



**AN ANALYSIS ON THE DIFFICULTIES IN DETERMINING TYPES OF
CONDITIONAL SENTENCES OF ENGLISH DEPARTMENT STUDENTS
ACADEMIC YEAR 2012**

THESIS

Written by:

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**ENGLISH DEPARTMENT
FACULTY OF HUMANITIES
JEMBER UNIVERSITY**

2016



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Presented to the English Department,
Faculty of Humanities, Jember University as One of the Requirements
to Obtain the Sarjana Sastra Degree in English Study

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DEDICATION

This thesis is profoundly dedicated to:

- 1 My beloved Father, Mukarto who has inspired me to be a strong and a patient person, who has always been there when I need. You are the wisest man with an endless love I ever knew and I do thank you for always being proud of me even in my lowest and for forgiving the mistakes I did.
- 2 My dearest Mother, Marwati for her unconditional love, prayers and best wishes. I do thank you for your understanding about my passion and for successfully made me the person I am becoming.
- 3 My lovely sisters, Hetty Mukammilah and Musfiyatin Nabilah, for the full supports and cares. I promise you I will be a great figure, a good role model whom you can learn only good things from, especially from my struggling for becoming one.
- 4 My husband, Zailany Munsy, the generous man ever, for the love, friendship, humor and willingness to always make me happy. I thank you for being there in my rise and fall.
- 5 My Alma Mater of Faculty of Humanities, Jember University

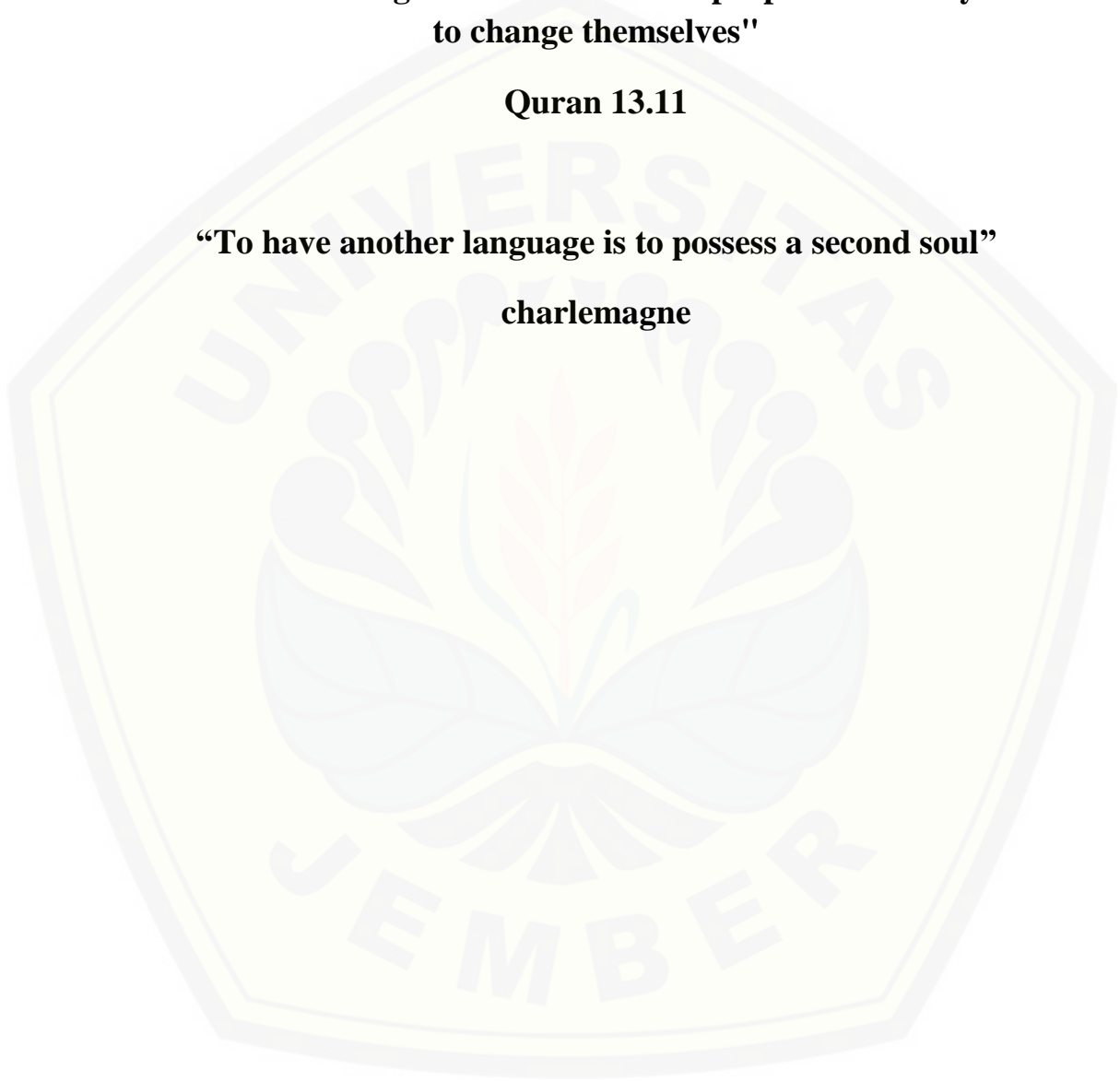
MOTTO

"Allah never changes the condition of a people unless they strive to change themselves"

Quran 13.11

"To have another language is to possess a second soul"

charlemagne



DECLARATION

I hereby state that the thesis entitled **an Analysis on the Difficulties in Determining Types of Conditional Sentences of English Department Students Academic Year 2012** is an original piece of writing. I declare that the analysis and the research described in this thesis have never been submitted for any others degree or any publication. I certify to the best of my knowledge that all sources used and any help received in the preparation of this thesis have been acknowledged.

Jember, September 2016

The Writer,

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All praise to Allah the almighty, the Lord of the universe. I am grateful as with His gracious help, I can finish the thesis well. I am sure without His mercies; it is hard for me to carry out this writing.

This thesis has benefited from the help of many individuals. Thus, at the time, I would like to deliver my deepest gratitude to:

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Finally, may Allah almighty bless them all for their sincere assistance and endow them with proper virtue. Hopefully, this thesis can be a good contribution to the English studies especially for the English Linguistics students

Jember, September 2016

Firri Isbatul Awfar

SUMMARY

an Analysis on the Difficulties in Determining Types of Conditional Sentences of English Department Students Academic Year 2012; Firri Isbatul Awfar, 110110101094; 2016; 46 pages; English Department, Faculty of Humanities, Jember University.

The objects of this research are the difficulties in determining types of conditional sentence of English Department students that were taken by two instruments, i.e. a test and an interview. The test consists of the questions of seven studies in conditional sentence; they are the distinction between type 2 with type 3, the study of probability, the knowledge of irregular verbs, the confusion to locate “had” and “have” in main or conditional clause in type 3, the affirmative conditional, the were-subjunctive, and the study of context/situation. The interviewer’s questions in the interview seek the answers of the reasons of the difficulties.

The goals of this study are to identify the type that students mostly get difficulties in understanding conditional sentences and to explore the difficulties students have in determining types of conditional sentence. Understanding a conditional sentence is not only about using the formula well but also getting the formula along with the context. Furthermore, The test is needed to answer the first goal and the interview is conducted to get the reasons that have to be found in order to make the students acknowledge their weakness in determining types of conditional sentence. They may find an easier way to dispose of them by knowing weaknesses.

The data in this research were analyzed using the study of conditional sentences that is approached by L. G. Alexander (1990). In his book, *Longman English Grammar Practice: for Intermediate students*, there are three types of conditional sentence; i. e. types I, type II, and type III.

The nature of this study is descriptive. The type of the analysis research is applied on qualitative research. The method of collecting data is survey method. There are 29 samples who are chosen randomly. All of the studies of conditional sentence will be used to evaluate the data taken from the test in the processing. Finally, in analyzing, thematic network analysis will be used to accomplish the second goal of this research by analyzing the data taken from the interview. The approach takes a more exploratory perspective, encouraging researchers to consider and code all the data, allowing for new impressions to shape researchers' interpretation in different and unexpected directions (Stirling, 387-388).

The findings of this research revealed that the most difficult type of conditional sentences is type 3 and the reasons of the difficulties the students have are: that they forget the formula, they don't practice often, then the rules are too complicated, their vocabulary is poor, they don't understand clearly about the use of conditional sentence, they think that the formula is less important in verbal communication; and they are not too focused on the formula when they practice it in speaking.

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CHAPTER 1. INTRODUCTION

This chapter provides the overview of the content of the thesis. It aims to give brief information about the main topic of this study. The introduction of this thesis consists of the background of the study, the problems of the study, the goal of the study, and the scope of the study.

1.1 Background of The Study

One of the important patterns in English language is “conditional sentence”. It is one of fundamental parts of English grammar. A conditional sentence is often used to talk about situations that are contrary to fact, i.e., situations that are the opposite of the true situation (Azzar, 1992:389). It is important to understand conditional sentence well, because people consciously in daily lives often imagine, wish or dream and expect something would happen to their lives. To express the thoughts we have to use conditional statement. Indonesian students of English Department are expected to master it in order to have the ability in using various sentence types.

Conditionals have been widely considered as a weighty lesson; however, there is a small body of research, which has addressed the question of why the conditionals make ESL and EFL learners confused so much. The numbers of formal patterns of conditionals are limited but their applications involving interaction with speakers’ intention become multitudinous. Learning the three main types of conditionals is supposed to be an easy job, but the context-dependence and the probability considerations make it more difficult.

