the students' ability in understanding *Conditional Sentences*. It was done for the second-grade students of SMK N 1 Tembilahan. Then this research used a descriptive research that supported by quantitative approach. The research populations were taken from all the students of the second-grade of SMK N 1 Tembilahan in academic year 2020/2021. The total of populations were 108 students, which consist of three classes. The researchers selected a class as the sample is XI Accounting 3 (36 students). The instrument used to collect the data is test. It consisted of fifty multiple choices questions. Based on the analysis, the students' ability scores in understanding conditional sentences is 84.38 in the type 1, 96.92 in the type 2, and 97.35 in the type 3. Their mean scores in understanding conditional sentences is 98.12. The research result is the students' ability in understanding conditional sentences is in ranging very good level. It means that they have understood conditional sentences.

Key words: Students' ability, conditional sentence

INTRODUCTION

People were not born with a language. They have to learn how to use and understand it, and they can gain meaning and communicate with others. When people know a language, they can make choices about the words that they need to use and how to put there words together to create meaning. Knowing language words patterns allows others o read, write, speak, and listen in a meaning ways.

Language is human communication system. Human use artibatrary signal, such as voice sounds, gestures, or written symbols. To get clear in communication, the language used should be understood by interlocutor; therefore the function of comunication of language is reached.

According Watson in Fatimah (2019: 1), a language consists of sentences. A sentence is a complete written or spoken thought. To express a complete thought, a sentence have two parts; subject and predicate. Subject tells who or what the sentence is

about. Meanwhile, predicate says something about the subject. To produce the right sentences. It really needs grammar knowledge. It is not the most important thing in the world, but if a speaker makes a lot of mistakes we may be more difficult to understand and some kinds of people may look down on us or not take us seriously. Hardly nobody speaks or writes a foreign language perfectly, but we can communicate more successfully if we can make our English reasonable correct and without any doubt we will teach our students easily.

Conditional sentence is part of English grammar. It is often used to talk about situation in present, future, and in the past. The situation can be real or contrary to the fact. It is important to understand abott conditional sentence because we often imagine or dream. For example, If I had enough time now, I would write to my parents. In truth, the he/she does not have enough time now to write to his/her parents.

One of the important patterns in English language is conditional sentence. It has been used to refer to a number of sentence types. Sometimes it is used as an assumption concept that encompasses all instances of delaying a sentence. Sometimes it is used interchangeably with a particular kind of sentence deferment. In this case the Indonesian students should study the conditional sentence because this sentence is related to the implicit meaning on three types of conditional. (Armstrong et al 2019: 1245).

Based on research observation in SMKN 1 Tembilahan, students at second grade have studied conditional sentences. Most of students have in second grade lack in understanding conditional sentences. This can be seen when the teacher is asking students to answer the practice of conditional sentences, many of them do not understand the conditional sentences and confused about the different types of conditional sentences. It is important for students in understanding conditional sentences because the conditional sentences are the material in the SMKN 1 Tembilahan and their final tests.

From the explanation above, the researcher is interested in analyzing the student's ability in understanding conditional sentence at second grade students of SMKN 1 Tembilahan. The researcher wants to know how far the student's ability in understanding conditional sentence.

REVIEW OF RELATED LITERATURE

Students' Ability

According to Richards and Schmidt in Aulia (2017: 12), in language teaching, ability is the mode or manner in which language is used. Listening, speaking, reading, and writing are generally called the four language skills. Sometimes speaking and writing are called the active/productive skills and reading and listening are called the passive/receptive skills. Often the skills are divided into sub skills, such as discriminating sounds in connected speech, or understanding relations within a sentence.

Each student who learns English with their teacher in the classroom will have different characteristics. The students can be classified into visual learners, auditory learners and kinesthetic learners. They need different treatment. They also have different skill, competence and ability. Below are the terms of students' ability:

a. Skill

In language teaching skill is another term for language skill. Simple, a skill is the learned ability to carry out a task with pre-determined results often within a given amount of time, energy, or both. In other words the abilities that one processes.

According to Jack Richard in Aulia (2017: 13), in his Longman Dictionary book "skill in an acquired ability to perform an activity well, usually one that is made up of a number of co-ordinate process and actions. Many aspects of language learning are traditionally regarded as the learning of skills, such as learning to speak, or read fluently."

b. Competence

In generative grammar, competence is the implicit system of rules that constitutes a person's knowledge of a language. This includes a person's ability to create and understand sentences, including sentences they have never heard before, knowledge of what are and what are not sentences of a particular language, and the ability to recognize ambiguous and deviant sentences.

The Definition of Grammar

Grammar is an important instrument that must be mastered when we want to learn languages. According to Richards and Schmidt in Fatimah (2019: 10), grammar

describes the structure of a language and makes language units such as words and phrases formed into sentences.

