AN ANALYSIS OF TENTH-GRADE STUDENTS' ABILITY IN WRITING
CONDITIONAL SENTENCES TYPE I
AT SMKN 10 PADANG

THESIS

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THE FACULTY OF TEACHER TRAINING AND EDUCATION

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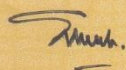
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Padang, 23 Agustus 2024

Pembimbing,

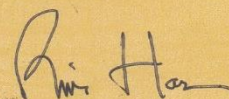**Dra. Ernati, M.Pd**

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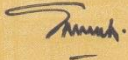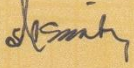
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Dinyatakan **LULUS** setelah dipertahankan di depan Tim Penguji Skripsi Program Studi Pendidikan Bahasa Inggris Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bung Hatta pada hari Jumat, 23 Agustus 2024.

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ABSTRACT

Ramadhan, F. 2024. *An Analysis Of Tenth-Grade Students' Sentence Writing Skill Using Conditional Sentences Type I At Smkn 10 Padang.*

Advisor: **Dra. Ernati, M.Pd**

Conditional sentences are an important type of sentence that students need to master. This study aims to analyze tenth grade students' ability to write conditional sentence type I at SMKN 10 Padang. Descriptive research design was used with sample of 34 students selected through proportional stratified random sampling. The research instrument was a sentence writing test consisting of 24 conditional sentences type I in positive, negative, and interrogative forms. The instrument is reliable and valid, the reliability is 0,93 (very high) correlation index (appendix 5) and the instrument is valid because the researcher used content validity (based on the syllabus of SMKN 10 Padang).

In general, the tenth-grade students at SMKN 10 Padang had low ability in writing conditional sentence type I. This is supported by the fact that 10 students (29,41%) had low ability. In details, 15 students (44,12%) had very good ability in writing conditional sentence type I in positive form, 12 students (35,29%) had low ability in writing conditional sentence type I in negative form, and 13 students (38,24%) had low ability in writing conditional sentence type I in interrogative form.

Based on the result of the data analysis, it can be concluded that the students' ability in writing conditional sentence type I was low. In this regard, the research aims to propose some suggestions to English teachers, students and future researchers. English teachers should give more exercises to tenth-grade students of SMKN 10 Padang in writing conditional sentence type I and encourage them to practice in writing conditional sentence type I. The students should do more exercises in writing conditional sentence type I in order to improve their ability to do it. Finally, future researchers are suggested to do other research about other types of conditional sentences to see the comparison.

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CHAPTER I

INTRODUCTION

The researcher covers a number of topics in this chapter, including the background of the problem, identification of the problem, limitation of the problem, formulation of the problem, and research interrogative. Purpose of the research, significance of the research, and definition of key terms are also discussed.

1.1 Background of the Problem

As the primary form of human expression and communication, language is extremely important in every aspect of our existence. It is the primary tool by which we communicate ideas, feelings, and information, resulting in the development of relationships and mutual understanding between people and communities. According to Ilyosovna (2024:22), language is our major form of communication. It is how to communicate our ideas and thoughts to others in various aspects, such as scientific research, education, commerce, the internet, travel and tourism, media and newspapers, software, medicine, engineering, information and technology, entertainment, and banking.

Languages appear in a variety of ways throughout the complex material of human cultures, each one reflecting the particular histories, worldviews, and identities of its speakers. Furthermore, language is more than just spoken words; it also includes written, visual, and nonverbal forms that enhance our ability to convey and comprehend. Languages are dynamic systems of sounds and symbols that change

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over time in response to social, technical, and geopolitical influences. By studying and protecting languages, we recognize the diversity of humanity and develop connectivity, empathy, and respect among speakers of different languages. In the end, language is essential to human civilization because it allows us to communicate ideas, maintain cultural traditions, and create connections that go beyond the confines of personal experience.