There are many difficulties in making a conditional sentence, i. e. they have to firstly pick a correct type to deliver a message they want and the verb forms involved consist of from two words [e.g. *had worked*] to three [*had been working, would have worked*] or more [*would have been working*]. This is complicated by the fact that verb forms in conditional sentences often do not

retain their normal references to time, i. e. the present is used to refer to the future in the 'if' clause of future predictive conditionals.

EFL/ESL students have to deal with its complexities; not only grammatical issues but also the meanings. There are many possible combinations of the clauses, and the meanings they convey have subtle differences that can confuse even native speakers of English. The context in which a conditional is used has to be referred to in order to understand whether the speaker is dealing with a possibility, regret, a wish, or an action that the speaker is willing to perform.

Many researchers have conducted similar researches on conditionals but there is no solution really matched to the problems students have. This research draws the redline of the reason why students find it difficult in determining types of conditionals then automatically the difficulties will come up directly when we look to the reasons.

1.2 The Research Questions

There are two research questions that the researcher draws from the problems above; they are:

1. What type of conditional sentence do students find most difficult?
2. Why do the students get difficulties in determining what type to use in making a conditional sentence?

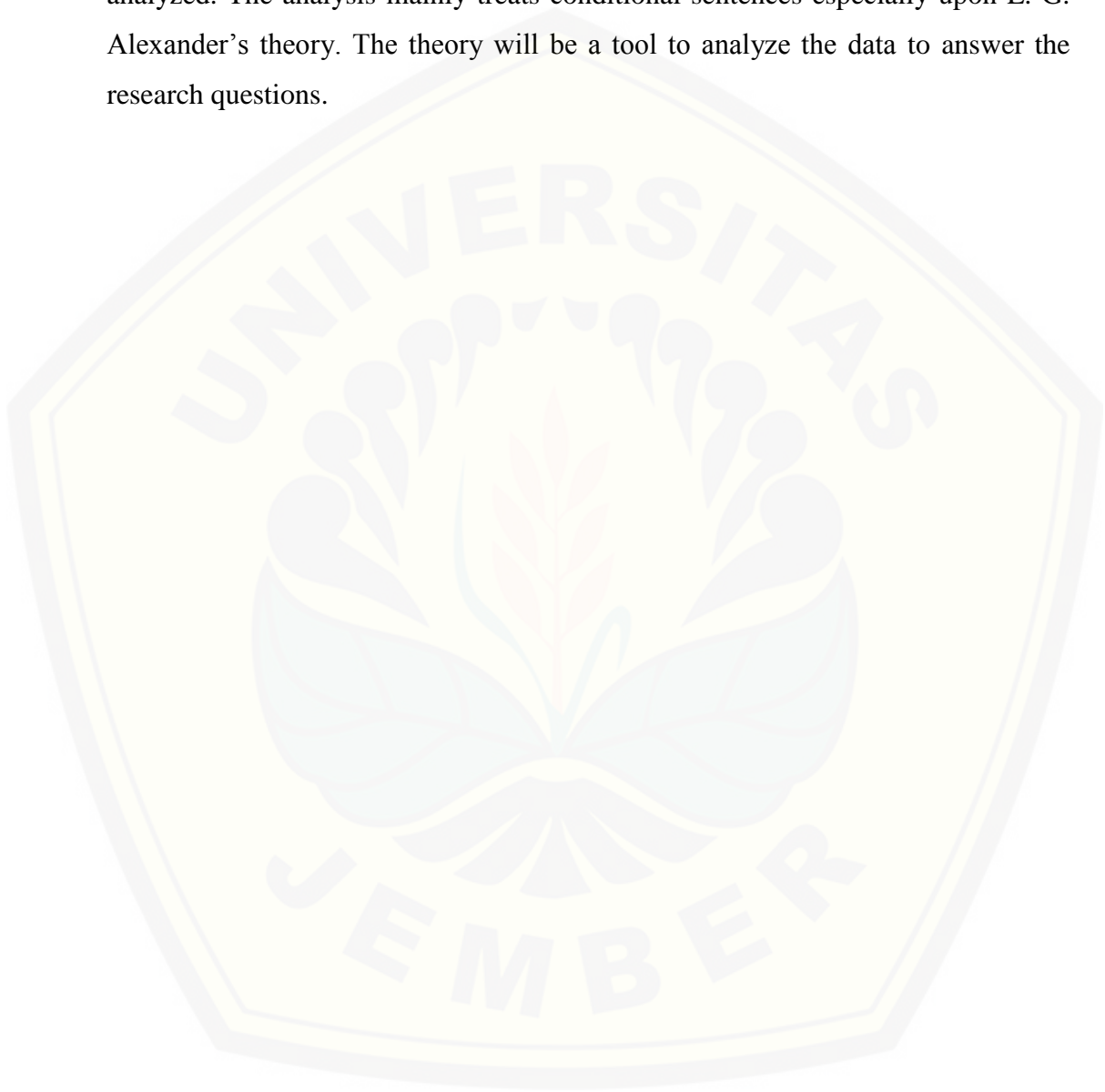
1.3 The Goals of the Study

Dealing with the analysis of Conditional Sentences of third semester students of English Department, Faculty of Letters, the objectives of the analysis of this thesis are:

1. To identify the type that students mostly get difficulties in understanding conditional sentences;
2. To explore the difficulties students have in determining types of conditional sentence.

1.4 The Scope of the Study

This thesis takes the producing of conditional sentences of English Department Students academic year 2012 Jember University as a material to be analyzed. The analysis mainly treats conditional sentences especially upon L. G. Alexander's theory. The theory will be a tool to analyze the data to answer the research questions.



CHAPTER 2. THEORETICAL FRAMEWORK

This chapter provides the previous researches and theoretical reviews related to this study. The previous researches done by other researchers in the same field are offered as the references to conduct this study. Furthermore, the theory of L. G. Alexander in *Longman English Grammar Practice: for Intermediate students* and the probability approach, are presented to bridge the difficulties the students have in determining types of conditional sentence.

2.1 The Previous Researches

The first research was done by Fani Septialindar in 2009. This research is focused on analyzing the students' ability in mastering conditional sentences. Population of this research is the students of Faculty of Letters at Second Grade in Gunadarma University in the academic year of 2007 – 2008 whereas 40 out of them are taken as sample randomly.

To conduct this research, the researcher used descriptive quantitative research to analyze the ability of the students of Faculty of Letters in mastering conditional sentences. Based on the analysis, the percentage of errors in understanding conditional sentence are 30,42% in type I, 68,57% in type II, and 67,85% in type III. So, it means that the students find difficulties in understanding conditional sentences in type II and type III. The result of this research showed that most of the students performed unsatisfactorily. Most of them got less than 60% of correct answers. It means that their English are still poor and they have difficulties to master conditional sentences.

The second previous research is a journal of Luu Trong Tuan that was conducted in 2012. This research is an Endeavour to examine problems EFL learners encountered in learning English conditional structures at University for Natural Resources and Environment, Ho Chi Minh City (UNRE- HCMC) as well as the causes behind these problems. These two aims were reached through responses to the survey questionnaire and the interviews. The researcher thinks that the influence of the mother tongue on learning English conditional structures

should be taken as a consideration in the course of teaching and learning English conditional structures.

This research has inspired the thesis' researcher to analyze the reason behind the difficulties found in making conditional sentences. The thesis seeks the problems of EFL students of Jember University academic year 2012 in determining types of conditional sentence.

2.2 Theoretical Review

2.2.1 Grammar

Grammar is an essential part of language. People can learn about a language simply by learning the grammar. According to Hall (1993:3) grammar is a description of certain organizing aspects of a particular language. It usually includes phonological (sound), morphological (word composition) and syntactic (sentence composition). Grammar is the very basic lesson in making a sentence. However, it is necessary to get rid of the difficulties in understanding the theory or the formula by really looking into the problem commonly EFL students have.

2.2.2 The Subjunctive

The subjunctive is a function word that most frequently appears in a dependent clause. It may function as a noun (subject or object of verb, object of preposition), as an adjective (modifying a noun), or as an adverb (modifying a verb). Usually the subjunctive will appear when the subordinate clause depends on an idea of command or causation in the main clause, reflects an emotion in the main clause and depends on an idea of unreality (indefiniteness, doubt, contrary-to-fact) in the main clause.

In a book entitled *the Free English Grammar* (2000), Ansell writes that:

1. The simple present subjunctive is most commonly used in formal commands and requests:

e.g.: They demand that he submits a report.

We request that you be here tomorrow.

2. The past tense of the subjunctive, and the auxiliary would, are used in expressing wishes:

e.g.: I wish you were here

I wish I had known that

I wish the train would stop.

The past tense of the subjunctive, and the auxiliary would, can also be used in order to indicate that conditions being expressed are improbable:

e.g.: If I were rich, I would travel around the world

If he had been here, he would have been glad to see you.

In the first example, the use of the simple past subjunctive were and the simple conjugation with 'would' indicates that the condition expressed in the clause 'if I were rich' is improbable. In the second example, the use of the past perfect subjunctive 'had been', and the perfect conjugation with 'would', indicates that the condition expressed in the clause 'if I had been' here is impossible.

The last examples of the subjunctive above belong to the conditional sentences. As von Fintel writes in his academic article *Subjunctive Conditionals*, that there are two kinds of main conditionals. The first conditional is called indicative conditional, and the second one is called subjunctive conditional. The indicative conditional refers to the action in the main clause "if", while the subordinate clause reflects the subjunctive conditional.

Quirk et.al (1985:158) defines the use of "were" in past tense sentences and the "were" being used in adverbial clauses introduced by such conjunctions as *if, as if, as though, though*, and in nominal clauses after verbs like *wish* and *suppose*, as hypothetical or unreal in meaning. it is called the were-subjunctive.

2.2.3 Conditional Sentences

Based on Alexander (1990:206-211), these are the study of the conditional sentence and its context:

A. Type 1 conditionals

- a. Type 1 conditionals, basic uses: “if the weather clears, we will go for a walk”.