Grammar will be very interesting to learn when it can be understood properly. Grammar is meaningful where elements of the grammar it self such as vocabulary items, have meanings in their own right. Additionally, grammar allows us to construct and symbolize the more elaborate meaning of complex expressions like phrases, clauses, and sentences (Langacker in Fatimah, 2019: 10).

Meanwhile, Lock in Fatimah (2019: 10) defines grammar as an object or set of rules in a grammatical structure that creates meaning in spoken and written discourse. Thus, the use of grammar can make students easier to construct and arrange sentences in improving speaking and writing skills. Not having a significant difference from Lock, Brinton in Fatimah (2019: 10) says that grammar is a set of rules or working principles of language, systems or structures.

In addition, understanding the grammatical structure will enable students to understand the correct structure in a language or not so that they can produce clear writing as well (Gerald in Fatimah, 2019:11).

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

Conditional Sentence

a. Definition of Conditional Sentences

Conditional sentence is part of grammar in English. Conditional sentence is consisting of two clauses. Two clauses are related with each other in one sentence, because in conditional sentence has condition clause and consequet clause.

In parallel definition, conditional sentences are sentences that describe implications or hypothetical situations and their consequences (Narayanan, et.al in Mahyuna, 2014: 5). Hypothetical situation is sentence that begins with "If" and the consequence will be marked with "with/would".

Hand to hand with definitions above, conditional sentences are often to describe unreal situations, i.e, situations that are he opposite of the fact (Marziyeh and Taher in Mahyuna, 2014: 5).

Conditional Sentences are used to show that the action in the main clauses (without if) can only take place if a certain conition (in the clause with if) is fulfilled (Abbas in Mahyuna, 2014: 5).

Conditional sentence is supposition sentence which consist of two part that are Main clause and If clause. If clause cotains condition which must fulfill situation which there are in Main clause can form (Akhlis in Jayanti, 2011: 6).

According to Marcella in Jayanti (2011: 7), the conditional sentences are divided into three:

1) Real condition are conditions that are possible to be realized. They often refer to one event in the future.

2) Real condition may be used in general statement about repeated evets.

3) Such coondtions are either impossible to realizer or are not likely to be realized in the near future.

b. Types of Conditional Sentences

There are three types of conditional sentences, each type contains a different pair of tenses (Thomson & Martinet in Fatimah, 2019: 12).

1) Conditional Sentence Type I

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

Table 1. Conditional Sentences Type I

If Clause (Simple Present) + Main Clause (Simple Future)
Example   : If you study hard, your English will improve
Meaning   : Possible in future
Fact   : It's possible to happen in the future

2) Conditional Sentence Type II

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

Table 2. Conditional Sentences Type II

If Clause (Past Tense) + Main Clause (Past Future)
Example :If I had wings, I would fly home now.   He would finish his school project if his laptop were not broken.
Meaning :Untrue in the present
Fact : I don't have wings so I don't fly home now.   His laptop is broken so he doesn't finish his school project.

Note :

a) "Were" is used for both singular and plural subjects.

b) The used of type II conditional in "If I were, I would….." is a common form of advice.

3) Conditional Sentence Type III

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

Table 3. Conditional Sentences Type III

If Clause (Past Perfect) + Main Clause (Past Future Perfect)
Example: If I had known my uncle was coming, I would have cooked his favorite dish.
Meaning: Untrue in the past but probably possible in the future
Fact   : I didn't know my uncle was coming so I didn't cook his favorite dish.

According to Hornby in Mahyuna (2014: 6), two main of division in conditional sentenes are:

1) Type A

Those with clauses that contain a condition that may or may not be fulfilled. For example are:

a) If Ryan invites me, I will probably go to the party.

b) What can we do if it rains?

2) Type B

Those with clauses in which a theoretical or hypothetical condition is put forward-these are clauses in which the condition is combined with improbability or unreality. For examples:

a) If you were a bird, you could fly

b) You would have succesesed if you had tried harder

According to Hewings in Mahyuna (2014: 6), conditional sentences are divided into 2 types. Theye are:

1) Real Conditionals

In real conditionals we use tenses as in other inds of senteces: we use present tenses to talk about the present or unchanging relationship. For example; If you leave now, you will be home in two hours.

2) Unreal Conditionals

In unreal conditionals, we use a past tense (either simple or continuous) in the if-clause and in the main clauses. For examples are:

a) If my grandfather were still alive, he would be a hundred today.

b) If you were driving from Tembilahan to Batam, which way would you go?

When we talk about something that might have happened in the past, but did not. For example is If I had known how difficult the job, I would not have taken it.

In unreal conditionals, we can also use could/might/should (have) instead of would (have). For examples are:

a) If I lived out of town, I could take up gardening.

b) They might have found a better hotel if they had driven a few more kilometers.

