



**GRAMMATICAL ERROR ANALYSIS IN USING
CONDITIONAL SENTENCE TYPE 1, 2, AND 3 ORALLY**

(A CASE OF 8th SEMESTER ENGLISH DEPARTMENT UNNES STUDENTS)

Final project

Submitted in partial fulfillment of the requirement
for the degree of *Sarjana Pendidikan* in English

by

Mohamad Guntur Prayoga

2201407151

PERPUSTAKAAN
UNNES

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
SEMARANG STATE UNIVERSITY**

2011

APPROVAL

This final project was approved by the team of examiners of the English Department of the Faculty of Language and Art of Semarang State University on..... 2011

Team of Examiners:

1. Chairman
Prof. Dr. Agus Nuryatin, M.Hum
1960082031989011001 _____
2. Secretary
Dra. Rahayu Puji H, M.Hum
196610201997022001 _____
3. First Examiner
Dr. Dwi Anggani LB, M.Pd
195901141989012001 _____
4. Second Examiner/Second Advisor
Seful Bahri, S.pd, M.Pd
197411112008121001 _____
5. Third Examiner/First Advisor
Drs. Suprpto, M.Hum
195311291982031002 _____

Approved by:
The Dean of Faculty of Language and Arts

Prof. Dr. Agus Nuryatin, M.Hum.
1960082031989011001

PERNYATAAN

Dengan ini saya,

Nama : Mohamad Guntur Prayoga
NIM : 2201407151
Jurusan : Bahasa dan Sastra Inggris
Prodi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni

Menyatakan dengan sesungguhnya bahwa skripsi/tugas akhir/final project yang berjudul:

GRAMMATICAL ERROR ANALYSIS IN USING CONDITIONAL SENTENCE TYPE 1, 2, AND 3 ORALLY (A Case of 8th Semester English Department Unnes Students)

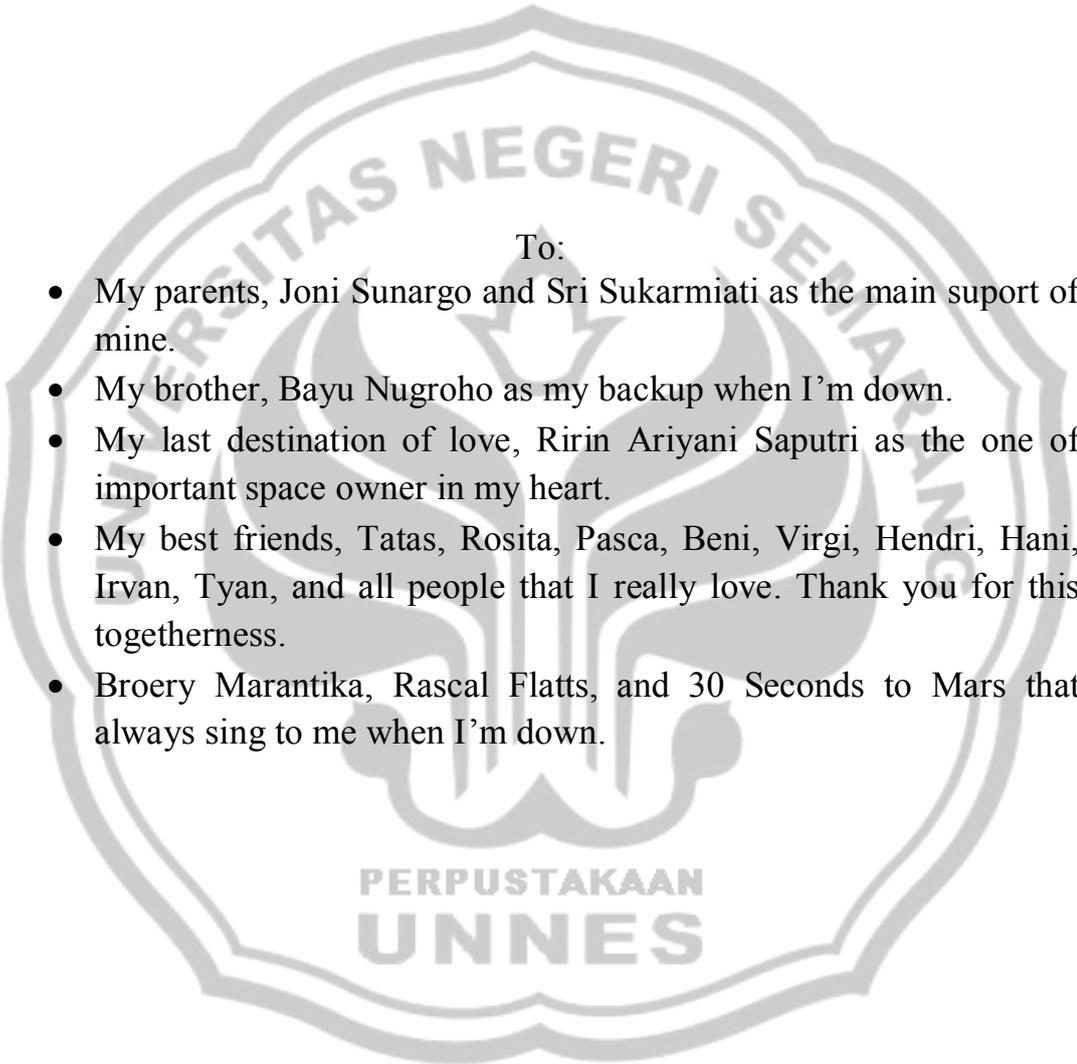
Yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya, yang saya hasilkan setelah melalui penelitian, bimbingan, diskusi, dan pemaparan atau semua ujian. Kutipan, baik langsung maupun tidak langsung, baik yang diperoleh dari sumber lainnya, setelah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana lazimnya dalam penulisan karya ilmiah. Dengan demikian walaupun tim penguji dan pembimbing skripsi/tugas akhir/final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh karya ilmiah ini tetap menjadi tanggung jawab saya sendiri.