Study:

1. We can use all present tenses after if, not just the simple present, for example:

If **she finishes** work early, **she will** go home. (if + simple present + will)

If **she has finished** work by 4 o'clock, **she will** go home. (if + present perfect + will)

2. We can use all future tenses in the main clauses, not just the will-future:

If **he doesn't hurry**, the plane **will have left** by the time he gets to the airport.

3. We use type 1 conditionals to describe what will or won't (probably) happen:

If **the weather clears**, **we will** go for a walk. (not *if the weather will clear*)

- b. 'If' + present + modal: 'If its fine tomorrow, we may go for a swim'

Study:

1. When we use will in the main clause, we are expressing certainty or near-certainty:

If the weather clears, **we will** go for a walk. (Certain, or nearly certain)

2. If we do not feel 'certain' enough to use will, we can use another modal to say what is possible, necessary or desirable, for example:

If it's fine tomorrow, **we may go** for a swim. (It's possible)

If it's fine tomorrow, **we must go** for a swim. (It's necessary or desirable to do this)

c. 'If + should' instead of 'if + present'

Study:

1. If + should, instead of if + present, makes the condition more doubtful or very polite:

If I should see him, **I'll** ask him to ring you. (=if I see him, **I'll ask** him to ring you)

d. Imperative + 'and/or' + clause: 'fail to pay and...'

Study:

1. We can use the imperative in place of an if-clause in the affirmative:

If you fail to pay, **they'll** cut off the electricity → **fail to pay and they'll** cut off the electricity

2. We follow the imperative with or in place of an if-clause in the negative:

If you don't stop borrowing money, **you'll be** in trouble → **stop** borrowing money, or **you'll be** in trouble.

B. Type 2 conditionals

a. Type 2 conditionals, basic uses: 'If you went by train, you would...'

Study:

1. We form Type 2 conditionals in place of type 1 to describe something that is reasonably possible. The past tense form doesn't refer to past time:

If you go by train, **you will** get there earlier. (Type 1: reasonably possible)

If you went by train, **you would** get there earlier. (Type 2, 'more tentative')

2. We often use type 2 conditionals to describe what is totally impossible:

If you had longer legs, **you would** be able to run faster. (Not *if you would have*)

If you could run fast, **you would be** an Olympic champion.

b. 'If + were/was' + 'would': 'If I were you, I would...'

Study:

1. We can use *were* in place of *was* after *if* in all persons: 'the subjunctive'

"Were" is formal. We also prefer *were* when expressing doubt or imagining something:

If I was better qualified, **I would** apply for the job. (if I was: less formal)

If I were better qualified, **I would** apply for the job. (if I were: more formal)

How **would she be managing**, if **she were running** a large company? (progressive forms)

If I were the queen of Sheba, **you would be** King Solomon. (*were* is preferable here)

2. We use *if I were you* and *if I were in your position* to give advice. (not *if I was*)

We can also refer to somebody else: **If I were in Jane's position**, I would look for a new job.

c. 'If' + past + modal: 'If he knew the facts, he might...'

Study:

1. When we use *If* in the main clause, we are expressing as much certainty as possible:

If he knew the facts, **he would tell us** what to do. (certain or nearly certain)

If we don't feel certain enough to use *would*, we can use another modal to say what would be possible or necessary, for example:

If he knew the facts, he might tell us what to do. (it's possible)

If he knew the facts, he should tell us what to do. (it's necessary)

C. Type 3 conditionals

Type 3 conditionals, basic uses: 'if you had gone by train, ...'

Study:

1. We form Type 3 conditionals with if + past perfect (or if + could have) + would have.

We often use Type 3 conditionals to express regret, etc. about things that can now never happen. We can use simple or progressive forms of the past perfect in the if-clause:

If I had been taller, **I would have joined** the police force.

If I had had any sense, **I wouldn't have bought** a second-hand car.

If we had gone by car, **we would have saved** time.

If I could have stopped, **there wouldn't have been** an accident.

2. 'If I had been you/If I had been in your position'

We often use if I had been your position to describe what we would have done in someone else's position:

If I had been in your position, **I would have accepted** their offer.

3. 'If' + past perfect + modal: 'If he had known the facts, he might have...'

When we use would have in the main clause, we are expressing as much certainty as possible:

If he had known the facts, **he would have told** us what to do. (certain or nearly certain)

If we don't certain enough to use would have, we can use another modal to say what would have been possible:

If he had known the facts, **he might have told** us what to do. (it's possible)

If he had known the facts, **he could have told** us what to do. (he would have been able)

2.2.4. Imperative Conditional

An imperative conditional is a conditional sentence that the whole, or some part of which, is in the imperative mood. Josh Parsons, in his papers writes that imperative conditionals are used to make simple commands to the effect that

the corresponding indicative conditional be true. There are many complex examples. Conditionals, for example, can be formulated using “if only” or “unless”:

1.4.1 Attack at dawn unless the weather is fine!

1.4.2 Attack at dawn only if the weather is fine!

The example of the more common used form of imperative conditional sentence is *Attack at dawn if the weather is fine!*. The sentence is used to make a command to the effect that the conditional *if the weather is fine, then you attack at dawn* shall be true – it is equivalent to the command *Let this be true: if the weather is fine, then you attack at dawn.*

2.2.5. The Probability Approach

The Probability approach is an approach conducted by Mei Wu (2012), Assistant Professor, College of Foreign Languages, Leshan Normal University, China. The writer proposes teaching English conditionals separately from the subjunctive mood and making the backshifting of tense (Chinese students only know one tense, just like Indonesian) readily understandable by listing four types of conditionals according to their probability of realizing the event in the result-clause.

Users of the Probability Approach to four basic types of English if-conditional sentences look at how likely (i.e. the probability) the event in the result-clause will take place when the condition in the if-clause is met. By this method, the English if-conditional sentences can be loosely classified into four groups: the factual conditionals, the predictive conditionals, the hypothetical conditionals and the counterfactual conditionals. In the factual conditionals (i.e. the zero conditionals), the event in the result-clause is bound to happen as long as the condition in the if-clause is met (probability = 100%). In the predictive conditionals (i.e. the first conditionals), the event in the result-clause is highly likely to happen in the future, as long as the condition in the if-clause is met (probability \approx 50%). In the hypothetical conditionals (i.e. the second

conditionals), the event in the result-clause is unlikely yet possible to happen when the condition in the if-clause is met (probability $\approx 10\%$).

The hypothetical conditionals are usually used to express wishes and desires that are unlikely to be realized. In the counterfactual conditionals (i.e. the third conditionals), the event in the result-clause is assumed to take place or become true when the situation in the if-clause, which is known to be impossible in the past, is met (probability =0). The following table includes these four basic types of conditional sentences in the order of high-to-low probability:

Table 2.2.5.1 Types of English if-conditional sentences listed by probability

Types	%	Answer a question like ...	Example	Structure	Time reference
Factual conditionals /Zero conditionals	100%	What happens if...?	If you heat ice, it melts.	If+present simple → present simple	anytime
Predictive conditionals /First conditionals (Type I)	50%	What will happen if...?	If it rains, I will stay at home.	If+present simple → will+verb	future
Hypothetical conditionals /Second conditionals (Type II)	10%	What would happen if...?	If I won the lottery, I would buy a car.	If+past simple → would+verb	Present or future
Counterfactual conditionals /Third conditionals (Type III)	0%	What would have happened if...?	If I had won the lottery, I would have bought a car.	If+past perfect → would have+past	participle past

However, the researcher did not use it as a theory to analyze the data. It is proposed to be the best supporting approach / study for ESL and EFL learners. It's significance in determining types of conditional sentence overweight the ambiguity and the confusion in understanding a conditional sentence.



CHAPTER 3. RESEARCH METHOD

This chapter consists of methodology and research design. This part is crucial in conducting this research in answering the questions and assisting the researcher to achieve the aim of the research. The subs of this chapter are classified as follow:

3.1 Type of the Research

This research used Qualitative method. According to McMillan, J. H., and Sally Schumacher (2006:26), the qualitative research data is in the form of words. Qualitative research seeks to build a narrative about the issue and tries to understand the reasons why something is the way it is. This thesis used interactive qualitative method, as McMillan J. H., and S. Schumacher (2006:26) states that interactive qualitative methods use face-to-face techniques to collect data from people in their natural settings. The researcher will use it to examine the producing of students' conditional sentences in order to get an easier way to solve the problems.

3.2 Research Strategy

The research strategy uses survey research to apply a test and an interview to get the complete data showing the students' difficulties in determining types of conditional sentences. Sapsford in Blaxter *et. Al* (2006:76), defines survey research as:

surveys involve systematic observation or systematic interviewing. They ask the questions which the researcher wants answered, and often they dictate the range of answers that may be given. Standardization lies at the heart of survey research, and the whole point is to get consistent answers to consistent questions. We ask everyone precisely those that we want answered. More than this, we try to ask the questions in precisely the same way in each interview ...

As this quotation indicates, survey is usually related as a research approach with the idea of asking some questions to groups of people in the form of

interview. Survey research is appropriate with the research method that is applied in this thesis to support collecting the data that the researcher needs.

3.3 Data Collection

The data in this research are the results of a test and an interview of English Department students' academic year 2012.

3.3.1 Identifying participants

The researcher reduced the sample because the number was too large. According to Mcmillan (1992:133), high response rate is needed to avoid bias in the nature of the sample. The high response rate were gotten by applying simple random sampling. Alison Mackey and Susan M. Gass in *Second Language Research Methodology and Design* (2005:119-120) define simple random sampling as follows:

“Random sampling refers to the selection of participants from the general population that the sample will represent. In most second language studies, the population is the group of all language learners, perhaps in a particular context. Quite clearly, second language researchers do not have access to the entire population (e.g., all learners of Spanish at U.S. universities), so they have to select an accessible sample that is representative of the entire population... Simple random sampling is generally believed to be the best way to obtain a sample that is representative of the population, especially as the sample size gets larger. The key to simple random sampling is ensuring that each and every member of a population has an equal and independent chance of being selected for the research.”