According to Azar in Mahyuna (2014: 7), conditinal sentences have 3 forms. They are:

1) True in the present/future

In conditional sentences that express true, factual ideas in the present/future, the simple present is used in the if-clause. The result clause has various possible verb forms. A result clause can be.

a) The simple present, to express a habitual activity or sitation, as in "If I don'teat breakfast, I have always get hungry during class".

b) Either the simple present or the simple future, to express an established, predictable fact or general truth, as in "water freezer or will freeze if the temperature reaches 0°C".

c) The simple future, oexpress a particular activity or situation in the future, as in "if I do not eat breakfast tomorro morning, Iwill get hungry during class".

d) Modal and phrasa modal such as should, might, can, and be going to as in.

(1) If it rains we should stay home

(2) If it rains I might decide stay home

(3) If it rains we cannot go

(4) If it rains we are going to stay at home

2) Untrue in the presentn or future

In untrue in the present or future, the condition is contrary to fact. The examples are:

a) If I taught this class, I would not give tests.

In truth, I do not teach this class.

b) If he were here right now, he would help us.

In truth, he is not here right now.

3) Untrue in the past

In untrue in the past, the condition is contrary to fact in the past. For examples are:

a) If you had told me about the problem, I would have helped you.

In truth, you did not tell me about it.

b) If they had studied, they would have passed the exam.

Based on Abbas in Mahyuna (2014: 9), conditional sentences can be classified into four types of commonly used conditionals in English, they are:

1) Zero conditional

The zero conditional discussed an absolute certanty: the result of the conditional always true. The zero conditional is a structure used for talking about general truhs. For examples are:

a) If you cool water degrees, it runt into ic.

b) If you heat water, it boils

2) One conditional

This condition is used to talk about future events that might happen. For examples are:

a) If it rains, we will have to cancel the picnic.

b) If you visit Paris, you must see Eifel Tower.

The verbs in the if-clause are in the present tense, the verb in the main clause is in future simple. It does not matter which one comes first.

3) Two condition

This type of conditional is used to talk about unreal possibl or impossible events. For examples are:

a) If I had a map, I would lend it to you.

b) If someone tried to blackmail me, I would tell the police.

4) Three condition

This conditionals talk about the past, unlike the first and second which discuss event in the real or unreal future. The verb in the if-clause is in the past perfect; the verb in the main clause is in the perfect conditional. The time is in

the past and the conditional cannot bu fulfilled because the action in the if-clause did not happen. For examples are:

a) If I had studied a little more in collage, life would have been easier.

b) I could have asked him about the matter if he had shown up.

c. The use of conditional sentences

Each conditional sentence has a different usage. According Cobuild in Fatimah (2019: 14), the use of conditional sentences consists of several points. First, to talk about situations that can sometimes occur. For example, if she sleeps late, she is sleepy at school. Next, to talk about situation that doesn't exist or will not occur. For example, if Indonesia had a winter, the atmosphere would look beautiful. Then, talk about situations that are known to exist or not. For example, if she were good, she would be possible to attend to the meeting. The last is to talk about situations that might occur in the future. For example, if mom does not cook, we will go out to eat.

On the other hand, Foley and Hall in Fatimah (2019: 15), states that the use of conditional sentences is divided into each type. They are:

1) The first conditional sentences emphasizes about the possible future events or situation and the result. For example: If you work hard in examination, you will get the best score.

2) The second conditional sentences describes about an event or situation that might not occur in the present and future. The condition is unlikely to be fulfilled because the future event is unlikely to happen. For example: If I were you, I would use a full of make up on my face.

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

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

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

d.   Rules of conditional sentences

Acording to Hewings in Mahyuna (2014: 11), there are some rules in create conditional sentences:

1) Real condition

In real conditionals, when we talk about the future, we use a present tense, not **will**, and for example is "I wil give you a lift if it rains". We do not usually use **if.....will** in conditional sentences. However, we can use **if......will** when we talk about a result of something in the main clause. Compare:

a) Open a window **if** it **will help** you to sleep. or **.....if** it **helps** you to sleep.

('Helping you to sleep' is the result of opening the window.)

b) I will be angry **if** it **turns out** that you wrong. not .....if it will turn out.....

('turning out that you are wrong is not the result of being angry.)

We can also use **if**...**will** in request:

a) **If** you **will take** your seats, ladies and gentlemen, wee can begin the meeting.

If you to make a request more polite, you can use **if....would**:

a) If you would take your seats, ladies and gentlemen, we can begin the meeting.

2) Unreal conditionals

Notice that we sometimes use **if...were** instead of **if...was** because the suggestion sound is more polite. Te example if "if you **were** to move over, we could all sit on the sofa".