Demikian, harap pernyataan ini dapat digunakan seperlunya.

Semarang, 28 Oktober 2011
Yang membuat pernyataan

MOHAMAD GUNTUR PRAYOGA
NIM. 2201407131





To:

- My parents, Joni Sunargo and Sri Sukarmiati as the main support of mine.
- My brother, Bayu Nugroho as my backup when I'm down.
- My last destination of love, Ririn Ariyani Saputri as the one of important space owner in my heart.
- My best friends, Tatas, Rosita, Pasca, Beni, Virgi, Hendri, Hani, Irvan, Tyan, and all people that I really love. Thank you for this togetherness.
- Broery Marantika, Rascal Flatts, and 30 Seconds to Mars that always sing to me when I'm down.

ACKNOWLEDGMENT

Praise is to Allah, the Greatest, so I could finish writing this final project.

I would like to express my gratitude to Drs. Suprpto, M. Hum. as my first advisor and Seful Bahri, S.Pd., M.Pd. as my second advisor who have helped, understood and supplied valuable advice and comments for improving this final project.

I would like to thank to Drs. Ahmad Sofwan, Ph.D., the head of the English Department of Semarang State University and all of the lecturers of English Department who have provided me with skills and knowledge.

Special thanks are also expressed to all my friends who are really helpful to me as the subjects of my final project.

To my parents, my brother, and all my friends in Semarang and Bojonegoro, and many people who have supported and helped me, I only could say thank you very much.

Finally, I hope that this final project would be useful for the development of English teaching grammar and also the development of further research.

Semarang, 28 Oktober 2011

Mohamad Guntur Prayoga

ABSTRACT

Prayoga, Guntur. 2011. *Grammatical Error Analysis In Using Conditional Sentence Type 1, 2, And 3 Orally. A Case of 8th Semester English Department Unnes Students.* A Final Project, English Department. Faculty of Language and Arts, Semarang State University. The First Advisor is Drs. Suprpto, M.Hum, and The Second Advisor is Seful Bahri, S.Pd, M.Pd.

Keywords: Error Analysis, Conditional Sentence, Case Study.

In this final project, the objectives of the study was to find out the error of Unnes English Students in using conditional sentence orally and how is the students' achievement in using it orally.

To achieve the objectives of the study, the writer conducted a case and field study and quantitative research. The experiment was held in Unnes English Department with the subjects are 8th semester of the English Department majoring in education students

In solving the problems, the writer carried out an experimental study using question and answer instrument to gather the data and use the modificational brown's scoring method in scoring the data.

I tried out the instrument I constructed to find out that the instrument was able to elicit the answer and find out the validity and the reliability of the test. After trying out the instrument, I did the research by transcribing the recorded data that had been taken orally by using the method of question and answer.