The aim of the simple random sampling is to reduce the potential for human bias in the selection of cases to be included in the sample. As a result, the simple random sampling provides us with a sample that is highly representative of the population being studied, assuming that there is limited missing data.

The population are the 6th semester students who have experienced first-hand the conditional sentences in the 3rd semester. The sample is 29 students who were taken out of the population of 116 English Department students. The sample

is taken by using simple random sampling. Due to the efficiency, the researcher took the sample that has been in intact group, such as classroom, because they are in the group randomly.

3.3.2 Instrument

1. Test

The test consists of questions that were taken out from a thesis that were already used by previous research due to its validity. The test that was used in this research is valid because it has nothing to do with scoring and is unfamiliar to the students or the sample. The test was taken from a thesis that is conducted by Choiriah on 2007.

The result is the students' difficulties in understanding types of conditional sentences and in determining what type to use in making a conditional sentence.

2. Individual interview

According to an article that is taken from <http://www.open.edu>; The Open University (12) states that:

“An individual interview is a conversation between two people that has a structure and a purpose. It is designed to elicit the interviewee's knowledge or perspective on a topic. Individual interviews, which can include key informant interviews, are useful for exploring an individual's beliefs, values, understandings, feelings, experiences and perspectives of an issue. Individual interviews also allow the researcher to ask into a complex issue, learning more about the contextual factors that govern individual experiences.”

The interview was held after the test section in order to investigate why they fail in determining what type to use in making a conditional sentence. The interviewee were chosen randomly 25% out of 29 participants. Some of the points of the interview were taken from a dissertation that is conducted by Jacobsen, Georgetown University ,Washington D.C. on 2012. Here are the points of the questions in the interview:

1. Their knowledge of imperative conditional

2. Their knowledge of probability of the event
3. Their knowledge of the using of “were” instead of “was” in type II
4. Their ability to distinguish type II and type III related to their knowledge of irregular verbs and their confusion in differentiating “had” and “have” in if-clause and main-clause.
5. Their understanding about the context

The points that will figure out the reasons of the difficulties are:

6. Their behavior in mastering conditional sentence
7. Their understanding when they get the lesson of conditional sentence in classroom
8. Their opinion about the main problem in mastering conditional sentence
9. Their opinion about the lesson of conditional sentence as a EFL or ESL

The questions in the interview have answered the difficulties that have been faced by the students when they did the test. The points of them were taken out of the problems found in the analysis.

The interview itself was semi-structured interview. Denscombe (2007;176) writes that:

“... the interviewer is prepared to be flexible in terms of the order in which the topics are considered, and, perhaps more significantly, to let the interviewee develop ideas and speak more widely on the issues raised by the researcher. The answers are open-ended, and there is more emphasis on the interviewee elaborating points of interest.”

3.4 Data Processing

The first data are from the test given to the students. They were asked to fill the blank of some questions (section I) and to choose the right answer of other questions (section II). The valuation aspects of the task are the grammatical structures of conditional types and the conformity with the context that the

students want to deliver. All of the studies of conditional sentence will be used to evaluate the data taken from the test.

The data taken from the test were processed with three formulas to find the most difficult type for participants with the abbreviation below :

r is the percentage of one answer

n is the number of sample

t is the number of questions

e is the number of correct answers

f is the percentage of correct answers

w is the number of wrong answers

c is the percentage of wrong answers

First of all, the researcher had to find the percentage of one answer using the formula $(100 \div (n \times t) = r)$, then multiplied the result with the amount of correct answers $(r \times e = f)$, and finally the formula $(r \times w = c)$ were used to know the total percentage of wrong answers.

The data of the test also showed what type of conditional sentence that the students repeatedly answered wrong. The students who were interviewed face-to-face are those who constantly make wrong answer on a certain type in the section I and section II, which are lack of understanding on the use of conditionals types and are lack of knowledge to determine types. The interviewees were chosen under these circumstances. The result of the interview is the second data, which shows the reasons of the difficulties the students have in determining types.

The researcher's aim is to condense all of the information that will be gotten by an interview, to key themes and topics that can shed light on the research questions; the researcher needs to start coding the material. A code is a word or a short phrase that descriptively captures the essence of elements of the material (e.g. a quotation) and is the first step in the research's data reduction and interpretation.

3.5 Data Analysis

The approach that the researcher uses is thematic network analysis. This approach takes a more exploratory perspective, encouraging researchers to consider and code all the data, allowing for new impressions to shape researchers' interpretation in different and unexpected directions (Stirling, 387-388).

According to The Open University (13), data analysis is described as:

“Qualitative data analysis is a process that seeks to reduce and make sense of vast amounts of information, often from different sources, so that impressions that shed light on a research question can emerge. It is a process where you take descriptive information and offer an explanation or interpretation. The information can consist of interview transcripts, documents, blogs, surveys, pictures, videos etc.”

The reduction belongs to the data processing's activity which is discussed in the section above. It is needed to begin analyzing the data taken from the interview.

The data will be analyzed by theory of L. G. Alexander's *Longman English Grammar Practice: for Intermediate students*. The analysis is to get the most difficult type for students and to get the reason why they fail in using types of conditional sentences. The researcher will explain the results in words along with the investigation of the object directly by seeking the information about the difficulties of the participants to determine what type to use. The result in qualitative research is given in words and sentences.

CHAPTER 5. CONCLUSION

Based on the previous discussion, it can be drawn a conclusion that the difficulty in type I is the lack of understanding imperative conditional. The difficulties in determining type II consist of some studies which the students lack of. The studies are the were-subjunctive and the study of context. The difficulties of type III are the confusion to locate “had” and “have” in if-clause and main-clause and also in the study of context. The difficulty that is also major in determining types and making a conditional sentence is the lack of vocabulary. The ability in knowing the context and the probability clearly in type II and type III are needed as the further explanation below.

The students get confused in determining the types of conditional sentence because they mistakenly switch the context and the probability. The context of type II and type III are different but the students stuck in the thought that the probabilities of the two types are similar. The students cannot distinguish the improbable and the impossible context because the idea of the type II and type III is “not happening event” in the past time.

The most difficult type of conditional sentence for English Department students of academic year 20102 is type III. It can be seen from table 4 where the percentage of type III is the highest, i.e. 21,5%. It is considered very difficult because the formula is the most complicated than the others.

The difficulties found in the data taken from the test are; that the students cannot distinguish type II and type III from the probability and the context, they don't understand the study of probability well, the knowledge of irregular verbs is weak, they are confused to locate “had” and “have” in clauses of type III, they don't understand the imperative conditional, they don't understand well about the were-subjunctive, and that they are lack of understanding the context.

The reasons of the difficulties the students have are: that they forget the formula, they don't practice often, then the rules are too complicated, their vocabulary is poor, they don't understand clearly about the use of conditional

sentence, they think that the formula is less important in verbal communication; and they are not too focused on the formula when they practice it in speaking.

All the difficulties found in this research need to be solved by practising producing conditional sentence through English conversation and reading a lot of English literature frequently consistently. The EFL and ESL learners should be aware of the findings of this research in order to master the study of conditional sentence.

The findings of this thesis are expected to help the learners of Grammar to understand deeper about the study of types of conditional sentences, and make them find an easier way to determine what type to use. Furthermore, this thesis can also be used as one of the references in analyzing conditional sentence in other linguistics fields. The next research on conditionals can be done by using quantitative-qualitative method if the answer of the research question is in numbers and percentages.

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Students' Worksheet**Test of Lesson : Conditional Sentence****Name/Nim : ...****Date :****I. Complete the Conditional sentences by supplying the correct form of the verb in parenthesis!**

1. If you (not understand) _____ this math's problem, I will explain it to you.
2. Mr. Moore will give up teaching if he (not enjoy) _____ it so much.
3. If Sarah (have) _____ the money, she would have lent it to me.
4. If you studied harder, you (pass) _____ your examination.
5. We will take the train if the weather (be) _____ very bad.
6. You would have been much better if you (take) _____ a rest for several days.
7. (Telephone) _____ me at once if you don't find the address.
8. If I (be) _____ the headmaster of this school, I would change certain things.
9. If you (only ask) _____ me, I could easily have given you the answer.
10. That student would get much higher marks if she (study) _____ harder.
11. If there (be) _____ any complaints, we would have heard about them.
12. If he had attended classes more ofte, he (be) _____ a better student.
13. If you find any mistakes on the paper, (show) _____ them to the teacher.
14. If you are looking for Clara, you (find) _____ her upstairs.

15. If that man (work) _____ harder, he could earn more money.
16. If you had studied a little harder, you (pass) _____ the test.
17. If you get lost in this city, (not hesitate) _____ to ask policeman for help.
18. If I only (know) _____ it myself, I would gladly tell you the answer.
19. I (lend) _____ her money if she really had needed it.
20. I would go fishing if It (not be raining) _____

II. Now look at the sentences in the chart below. On the left, there is a conditional sentence. On the right, there are assumptions that go with the cond. Sentence on the left. One of the assumptions is true, and another is false. Circle the assumption that you think is true.