In some unreal conditionals, we use mixed tenses. That is a past clause, or a past tense in the **if**-clause and would have + past participle in the main clause, or a past perfect in the **if**-clause and **would** + **bare infinitive** in the main clause:

a) **If** Bob **wasn't** so lazy, he **would have passed** the exam easily.

b) **If** the doctor **had been called** earlier, she **would** still **be** alive today.

RESEARCH METHOD

To answer research question on students' ability in understanding conditional sentences, researcher used descriptive research as research design. According to Arikunto (2006: 29) this descriptive research is a research that really focus in explaining or telling about what happen on a situation in an area. Typical descriptive research is

concerned with assessment of attitude, opinions, preferences, demographics, practices, and procedures (Gay and Airasian in Mahyuna, 2014: 18). The quantitative approach was chosen by researcher, because of researcher analyzed data using statistic. This research conducted this research at SMKN 1 Tembilahan in 2020/2021 academic years. The are the students in second grade of in SMKN 1 Tembilahan.

According Arikunto in Putri (2019: 30) population is the entire subject of reserarch. Population is a group of interest to the researcher, the group to which she/he would like the study to be generalization (Gay and Airasin in Mahyuna, 2014: 18). The population in this research was students on second grade at SMK N 1 Tembilahan. Number of students in this population is 108 students from three classes. Selecting a sample is a very important step in conducting a research study. This research used randomly sampling because the population contains homogenous object study and the population has an equal chance at being selected. Based on the population provided, the researcher selects one class of second grade in SMKN 1 Tembilahan Accouting 3 majoring as the sampling of the study which those contains 36 students. In this research, test was chosen as research instrument by researcher. Test is a set excitement that is given to someone with the purpose to get answer that can be basic to stipulating of number score (Anggoro in Mahyuna, 2014: 19). There are 55 questions related to about the conditional sentences. There are three choices for each question that students must choose the right answer in the multiple choice test.

FINDINGS AND DISCUSSION

As general, after analyzing the data , it was found that highest score was in 100 and lowest was 74. The researcher classified the students; ability in understanding conditional sentences into 2 levels (very good and good). The result of students' ability in understanding conditional sentences in table below:

Table 4. Students' Ability in Understanding Conditional Sentences

Classification	Score	Percentages	Frequency
Very Good	81-100	88.89%	32
Good	61-80	11.11%	4
Total			36

Based on the table, 32 students (88.89%) who got very good and 4 students (11.11%) who got good. The researcher shown students' ability in understanding conditional sentences on chart bellow.
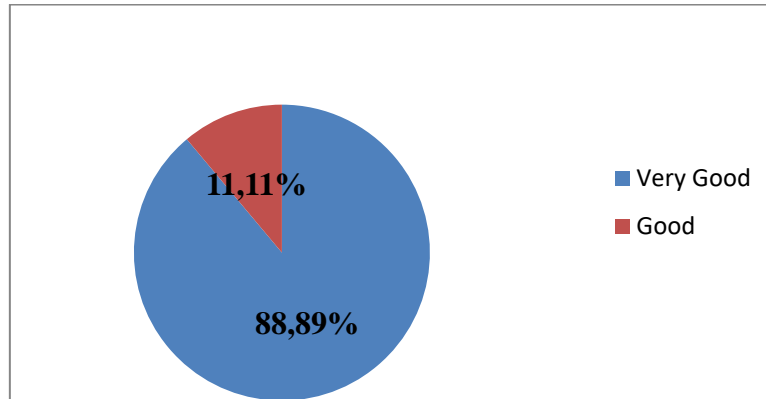

Chart 1. The students' ability in understanding conditional sentences

Based on that result, the mean score of the students' ability in understanding conditional sentences was 98.12. It means that the students' ability in understanding conditional sentences was in very good.

CONCLUSION

This research aims at investigating the students' ability in understanding conditional sentences at the second-grade Accounting 3 Majoring of SMK N 1 Tembilahan. To answer this problem, the researchers used test as the research instrument. The test was answered by 36 samples.

After conducting a research and getting the data, the researchers concluded generally that the students' ability in understanding conditional sentences at the second-grade of SMKN 1 Tembilahan was very good. It was proved throught the fact that the means score was 98.12, it can be seen 32 students got scores 81 – 100 with category is very good, or with percentages (88.89%), and 4 students were in interval 61 – 80 with category is good, or with percentages (11.11%). More than 50% have very good ability in understanding conditional sentences; it means that more than half of students really understand conditional sentences.

After getting the result of the students' ability in understanding conditional sentences at second grade students of SMK N 1 Tembilahan Accounting 3 Majoring, there are some suggestion from the researcher; teacher should give more explanation and more exercises for their students to enlarge students' about conditional sentences;

the students should maintain the abilty to understand conditional sentences, study conditional sentences carefully and do exercise about conditional sentences seriously; and next researcher may continue this research to improve students' ability in understanding conditional sentences. However, ther researcher still expects that the other researchers can use this research as a reference to conduct the further research.

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