People utilize language as a tool for communication. As stated by Moats (2020:1), language serves as a tool for interaction and communication, a way to express ideas, feelings, and even thoughts. People can grasp each other's intentions by communicating in this way. In its widest definition, communication is the foundation of all human interaction and connection. It includes knowledge sharing and many forms of expression. People communicate with one another by using textual or graphic forms of expression, nonverbal cues, vocal cues, and intentions. It shapes all elements of the human experience by facilitating the exchange of knowledge, developing connections, and planning collaborative initiatives.

English is a great communication tool in today's globalized society. According to Putra (2020:2), English is utilized in many different contexts nowadays, starting with education, business, politics, and technology. English not only serves as a communication tool, but also allows in adapting to current and future work environments. As the most widely spoken foreing language, it bridges cultural gaps and encourages worldwide collaboration. From business and academics to tourism and technology, English serves as a common language that brings people together

from many origins. Its large vocabulary and flexible grammar provide accurate expression and clear comprehension, making it a necessary ability in our interconnected society. Whether spoken or written, English allows people to share ideas, access information, and develop relationships across geographical and cultural barriers.

Considering the importance of English as a communication tool in human connection, the Indonesian government requires students to study English from junior high school to university level. There are four language skills that are taught according to the curriculum, such as: listening, speaking, reading, and writing. While learning, it is expected of the students to acquire these four language skills. Meanwhile, writing is very important in the academic setting. According to Sakkir et al. (2022:111), everyone needs to be able to write and communicate. In education, writing is an important skill because it is very important for daily communication. Learning this ability requires significant effort. Writing is an essential component of education since it helps students develop their critical thinking, intellectual growth, and effective communication abilities.

At SMKN 10 Padang, students also learn English, they also learn one of the language skills, namely writing. In writing, they learn to write paragraphs and sentences. When they learn to write sentences, they also learn to write sentences in the form of conditional sentences. Conditional sentences describe hypothetical scenarios and what might happen in the future. Usually, conditional sentences include

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two clauses: the main clause (the outcome) and the "if" clause (the condition). According to Siregar et al. (2022:547), conditional sentences, also known as compound sentences, are composed of a supporting phrase that, if it is in the conditional form (condition), begins with a subordinate conjunction, and the main clause is the result.

Conditional sentences can be classified into four basic categories based on the likelihood and consequences they express, they are conditional sentence type 0, conditional sentence type I, conditional type II, and conditional sentence type III. First, the present simple tense is used in both sentences of the conditional sentence type 0 to convey universal truths or facts that hold true regardless of whether the condition is met (e.g., "If you heat ice, it melts."). Second, the conditional sentence type I uses the future simple tense or imperative in the main clause and the present simple tense in the "if" clause to describe potential future outcomes depending on a reasonable situation in the present or future (e.g., "If it rains, I will bring an umbrella."). Third, the conditional sentence type II uses the conditional verb "would" in the main sentence and the past simple tense in the "if" clause to depict hypothetical events that are unlikely or improbable to occur in the present or the future (e.g., "If I won the lottery, I would travel the world."). Fourth, the conditional sentence type III uses the conditional perfect modal "would have" in the main sentence and the past perfect tense in the "if" clause to depict fictitious past events and their imagined outcomes (e.g., "If I had studied harder, I would have passed the exam.").

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In writing conditional sentence type I, Students need to understand the structure of the conditional sentence type I. The researcher conducted this research to know the students' ability to write conditional sentence type I because conditional sentence type I is mostly used in daily communication.

Based on the description above, the researcher conducted the research entitle "An Analysis of Tenth-grade Students' Ability in Writing Conditional Sentence Type I at SMKN 10 Padang"

1.2 Identification of the Problem

Students in school often encounter writing problems, such as difficulty expressing ideas in written form, a lack of knowledge about punctuation, a lack of vocabulary, and difficulty in determining grammar. Internal variables that contribute to students writing difficulties include poor visual memory capacities, as well as a lack of enthusiasm and ambition to learn. There are also external variables that lead students to struggle with writing including a lack of writing, parents' attention to students, and an unsupportive home environment.