1. If he hadn't attended the party, he would have never met Sam.	a. He had attended the party and met Sam. b. He didn't attend the party and never met Sam.
2. If I returned his call on time, we would be meeting up today.	a. I returned his call on time, we are meeting up today. b. I didn't return his call on time, we are not meeting up today.
3. If Jim had renewed his license on time, he wouldn't have had troubles with the city commission.	a. Jim did not renew his license on time. He is having troubles with the city commission. b. Jim renewed his license on time. He has no troubles with the city commission.
4. If I get good grades in my senior year, I should have a good chance of getting into law school.	a. It is possible for me to get good grades in my senior year. b. It is not possible for me to get good grades in my senior year.
5. If I ate fruit for breakfast, I am not feeling guilty.	a. I ate fruit for breakfast, I am not feeling guilty. b. I ate croissants for breakfast. I believe I should eat fruit. I am feeling guilty.

ANSWER KEY

I.

1. Do not understand
2. Does not enjoy
3. Had had
4. Would Pass
5. Is
6. Had taken
7. Telephone/call
8. Were
9. Had only asked
10. Studied
11. Had been
12. Would have been
13. Show
14. Will find
15. Worked
16. Would have passed
17. Do not hesitate
18. Knew
19. Would have lent
20. Was not raining

II.

1. A
2. B
3. A
4. A
5. B

Interviews' Transcripts:

Interview : A

Interviewee : B

Student 12

Place : Campus

Date : May 25, 2015

A: inget gak kemarin waktu dikasih conditional sentence tesnya?

B: ya

A: bagi kamu sulit ga waktu ngerjakan?

B: sulit sih, lumayan sulit soalnya itu, apa ya.. bab yang paling sulit di grammar.

A: e.. bagi kamu itu sulit, trus kamu sering gak practice? Sering gak bahasa inggris kamu praktekan dalam ngobrol, dalam tulisan?

B: e.. kadang-kadang iya, paling sering itu ngobrol sendirian pake bahasa inggris biasanya, kadang-kadang juga ya,, conditional sentence dipraktekan secara lisan tapi gak tau itu bener apa gak.

A: hm,, berarti cukup sering kamu praktekan secara langsung ya.. tapi waktu kamu menerima pelajaran conditional sentence dulu di grammar itu.. apa kamu paham apa gimana?

B: kalau dilatih terus ya paham, waktu pas bahas itu ya agak paham, tapi setelah lepas dari itu ya sudah mulai lupa sedikit.

A: o gitu..kamu tau gak tipe 2 dan tipe 3? Inget gak, soalnya kamu di tesnya banyak benarnya.

B: inget, lupa-lupa inget sebenarnya sih, tapi tau ada tipe 2 -3 ada tapi lupa-lupa inget juga sih

A: kamu tau gak kalo tipe 2 sama tipe 3 itu bedanya dimana selain di formula? Kan conditional sentence ada kontexnya, ada possibility nya, maksudnya terjadinya itu benar apa ndak, kebalikannya dari even sekarang apa ndak gitu kan. Kamu tau gak perbedaanya tipe 2 sama tipe 3?

B: hmm..ndak segitu tau lah..ndak segitu ngertilah

A: o gitu, kamu tau imperative sentence? Kalimat perintah

B: e.. tau.. ya tau sih

A: kan ada di tes itu kalimat perintah itu,, telephone me, show me, don't hesitate,,

B: (pause) hmm aku lupa..

A: ya itu ada, kamu tau kalimat perintah tapi kamu gak tau kalimat perintah itu dalam conditional sentence itu seperti apa. (confirmation statement)

B: (nods)

A: tipe 3, formulanya kan if+had+verb3 dan sub-clausenya subject+would+have+verb3. Kamu punya kebingungan gak yang mana yang pake had.. yang mana yang pake have..atau kamu pake had semua..

B: ya sering bingung memang kalo had atau have atau have been sering bingung

A: oke, trus masalah kemungkinan-kemungkinan, kan kalau conditional sentence adalah kalimat yang mengimplikasikan penyesalan, contoh: coba ya kalau aku pergi ke bioskop semalam, pasti aku tau filmnya, berarti kan aku tidak pergi ke bioskop semalam, kamu tau gak besarnya kemungkinan-kemungkinan setiap type, type 1 type 2 dan type 3?

B: kemungkinan apanya?

A: kemungkinan kalau even (peristiwa) itu terjadi.

B: ya kadang-kadang, kalau waktu mengerjakan masih banyak, ya kadang-kadang masih bisa mikir kemungkinan-kemungkinan

A: oke, type 2 itu kan past tense, kan ada pertanyaan kalimat..if I were a boy (the interviewer meant by if I were a headmaster). Pernah dengar gak if I were a boy?

B: iya,, ya pernah tau.

A: menurut kamu, itu bener apa ndak?

B: e.. were ya..apa ya. Kalau didenger sih ya benar sih kalau menurutku.

A: karna ini di if-conditional sentence, jadi semua pronoun meskipun he, I yang biasanya pakai was itu semuanya pakai were.

B: o,, jadi salah, berarti pake was

A: bukan, if I were..jadi kalau di if-conditional sentence itu pengecualian. Jadi kamu sama banyak mahasiswa yang lain lupa, atau gak tau atau gimana. Kamu itu lupa atau pernah diajarkan atau gimana?

B: kayaknya dulu pernah dibahas, tapi iya lupa... mungkin lupa memang..

A: oke itu berarti lupa ya.. sebagai pelajar bahasa inggris, bahasa inggris sebagai bahasa foreign, menurut kamu bagaimana conditional sentence?

B: Conditional sentence itu,, apa ya,, ga selalu harus digunakan setiap hari, tapi setidaknya kita paham penggunaan itu, soalnya kita sebagai mahasiswa sastra inggris kita harus ngerti dasar-dasarnya, gitu aja..

A: oke, menurut kamu, apa problem paling besar buat kamu dalam mengetahui (mastering) conditional sentence? Baik diprakteknya, baik diteorinya..

B: apa ya.. mungkin di teorinya..mungkin untuk pemberian teorinya, itu agak bingung sedikit , tapi kalo praktek mungkin, kayak kemungkinan-kemungkinan tadi, kayak pengandaian itu masih bisa. Tapi untuk yang teorinya kayak kasih (memberikan) formula-formula itu masih agak bingung

A: berarti kamu masih banyak bingung di bagian formulanya..(confirmation statement)

B: iya..

A: oke,, makasih ..

Student 3

Place : Campus

Date : May 25, 2015

A: Apa kamu inget waktu tes conditional sentence 2 minggu yang lalu?

B: iya ingat

A: itu, apa kamu inget, ngerjakannya mudah apa ndak?

B: sulit, agak sulit

A: o sulit, soalnya kamu banyak benarnya. Kamu sering latihan bahasa inggris gak? teorinya,ngomongnya, speaking atau di writingnya, pernah latihan sering gak?

B: speakingnya sering, kalau writingnya jarang. Tapi kalau dalam speaking saya sering menggunakan grammar, jadi gak sukur-sukur ngomong gitu mbak.

A: iya, tapi conditional sentence sering gak dipraktekkan?

B: e...jarang.

A: iya, bisa gak kamu ngebedain tipe 2 dan tipe 3?

B: tipe 2 sama tipe 3... kalo tipe 2 yang menggunakan past tense ya... Kalau tipe 3 menggunakan past perfect kalau gak salah ya? (raising note, asking for confirmation)

A: iya bener. Kamu ngerti gak study of contextnya? Itu ka nada formulanya, ya kan.. tapi itu juga ada contextnya kan,, nah kamu juga perlu tahu kemungkinan-kemungkinannya kan event itu benar terjadi apa ndak. Kamu merasa bisa ndak menguasai contextnya?

B: e.. bisa mbak, conditional sentence kan ya.. gimana ya.. kalau conditional berarti kan itu gak benar-benar terjadi.

A: o,, berarti mengetahui kalau itu bagian contextnya saja ya..kamu tau gak verb yang tidak beraturan? irregular verbs, ngerti kan?

B: ngerti, meskipun gak hapal semuanya tapi ngerti mbak.

A: oke, nah itu ka nada take (in the test), tau kan verb 3 nya take?

B: iya, taken.

A: oke, tapi irregular verb itu bukan penghalang ya dalam membuat conditional sentence, terutama type 3.

B: e... untuk irregular verb yang familiar, bukan penghalang tapi kalau yang gak familiar juga penghalang menurut saya mbak, soalnya kalau grammar kan salah sedikit saja sudah fatal.

A: oke, kamu tau affirmative sentence? Kalimat perintah

B: tau

A: nah, itu kan dipertanyaannya (test) ada kalimat perintah di conditional sentence. Kamu bisa ngerjakan apa ndak?

B: saya lupa anunya mbak..

A: soalnya lupa ya.. tapi kamu tau kalimat perintah kalau dalam conditional sentence?

B: iya tau, mestinya kalau saya juga dapat ilmu dari dosen itu, kalau kata kerja berada di awal kalimat, kalau gak di buat gerund pasti itu kalimat perintah gitu mbak.

A: kalau dalam conditional sentence?

B: e.. gak paham kalau itu mbak.

A: trus, waktu kamu dapat pelajaran conditional sentence waktu di grammar dulu, kamu paham apa ndak?

B: conditional sentence itu,, aku gak paham mbak..e.. itu aku dapat c di semester tiga tapi karna aku ngelesi, “gak papa aku cerita gini?” kan aku ngelesi mbak, jadi tuntutan mbak, mau gak mau aku harus bisa, bekalnya udah dapet, paham pahamnya, tapi pengaplikasiannya pada waktu semester tiga itu, saya gak bisa. Nah terus dipelajari lagi, setelah dipelajari lagi , saya paham.

A: jadi ini karna kebiasaan dan juga karna kamu harus bisa karna kamu ngajar. Tapi menurut kamu type 3 sulit apa ndak?

B: o jadi maksudnya jenis ke tiga di conditional sentence? (asking for confirmation) nggak sih mbak. kita tinggal lihat kata kerja bantu nya saja, formulanya saja.

A: jadi untuk formula dari type 3 kamu gak ada masalah?