The result of the test showed that the students in the range of scoring achieve grade A reach 35 %, grade B 10%, grade C 20%, grade D 15%, and grade E 20%. The highest score of the subject was 100 and the lowest score was 40. The mean of the result was 76.45. The data show that the average ability of the subjects are in the grade C. the highest level of error in using this conditional sentence orally is in conditional sentence type 3. The mean of precentage is 41.7% of the subjects are able to use this conditional sentence type 1 well. It means more than a half of the subjects are not able to use this material well. In conditional sentence type 1, there is no serious problem with this material. The mean of precentage is 90.7% shows that almost of the subjects are able to use this conditional sentence type 1 orally well. And also for conditional sentence type 2, there is no serious problem. The score mean is 5.05, and the precentage mean is 72.1%. That menas that they are able enough to use it orally.

Students of Unnes English Department is expected to improve their ability in conditional sentence. Good enough is not enough because they are going to be a teacher. That means, they should be precisely perfect in order to be a good role model in this material.



TABLE OF CONTENTS

| | |
|--|--------|
| Acknowledgement | v |
| Abstract | vi |
| Table of Contents | vii |
| List of Appendixes | x |
| CHAPTER I: INTRODUCTION | |
| 1.1. | Backgr |
| ound of the Study | 1 |
| 1.2. Reason for Choosing Topic | 3 |
| 1.3. Research Questions | 3 |
| 1.4. Objectives of the Study | 4 |
| 1.5. Significance of the Study | 4 |
| CHAPTERII: REVIEW OF RELATED LITERATURE | |
| 2.1. Previous Study | 6 |
| 2.2. The Definition of Grammar | 7 |
| 2.2.1. The Role of Grammar in Language Learning | 9 |
| 2.3. General Concept of English Conditional Sentence | 10 |
| 2.3.1. Definition of English Conditional Sentence | 11 |
| 2.3.2. Word Order in Conditional Sentence | 12 |
| 2.3.3. Types of Conditional Sentence | 12 |
| 2.4. Speaking Skill | 12 |

| | |
|--|----|
| 2.4.1. Definition of Speaking | 13 |
| 2.4.2. Errors in Spoken Language | 13 |
| 2.4.3. Grammatical Error in Spoken English | 14 |
| 2.5. Errors and Mistakes | 15 |
| 2.6. Error Analysis | 18 |
| 2.6.1. Sources of Errors | 22 |
| 2.6.2. Interlingual Errors | 22 |
| 2.6.3. Intralingual Errors | 24 |
| 2.6.4. The Role of Error Analysis in Language Teaching and Learning... | 25 |
| 2.6.5. Categories of Errors in Error Analysis | 27 |
| 2.7. The Characteristic of University Students..... | 34 |
| CHAPTER III: METHOD OF INVESTIGATION | |
| 3.1. Research Design | 35 |
| 3.1.1. Quantitative Method | 35 |
| 3.1.2. Error Analysis | 37 |
| 3.2. Procedure of the Experiment | 38 |
| 3.3. Population | 38 |
| 3.4. Sample | 38 |
| 3.5. Instrument of The Study | 39 |
| 3.5.1. Question and Answer | 43 |
| 3.5.2. Test | 44 |
| 3.6. Method of Data Collecting | 45 |

| | |
|---|----|
| 3.6.1. Try Out | 47 |
| 3.6.1.1. Validity | 48 |
| 3.6.1.2. Reliability | 49 |
| CHAPTER IV: ANALYSIS OF THE DATA | |
| 4.1. Data Analysis | 52 |
| 4.2. Result of Try Out | 52 |
| 4.3. Result of Research | 52 |
| 4.3.1. Analysis of Score | 53 |
| 4.3.2. Error Frequency of Conditional Sentence | 55 |
| CHAPTER V: CONCLUSION AND SUGGESTION | |
| 5.1. Conclusion | 59 |
| 5.2. Suggestion | 60 |
| BIBLIOGRAPHY | 61 |
| APPENDIXES | |

LIST OF TABLES

| | |
|--|----|
| 2.1 Lado's model..... | 8 |
| 2.2 The differences between error and mistake..... | 17 |
| 3.1 The outline of the questions..... | 40 |
| 3.2 The criteria of scoring..... | 46 |
| 3.3 The criteria of grading..... | 46 |
| 3.4 The frequency of error grading..... | 47 |
| 3.5 The validity of all items..... | 49 |
| 4.1 Score Table..... | 52 |
| 4.2 Percentage Table..... | 53 |
| 4.3 Conditional Sentence Type 1..... | 54 |
| 4.4 Conditional Sentence Type 2..... | 55 |
| 4.5 Conditional Sentence Type 3..... | 56 |

LIST OF APPENDIXES

| | Page |
|--|------|
| Appendix 1 The Questions of Try Out | 61 |
| Appendix 2 The Validity of The Test | 63 |
| Appendix 3 The Questions of The Research | 64 |
| Appendix 4 Transcript of The Answer | 66 |
| Appendix 5 Scoring and Grading of The Test | 106 |





CHAPTER I

INTRODUCTION

This chapter describes background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, and outline of the study.