The SMKN 10 Padang students, particularly those in the tenth grade, had the previously mentioned problem. The students study four types of conditional sentences, during PLP activities at SMKN 10 Padang, the researcher observed and witnessed how the students created conditional sentence type I. They are still unable to correctly construct conditional sentence type I using positive, negative, and interrogative forms. For the students at SMKN 10 Padang, the biggest problem is also a lack of vocabulary, which makes it challenging for them to put their ideas into

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conditional sentences type I. Because they are unaware of the correct grammar for creating conditional sentences type I, they continue to struggle with writing conditional sentence type I in positive, negative, and interrogative forms.

Not every student is adepted with formulating conditional sentence type I. Certain students encountered challenges when composing conditional sentences type I due to their limited vocabulary and lack of comprehension regarding writing guidelines, including the application of grammar and structure.

1.3 Limitation of the Problem

Based on the identification of the problem, the researcher limited the problem to writing conditional sentences type I in the form of positive, negative, and interrogative. In this study, the researcher concentrated on discussing conditional sentence type I because the tenth-grade students of SMKN 10 Padang study conditional sentence type I, and this conditional sentence is mostly used in daily life. The researcher in this study focused only on the ideas, grammar, vocabulary, and mechanics of conditional sentence type I written in positive, negative, and interrogative.

1.4 Formulation of the problem

Based on the limitation of the problem, the researcher formulated the problem, as follows: "How is the tenth-grade students' ability in writing conditional sentence type I at SMKN 10 Padang?"

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1.5 Research Question

According to the formulation of the problem above, the researcher formulated the following research questions:

1) How is the student's ability to write conditional sentence type I in positive form at SMKN 10 Padang?

2) How is the student's ability to write conditional sentence type I in negative form at SMKN 10 Padang?

3) How is the student's ability to write conditional sentence type I in interrogative form at SMKN 10 Padang?

1.6 Purpose of the Research

The primary goal of this research is to describe the tenth-grade students' ability in writing sentences using conditional sentence type I at SMKN 10 Padang. The particular objectives are:

1) To figure out students' ability in writing the conditional sentence type I in positive forms at SMKN 10 Padang.

2) To figure out students' ability in writing the conditional sentence type I in negative forms at SMKN 10 Padang.

3) To figure out students' ability in writing the conditional sentence type I in interrogative forms at SMKN 10 Padang.

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1.7 Significance of the Research

The results of this study should be beneficial for students, teachers, and future researchers. This research provided students with their writing skills about conditional sentences type I, and they will be able to apply conditional sentences type I in their daily lives, it was also anticipated that studying this issue would help tenth-grade students at SMKN 10 Padang become more proficient in writing conditional sentences type I by providing them with useful insights. The research's findings also provided the teachers with knowledge regarding their students' capacity for writing conditional sentences type I. With this knowledge, teachers can handle the problem in teaching conditional sentence type I. The purpose of this research is also to provide the English teachers of SMKN 10 Padang with input for the planning, creating, and development of an English curriculum that may be implemented by English lecturers in general and SMKN 10 Padang in particular. The results of this study should also serve as encouragement for future researchers researching into similar problemm as well as methods to help tenth grade students at SMKN 10 Padang in writing conditional sentences type I.

1.8 Definition of Key Terms

This study makes use of a few important terms. In order to prevent misunderstandings, the researcher offers the following definitions:

1) Writing skill is the ability to put thoughts and information into written form.

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2) Sentence is a fundamental unit of language that conveys a complete idea, composed of a subject and a predicate.

3) Conditional sentence is a sentence that indicates the possibility that something will, might, or could have occurred.

4) Conditional sentence type I is a sentence structure used to express a possible future event or situation and its likely result, typically formed with "if" followed by a present simple verb and a main clause with "will" plus the base form of the verb.