

CHAPTER 1

INTRODUCTION

First chapter describes background of study, research problem, objective of study, scope and limitation of the study, significant of the study, and definition of key terms.

A. Background of Study

English is an international language, and individuals everywhere on the world have directed a great deal of exploration on it. As an international language, English is the main means of communication on a global scale, so it plays a very important role. This is why proficiency in English is one of the requirements for competition in the era of globalization. If we are fluent in English, then we can accomplish all kinds of things easily. But in fact, many people think that learning English is difficult, especially learning in writing English.

Writing, speaking, reading, and listening are the four skills of English. Those abilities are interconnected and will not be independent. Learners should possess all four skills. Uma and Ponnambala (2001) states that “mastering language skills will determine the students’ communicative competence in the target language. The most important skills to mastered by learners is writing or grammatical.” Writing is also the most challenging skill that the students should have. Some efforts need to be done for improve students’ writing skill.

Conditional sentence is also one of grammatical structures in writing. Conditional sentence talks about what could happen, what might

have happened, and what we wish would happen. Those statements discussing known factors or hypothetical situations and their consequence. According to the researcher's background, the researcher wants to know the type of errors make by the English Department students grade 8th in using conditional sentence. The researcher finds some English students still making error in using conditional sentence even though they are almost graduate students in IAIN Kediri that already have done with English grammar in early semester.

B. Research Problem

According to the background of the study above, the problems of the research are:

1. What types of errors did learners make in using conditional sentence?
2. What were the possible factors causing the learners make errors in using conditional sentence?

C. The Objective of Study

Based on the background of study above, the researcher formulates the objective of study as follow:

1. To find out types of error makes by the 8th semester of English Department students of Islamic Institute Kediri.
2. To know factor causing the learners make errors in using conditional sentence by the 8th semester of English Department students of Islamic Institute Kediri.

D. Scope and Limitation of The Study

The scope of this research analyses the error in using conditional sentence by 8th grade of English department students of Islamic Institute Kediri. The researcher chooses only one class in 8th grade.

Error can happen to each learner, even the learners are from English department. This reason become the researcher's consideration in determining the subject of research. The researcher uses surface strategy taxonomy by Dulay's theory.

E. Significance of The Study

The study's significance is to discover the errors made by students of the English department at Islamic Institute Kediri, especially the 8th semester students. The research's findings will be helpful to English department students. The students will be aware of the error they make in using conditional sentence. For the research is to fulfil the task of making thesis.

F. Definition of Key Terms

1. Error

An error is a deviation made by the learner because they do not understand the rule and will make it repeatedly. Error can be done in using conditional sentence. The errors contain omission, addition, misformation, and misordering.

2. Conditional Sentence

Conditional sentence describes a direct condition that indicates whether or not the truth of the host clause is dependent on whether or not the condition of the conditional clause is fulfilled. In essence, a conditional sentence is a group of clauses that expresses hopes or wishes for the future, whether or not they are true.

3. Writing

Language has many kinds of purposes and functions, writing is one of the skills in learning English. Thus, writing represents what we think. Furthermore, writing is also about grammatical and orderly text. Writer should write meaningful text to everyone who read the writing.