B: gak

A: ada dua clause kan,? Ada if-clause dan sub-clause, kalo di type tiga kan ada yang pake “had dan “have”. If+had+verb 3 subnya would+have+verb 3. Kamu nggak ada kebingungan dalam memakai had sama have? Nggak pernah ketuker?

B: nggak mbak, soalnya kan kalau menurut saya, kalau setelah modal, would kan termasuk modal, itu pasti kata kerja pertama.

A: oo.. jadi kamu paham itu ya..menurut kamu, kemungkinan-kemungkinannya di conditional sentence, kamu sudah paham? Contextnya..

B: ya paham, meskipun gak seratus persen pahamnya mbak.

A: kamu tau kan di type 2 pake past tense, kalau tobe itu pakai was apa pakai were?

B: , kalau tobe itu pakai was apa pake were ,(in deep thought.. seems confuse of the question)

A: digantinya..diganti was apa were?

B: itu tobe yang gimana mbak?

A: menurut kamu, ini sama gak seperti membuat kalimat present tense (the interviewer's meant is past tense). Jadi maksudku, I pakai was, he pakai was. Di conditional sentence tetap if I was?

B: pakai were biasanya. Kalau seingatku pakai were mbak.

A: itu diajari?

B: iya dulu, saya tau kalau itu pakai were , tapi gak paham.

A: maksudnya gak paham gimana? Ga paham kenapa pakai were atau lupa saat mengaplikasikannya?

B: gak paham kenapa koq pakai were gitu,,

A: iya, tapi karna itu sudah formula kan,,jadi semua di conditional sentence (type 2) pakai were. Kamu tau, tapi gak paham.. ?

B: iya mbak, kenapa koq pakai were? jadi kan gak mendalami gitu mbak.

A: he'em.. oke, kamu kan belajar bahasa inggris, nah,, jadi menurut kamu conditional sentence ini gimana? Pentingkah? Sulitkah? Atau gimana?

B: conditional sentence itu.. kalau menurut saya penting mbak... apalagi diaplikasikan dalam context literature itu penting, soalnya dengan mengemukakan conditional sentence itu menurut saya sebuah text akan lebih indah kalau di puisi-puisi, novel-novel,, kalau menurut saya seperti itu mbak. Penting.

A: karna itu juga sering digunakan ya?

B: sering digunakan. Sebetulnya itu sering digunakan mbak dalam percakapan, tapi mungkin karna orang-orang itu sulit untuk mengaplikasikan formulanya, jadi itu sebisa mungkin dihindari oleh mereka-mereka.

A: oo..jadi menurut kamu, kesulitannya apa aja?

B: mungkin harus menghafal formula, terus seperti tadi irregularnya, kalau pas kena kata kerja yang seperti itu kan sulit mbak..

A: jadi semuanya intinya penting tapi kadang orang itu lupa..

B: sulit memang mbak,tapi indah itu..

A: keterbiasannya memakainya juga?

B: keterbiasaan, menurut saya kalau paham grammar seperti (mentioning one of the grammar lecturers) itu pasti sering menggunakannya tapi kalau seperti mereka-mereka yang gak begitu paham, sebisa mungkin dia menghindari. Seringnya itu, kalau dari teman-teman saya sendiri, yang sering digunakan itu yang dalam bentuk presentnya saja mbak. Kalau di past samapast perfectnya itu jarang sekali. Apalagi yang ada unlessnya, yang if not itu mbak, itu kan repot mbak, jadi itu jarang di pakai.

A: jadi itu sulit ya..jadi yang buat sulit itu adalah, gimana maknanya,, pake contextnya, terus isi-isinya itu semuanya jadi sulit. Karna formulanya..

B: iya.. (the confirmation)

A: oya itu aja. Makasih.

Student 18

Place : Campus

Date : May 25th, 2015

A: kamu inget gak, test dua minggu yang lalu tentang conditional sentence?

B: sedikit sih mbak, sedikit inget,, tapi kebanyakan lupa sih..

A: menurut kamu,conditional sentence itu sulit gak?

B: lumayan sih mbak, sulit juga susah ngebedain penempatan kalimatnya juga seperti itu.

A: sering practice bahasa inggris gak?

B: itu,,dulu mbak sering pas waktu semester awal itu kan tugas. Tapi kalau sekarang-sekarang itu gak begitu sih mbak,, jarang..

A: bahasa inggrisnya apa conditional sentencenya?

B: e..bahasa inggrisnya

A: speaking apa writingnya?

B: ya itu mbak,,

A: dua-duanya ya?

B: iya..

A: dua-duanya kamu sekarang jarang.. kamu bisa bedain gak tipe 2 sama tipe 3?

B: tipe 2 sama tipe 3...hmm..ya apa mbak,, ez lupa mbak..

A: kamu tau formulanya kan?

B: hmm,, sudah lupa.. mbak,,

A: berarti lupa formulanya, gimana sama contextnya? Maksudnya, kan itu juga ada artinya, kapan pake type 2, kapan pake type 3, artinya gimana,, ngerti gak?

B: e... kalau type 2 itu yang pake verb-ing ya mbak? kalau yang 3 itu (type).. e.. apa ya,, penggabungan, mbuh mbak lupa,,

A: intinya lupa semua..tapi waktu kamu belajar conditional sentence di grammar 3, kamu paham gakwaktu dosen ngajari?

B: ya paham mbak,soalnya juga dosennya itu enakan mbak, jadi kalau gak ngerti tu dikasih tau, trus setiap pertemuan dikasi tugas gitu mbak,jadinya ngerti. Tapi kalau sekarang..itu lupa, kebanyakan itu lupa. Gitu lho mbak

A: apa bagi kamu lupa itu faktornya karna gak terbiasa pake apa karna yang lain?

B: ya lupanya itu soalnya jarang dipake. Jarang menerapkan jadinya lupa. Seperti itu..

A: oke, kamu tau gak affirmative sentence kalimat perintah?

B: e,,ngerti tapi,, gimana ya..pokoknya kan harus ada tanda serunya gitu kan?(laugh)

A: ya,, kalimat perintah itu intinya menyugesti orang, merintah orang, ngasih command, ngasih ordergitu kan,,,kamu ngerti gak waktu ada kalimat perintah di conditional sentence?

B: hmm.. sedikit sih mbak ya..soalnya kebanyakan lupa materinya, jadinya ya gitu..

A: kan interview ini banyak aku bahas tentang kamu bisa gak, paham gak, formulanya apa type 1, type 2, type 3, dan semuanya,, tapi karna kamu lupa,, jadi aku anggap kamu beneran sudah blank gitu? (asking fro a confirmation)

B: iya,, bisa dibilang git sih mbak,,kan kemarin waktu dikasih test ya mbak,ini ya'apa ez,,gitu lho mbak, jadinya bingung..gimana ngerjain.. seperti itu mbak..

A: tapi menurut kamu penting gak sih belajar conditional sentence? Bagi kita pelajar bahasa inggris

B: ya pentinglah mbak soalnya kan itu biar kalau misale ada yang Tanya, bisa ngerti mbak,, kayak gitu..

A: jadi ini intinya karna kamu kebanyakan lupa, blank tapi kamu ngerti waktu kamu diajari kan..menurut kamu, kenapa ini sulit? Apa problem yang paling kamu hadapi kalau kamu belajar ataupun mengingat conditional sentence koq ini sulit. Apa problemnya?

B: ya itu tadi mbak.jarang dipelajari juga (again), jarang menerapkan juga, jarang buka-buka buku juga yang sememster-semester lalu..gitu lho mbak jadi kebanyakan itu lupa..

A: tapi kan semester ini juga penting, maksudnya terlepas dari ini pelajaran semester tiga, kita sebagai pelajar bahsa inggris kan seharusnya memakai dalam keseharian. Misalnya kayak di writing class, kayak speaking class, tapi itu memang gak dipakai ya? Apa gak kepikiran sama sekali untuk memakai?

B: yo nggak sih mbak, kebanyakan makai yang past tense gitu kan langsung ngomong mbak, kalau nulis-nulis gitu ya jarang sih. Gitu mbak

A: kalau ngomong, gak perlu tertata gitu formulanya?

B: ya seharusnya tertata mbak, tapi berhubung vocab-vocabnya gitu juga sedikit (words that she knows) jadi ya belepotan gitu ngomongnya..

A: gimana kalau kata kerja yang tidak beraturan? Masih paham gak?

B: kata kerja yang tidak beraturan?

A: seperti sing sang sung, kan banyak yang tidak beraturan misalnya verb 1 nya take, verb duanya took, verb tiganya taken,, apa menurut kamu pengaplikasian irregular verb ini waktu ada test untuk membuat conditional sentence seperti ini, juga merupakan suatu hal yang sulit? Itu merupakan suatu kesulitan juga?

B: ya iya mbak..soalnya kan..(confusing chatter) kalau misalnya ada tes kayak gitu, ga ngerti itu lho mbak,, ya apa..

A: jadi yang jelas ini karna kepentingan-kepentinga juga ya, karna dalam keseharian kamu gak pake, meskipun ada dalam test gitu kamu gak pake. Apa karna kamu menghindar? Soalnya kan kalau kamu mengekspresikan kamu menyesal, kan kamu pake conditional sentence (mustinya). Apa kamu ga pake karna kamu lupa apa karna menghindari memakai conditional sentence?

B: yo,, gak make kayak gitu soalnya aq gak ngerti mbak..jadi aku gak make.

A: jadi sekarang kamu ga paham.

B: iya, tapi kalau belajar lagi, buka-buka buku lagi tu bisa ngerti. Kayak gitu mbak..

A: jadi ini pelajaran dimana kamu ngerti waktu kamu pelajari, karna sudah beberapa lama jadi bisa ga ngerti?jadi karna kurang berlatih. (asking for confirmation)

B: (nods)

A: oke, makasi.

Student 11

Place : The kost

Date : May 25th, 2015

A: kamu inget ga tes dua minggu kemarin?

B: iya inget.

A: menurut kamu gampang gak conditional sentence itu?

B: aku sih agak-agak lupa, jadi menurutku itu agak membingungkan..

A: membingungkan atau sulit? Atau dua-duanya? Tapi sebenarnya kamu sering gak sih praktek bahasa Inggris? Baik itu ngobrol atau dalam tulisan, kamu nulis diary ta,,

B: iya sih sering..

A: seringnya di speaking atau writing?

B: seringnya sih di writing

A: kamu bisa ngebedain gak tipe dua sama tipe tiga?

B: eh aku lupa,, lupa (laughter)

A: tapi kamu tau gak kata kerja tidak beraturan? Irregular verbs, seperti kata kerja satu take, kata kerja dua took, gitu,, apa kamu tau?

B: iya tau..

A: kamu paham semua gak kata-kata itu (irregular verbs)

B: tidak semua

A: tapi kemarin yang ada kayak take, show, hesitate, kamu tau gak irregular verbsnya?

B: nggak..

A: oke, kamu tau kalimat perintah? Kalimat yang menunjukkan perintah? Tau kan?

B: iya tau.

A: tapi kamu tau gak affirmative sentence dalam conditional sentence?

B: lupa (laughter)

A: dulu kamu kan sudah diajari conditional sentence di grammar tiga, waktu kamu diajari dulu kamu paham apa gak?

B: waktu itu sih paham, tapi setelah itu tidak belajar itu lagi dan tidak belajar grammar lagi ya lama-lama lupa sih..

A: gak dipake lagi conditional sentence?

B: he'em, nggak. Sama sekali nggak.

A: oke, kamu kebingungan gak sih dalam mengubah bentuk kata kerja di conditional tipe satu, tipe dua, tipe tiga?

B: aku sih lupa rumusnya mbak,,

A: lah kalau lupa rumusnya, gimana? Sudah blank gitu?

B: iya..(laughter)

A: tapi terlepas dari formula, kamu inget gak contextnya? Kan ada section satu yang Cuma formula and section dua yang ..ini artinya apa gitu kan. Kamu ngerti gak contextnya?

B: oo..iya kalau itu ngerti aku..

A: ya jadi kebanyakan orang-orang memang paham di context tapi sebenarnya juga ada yang sama-sama type dua tapi yang satu benar yang satu salah, koq bisa? Jadi aku mikirnya pasti ini bingung..kamu punya kebingungan gak sih dalam melihat context?

B: he'em.. bingung..

A: bingungnya dimana?

B: di itu,di,, kata kerjanya

A: itu kan formula, maksudku contextnya...ini artinya gimana gitu,, ini artinya apa.. sperti "aku nyesel smalem aku gak ikut mbak, kalau aku ikut mbak kan aku makan.." jadi artinya "aku" ga ikut, jadi di artinya itu kamu punya kebingungan gak?

B: kalau itu sih nggak, kalau itu aku ngerti. Tapi kalau masalah formulanya, itu yang lupa.

A: jadi yang lebih gampang di readingnya dong, jadi kamu untuk membuat (conditional sentence) berarti gak bisa? gimana?

B: iya..lupa.. lupa, lupa formulanya

A: ya.. kalau itu sudah blank, gimana..kamu juga ngerti nggak tentang kemungkinan-kemungkinan, the possibility of conditional sentence itu terjadi?

B: he'em ,,he'em (nods)

A: kan itu kalo tipe satu kemungkinannya sekian, kalau tipe tiga kemungkinannya sudah tidak mungkin terjadi sama sekali. Ngerti gak sih? Atau pernah diajari gak?

B: kemungkinan-kemungkinan kayak gitu ya..nggak sih..

A: gini. Di tipe tiga itu kan rumusnya yang paling njelimet. Rumusnya tipe tiga itu if+had+verb3, would+have+been gitu..kamu sering rancu gak sih antara “had” sama “have” yang di if-clause sama sub-clause?

B: iya, he'eh

A: apa itu juga jadi kesulitan juga?

B: he'em he'em (nods)

A: bagi kamu sendiri sebagai pelajar bahasa inggris, conditional sentence itu penting gak sih?

B: penting banget sebenarnya (laughter)

A: conditional sentence itu kan kayak kita ngomong sehari-hari, kayak aku nyesel, coba kalau gini, coba kalau gini, gitu kan. Kamu pernah gak sih (berpikir) seharusnya aku pakai conditional sentence, tapi karna aku tidak menegrti formulanya, aku menghindari ngomong itu?

B: yup. Pernah

A: jadi menurut kamu, penting gak ngafalin rumus?

B: sebenarnya bagi aku kalau ngafalin rumus itu nggak terlalu penting, yang penting itu kita bisa mengungkapkan ke lawan bicara aja gitu

A: jadi menurut kamu kalau lawan bicara ngerti tapi kita tidak pakai formula if-conditional sentence dengan benar, (pembicaraannya) nyambung?

B: iya..tidak perlu menggunakan rumus..kalau itu bisa diterima sama lawan bicara,, ya,, sah-sah saja sih..(laughter)

A: hehe,, takutnya lawan bicara ini beneran bule gitu (laughter). Menurut kamu, kesulitannya itu kenapa? Kenapa koq sulit

B: mungkin bedain antara tipe yang pertama, kedua dan ketiga. Itu yang bingung.

A: kan itu kesulitannya, tapi itu kenapa sulit? Kenapa conditional sentence itu sulit? Apa karna jarang digunakan? Apa emang karna lupa? Kenapa?

B: yang pertama mungkin karena lupa, dan mungkin menjadi bingung saat kita menggunakan grammarnya. Kapan menggunakan verb 2, kapan menggunakan verb 3.

A: kayak tadi penggunaan “had” and “have” gitu?

B: (nods)

A: untuk membuat kalimat conditional sentence, atau untuk mengetahui ini conditional sentence tipe 1, apa tipe 2, apa tipe 3, yang pertama kamu harus tau apa?

B: harus tau formulanya

A: bukan, maksudku untuk tau apakah itu tipe satu, apakah itu tipe dua, apakah tipe tiga, kamu lihat dari mana sih untuk tau itu gitu?

B: dari.. kata kerjanya..

A: dari kata kerja,, salah satu gitu ya (clause). Kan itu ada dua clause. Jadi kalau contextnya gimana? Kalau context sama formula itu mana yang lebih dulu kamu aware?

B: antara context dan formula..formulanya sih..

A: jadi tetap formulanya ya..oke, terimakasih.

Student 15

Place : The kost

Date : May 27th, 2015

A: Kamu inget gak waktu tes dua minggu yang lalu tentang conditional sentence?

B: iya, masih inget mbak

A: itu menurut kamu, susah nggak sih?

B: e... sedeng sih, ada yang tau, ada yang gak tau juga..

A: bahasa inggris kamu gunakan sehari-hari atau gimana?

B: yang pasti gak sehari-hari, dikampus aja pakai bahasa Indonesia. Baru kalau sudah ada tugas dari dosen, terus dikasih, terus disuruh ngomong bahasa inggris, baru ngomong bahasa inggris.

A: o gitu, terus kemarin waktu dapet pelajaran bahasa inggris itu di grammar tiga, kamu paham gak?

B: paham sih waktu itu, tapi sekarang udah lupa..(laughter)

A: kamu bisa gak ngebedain tipe dua sama tipe tiga? Masih inget gak?

B: nggak, lupa sama sekali.

A: sama sekali lupa? Itu formulanya aja apa sama contextnya. kan ada dua, conditional sentence itu formulanya, sama contextnya, context itu ,, sperti di section dua, kayak ini artinya maksudnya apa sih, gitu lho.. masak ga tau?

B: lupa semuanya mbak, dua-duanya (shaking head) context sama formulanya..

A: kenapa koq bisa lupa?

B: nggak pernah dipelajari lagi sekarang..

A: nggak pernah dipakai lagi?

B: e.. dipakai sih..tapi nggak pernah aku pelajari lagi sekarang mbak..

A: hmm.. bukannya kita sebagai pelajar bahasa inggris itu, itu seharusnya digunakan.. paling tidak kita nulis diary ta..dengerin lagu bahasa inggris ta..knonton film bahasa inggris ta..apa kamu tidak melakukan itu?

B: ya harusnya sih dipakai,, tapi baru kalau sudah ada tugas, yang berhubungan dengan conditional dan context sentence itu, baru aku mau belajar lagi..kayak gitu mbak..

A: jadi kamu paham kalau kamu belajar, tapi setelah itu lupa..

B: iya paham lagi kalau belajar setelah itu lupa gara-gara gak pernah dipraktikkan lagi sehari-hari.

A: jadi cuma kalau ada butuhnya doing..?

B: ya.. gitu (laughter)

A: oke, tapi menurut kamu itu penting gak sih conditional sentence dalam pengaplikasian sehari-hari? Misalnya, kan kita pelajar bahasa inggris to, orang-orang kan melihatnya kita pasti bisa. Misalnya ada suatu tugas ta, kerja ta, atau ada yang pengen ngetes ta, bagi kamu ini penting gak untuk mengetahui conditional sentence?

B: penting banget lah ya, soalnya kita kan nanda di bahasa inggris (bidang), kuliahnya di sastra inggris. Jadi ya,, penting banget lah.

A: oke, trus menurut kamu, kesulitannya dalam mempelajari conditional sentence itu apa?

B: apa ya,, gak sulit sih kalau dipelajari, sekarang itu kenapa lupa ya soalnya nggak dipraktekkan setiap hari.

A: brarti kalau bagi kamu itu penting, seharusnya dipraktekkan sehari-hari dong?

B: iya,, seharusnya..

A: oke, kamu punya kebingungan gak di tipe dua sama tipe tiga? Kan formulanya di tipe tiga itu if+had+verb3 trus sub-clausnya would+have+verb3, seperti itu, ada “had” ada “have”, kebingungan nggak untuk dimasukin ke clause yang mana?

B: e..iya sih, iya bingung..

A: kamu tau kemungkinan-kemungkinannya nggak? Kalau ada formula sama context, conditional sentence itu juga bisa dilihat dari kemungkinan-kemungkinannya. Misalnya yang tipe satu kemungkinannya sekian persen atau kemungkinannya yang paling bisa terjadi., seperti itu. Kamu paham gak?

B: nggak, nggak paham

A: oh jadi gak paham ya..jadi, masalah terbesarnya itu apa? Ya belajarnya gak sulit, tapi lupanya itu kenapa, selain dari karna kita jarang mempraktekkan itu sehari-hari. Kalau kamu, lihat dari segi bahasa inggrisnya itu, sulitnya apa? Gimana?

B: mungkin karna formulanya itu terlalu banyak ya mbak..jadi lupa.

A: karena formulanya terlalu banyak.menurut kamu,kayak contextnya juga..kayak kemungkinan-kemungkinannya juga..apa itu juga membuat rumit?

B: iya pasti, itu juga yang membuat sulit.

A: terimakasih ya..

Student 16

Place : The Kost

Date : May 27th, 2015

A: kamu inget nggak, waktu tes conditional sentence dua minggu kemarin?

B: iya inget mbak

A: kamu praktek bahasa inggris sehari-hari nggak? Sering nggak kamu praktekin bahasa inggris itu, nulis diary, ngomong, atau dengerin, atau menerjemahkan novel atau gimana?

B: kalau dengerin, dengerin musik mbak. Trus nonton film yang bahasa inggris tapi kalau ngomong jarang, mbak.

A: o.. trus kamu nggak pernah nulis kayak ngebuat diary?

B: pernah tapi nggak tiap hari mbak.

A: kalau tugas doing?

B: nggak, kayak status (socmed), terus oret-oretan, curhat itu mbak dibuku..

A: o, itu bahasa inggris ya, tapi pernah nggak pake conditional sentence itu?

B: iya mbak, kadang-kadang.

A: misal coba ya semalem gini, mungkin aq gini.. itu kamu pakai nggak?

B: iya mbak, biasanya kan kalau tengkar sama pacar itu kan pakai kayak gitu mbak.

A: oke, waktu dulu, kamu dapet pelajaran conditional sentence, kamu paham nggak waktu diajari?

B: inshaAllah paham mbak. Tapi sekarang agak lupa sudah mbak.

A: iya, kemarin paham ya.. bisa bedain nggak tipe dua sama tipe tiga?

B: lupa mbak

A: ka nada tiga tipe, tipe satu, tipe dua dan tipe tiga. Lupa semua?

B: iya mbak lupa tipenya.

A: formulanya?

B: InshaAllah ndak mbak.

A: lupa tipenya tapi formulanya ndak? Oke, hmm..kmau tau kalimat perintah?

B: tau mbak

A: tapi kamu tau gak pelajaran kalimat perintah didalam conditional sentence?

B: nggak, nggak tau mbak.

A: pernah diajari?

B: nggak kayaknya mbak.

A: di tipe dua sama tipe tiga itu kan ada “had” ada “have”, kamu pernah kebingungan nggak antara make “had” dan make “have” ?

B: ya pernah mbak, tapi nggak selalu.

A: tapi kamu ngerti nggak verb yang tidak beraturan?

B: ngerti mbak

A: tau banyak?

B: ya ndak semua mbak.

A: kemarin kan ada kata take, kamu tau verb duanya dan verb tiganya?

B: tau mbak.

A: jadi, banyak tau ya tentang kata kerja tidak beraturan. Kamu tau kemungkinan-kemungkinan di conditional sentence?

B: maksudnya gimana?

A: kan ada tiga, kalau conditional sentence itu kan ada formulanya, ada contextnya, ada kemungkinan-kemungkinannya, untuk mengetahui itu tipe satu, tipe dua apa tipe tiga. Kamu tau gak seberapa mungkin event itu terjadi?

B: kayak yang soal terakhir itu ta mbak?

A: iya kayak soal terakhir, itu kan berhubungan dengan context tapi itu juga ada kemungkinannya, misal oo ini tipe dua, berarti kemungkinannya ini bisa terjadi atau gimana..

B: iya mbak tau,

A: oke, bagi kamu sendiri, sebagai pelajar bahasa inggris, conditional sentence itu penting nggak?

B: penting mbak, itu kan kalau misalnya sama kayak dipake komunikasi sehari-hari juga mbak.

A: tapi kesulitannya dimana, menurut kamu? Yang paling sulit itu dimana?

B: kadang lupa itunya mbak, formulanya mbak

A: kenapa koq sering lupa?

B: mungkin karna jarang praktek, wong Cuma kadang-kadang.

A: terimakasih ya..

Student 25

Place : The kost

Date : June 7th, 2015

A: inget nggak tes conditional sentence tiga minggu yang lalu?

B: masih

A: menurut kamu, conditional sentence itu sulit apa ndak?

B: nggak.

A: kamu praktek bahasa inggris sering apa nggak?

B: lumayan, lumayan sering

A: prakteknya gimana?

B: kalau writing ya ngerjakan soal-soal, ngebuat essay atau buat cerita.

A: kalau conditional sentence sering nggak?

B: nggak,

A: dulu waktu dapat pelajaran conditional sentence, paham gak?

B: paham

A: jadi kamu bisa ngebedain tipe dua sama tipe tiga?

B: he'eh. Kalau tipe dua itu pengandaiannya itu sudah nggak bisa terjadi karna sudah lampau, tapi kalau yang tipe tiga malah beneer-bener pengandaiannya nggak mungking gitu, khayalan.

A: jadi bedanya sama tipe yang kedua?

B: e.. kalau yang tipe dua, ya itu mungkin sebenarnya, misal, aku ingin menjadi dokter tapi sekarang aku kuliah di sastra inggris, jadi kan nggak mungkin, itu

mimpi. Nah, sedangkan yang tipe tiga itu terlalu ngayal, misal aku ingin menjadi bulan, kayak gitu.

A: oke, kamu ngerti kata kerja tidak beraturan?

B: ngerti.

A: sudah menguasai semua nggak?

B: itu butuh hafalan kalau menurutku, jadi ada yang belum hafal.

A: tapi sering ngerti ya kalau diaplikasikan kedalam conditional sentence itu.

B: iya, ngerti.

A: kamu ngerti kalimat perintah?

B: ngerti

A: tapi kalimat perintah di conditional sentence?

B: e.. lupa. Sudah lama soalnya nggak buka conditional sentence

A: tapi diajari ya dulu?

B: iya.

A: kamu punya kebingungan nggak, kapan menggunakan had, kapan menggunakan have di tipe ketiga?

B: e..tipe ketiga kalau nggak salah, itu yang pakai "had" itu yang setelah if, sudahnya would itu pakai "have".

A: jadi gak pernah ketuker?

B: belum, belum pernah

A: oke, kamu ngerti kemungkinan-kemungkinannya nggak, jadi kemungkinan-kemungkinan di tipe satu, tipe dua, dan tipe tiga, kamu bisa?

B: iya, lumayan

A: kamu ngerti “if I were”, menurut kamu benar apa tidak? Biasanya kan kalau past tense kan pakai was..

B: he’eh, itu pengecualian

A: jadi kamu ngerti?

B: iya, baru inget kemarin pas tiga minggu.

A: jadi setelah tes, kamu pulang cari-cari lagi (conditional sentence).oke, jadi menurut kamu sebagai pelajar bahasa inggris, penting gak sih mengetahui conditional sentence itu dan mempraktekkannya sehari-hari?

B: penting.

A: oke, menurut kamu kesulitan dalam mempelajari conditional sentence itu apa? Atau kamu nggak mempunyai kesulitan sama sekali?

B: seringnya tu mistyping, misalnya kadang itu yang pertama kan past tense ya,, (if clause) satu lagi kan harus itu past future tepatnya, itu kadang salah tulislah, kadang I had blahblah, itu satunya I will had gitu, bukannya I would have. Itu kadang mistyping aja sih. Harus bener-bener teliti sih.

A: mistyping apa itu confuse?

B: nggak, mistyping aja

A: oke, dan kenapa bisa terjadi seperti itu?

B: biasanya itu mungkin buru-buru, kalau tes yang kemarin itu, aku banyak salah itu bentuk ketiga, soalnya bentuk ketiga itu kan past perfect ya, ya trus habis itu past future perfect, nah salahnya itu soalnya yang pertama (if-clause) udah pakai if had, trus habis itu had lagi kan bentuk ketiga (dari have), ada dua had. Nah trus di yang satunya pas sudahnya would aku pakai had lagi, seharusnya

kan have, lha itu karna yang didepan sudah sama tapi aku aplikasikan lagi. Itu karna kurang teliti.

A: buru-buru ya?

B: bisa jadi

A: trus study of contextnya gimana? Untuk mengetahui contextnya, kamu kebingungan nggak?

B: nggak, nggak begitu sulit, karna kemarin sudah diajarkan di grammar tiga.

A: jadi waktu kamu diajari, kamu langsung paham, sampai sekarang masih inget?

B: iya, soalnya saya sometimes ya sambil ngajarin anak-anak. Orang kan kalau ngajarin kan pasti tambah inget.

A: jadi kebiasaan itu memang perlu ya, karna kamu juga sering ngajarin, tuntutan, jadi conditional sentence itu kamu paham gitu?

B: iya, lumayan

A: oke terimakasih..