1. 1 Background of the Study

English as an international language plays a major role of world's communication. It is reasonable that English is a compulsory subject taught to students from elementary school to university level. Because of the importance of english, it has a strong emphasis on the curriculum of Indonesian education. To be good english users, students have to be able to listen, speak, read, and write in english well.

English has a unit that we call conditional sentence. Conditional sentence is a part of english sentence. Many linguists have definitions about it.

Frank defines the term of conditional sentence as follows:

In statements with the true conditions, the main clause gives the result of a condition. If there are some possibilities that such a result may be accomplished, the form for real condition is used. If the result is impossible or uncertain of realization, the form of unread condition is used. In most statement with real condition, there are only two results stated in the main clause will take place, if the condition is not realized then the result will not take place (1972:255)

Sumarto and Suhardjito (1994:104) say that a conditional clause is a dependent clause, which is preceded by the conjunction “if”. It is also called an if clause because it is preceded by the conjunction “if”. It comes after or before the main clause (independent clause).

Conditional sentence has three types that are commonly used. They are type 1, type 2, and type 3. Type 1 sentence has 80 % possibility to happen. For instance, if you study hard, you will pass the exam. Type 2 has no possibility to happen. For instance, if he won the match, he would be the champion. Type 3 also has no possibility to happen. For instance, if they had arrived earlier, the bus would have been here.

Based on the definitions above, conditional has certain characteristic distinguished with other sentences. The examples above are conditional sentences which uses present tense (type 1), past tense (type 2), and past perfect tense (type 3) in the “if clause” and conditional form; future tense (type 1), past future tense (type 2), perfect future tense (type 3) in the main one. The “if clause” expresses contrary to fact condition.

The problem is that English acquisition is different from Indonesia. Ramelan (1992:5) says that the students’ difficulties are caused by the different elements found between the two languages. For Indonesian, conditional sentences are difficult for them because of grammatical differences.

In Indonesia conditional sentences are expressed:

- (1) “jika dia bekerja keras, dia akan sukses” (type 1)
- (2) “jika tadi malam dia berlatih sepak bola, dia akan berhadapan dengan tim itu” (type 2)
- (3) “jika dia telah belajar keras, pasti dia telah lulus ujian” (type 3)

But the problem is that Indonesia doesn't have distinguishing grammar. The distinction is only from the time signals. Moreover in speaking use, Indonesian will have difficulties to use conditional sentences. That is why I think that conditional sentences are important to discuss.

1. 2 Reasons for Choosing Topic

It started when I had an English club in my ppl at SMKN 1 Magelang with Brett Mc Neil. We found some facts that most of English learners (teachers and students of SMKN 1 Magelang) are able to use conditional in written. But when they are asked some questions that have to use conditional sentences, I found mistake from most of speakers I gave those questions. Then, I tried to do same treatment to my classmate in my university. And I found the same results; most of them are not able to use conditional sentences orally.

1. 3 Research Questions

Through this study, I would like to present the following problem that will be discussed in this research:

- (1) In what type do learners in this case Unnes English students mostly make errors in using conditional sentence orally?
- (2) How is Unnes English students' score in this research? Is it good enough for them to be a role model as a teacher?

1. 4 Objectives of the study

Based on the problems above, the objectives of the study are elaborated as follow:

- (1) To find out English learners' comprehension in using conditional sentence type 1, 2, and 3 through speaking.
- (2) To find out aspects of conditional sentences are most difficult problems for English learners.

1. 5 Significance of the Study

The significance of this study is that the finding of this study may give some contributions to:

- (1) The English learner. A few mistakes and errors in using conditional sentence can cause a misunderstanding of communication.
- (2) English department of Unnes students in order to pay attention and analyze the errors of English learner.

- (3) The English-lecturer. The most common mistake in using conditional sentences orally should be a consideration for them to find a good method to teach conditional sentences.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some theories underlying the topic of this study. Those theories relate to grammar, speaking skill, error analysis, English conditional sentence type 1, 2, and 3, and some references.

2.1. Previous Study

A number of researchers have done the studies about Case Study, Conditional sentence and Error analysis.

Gary Thomas states the following definition of case study: "Case studies are analyses of persons, events, decisions, periods, projects, policies, institutions, or other systems that are studied holistically by one or more methods. The case that is the *subject* of the inquiry will be an instance of a class of phenomena that provides an analytical frame — an *object* — within which the study is conducted and which the case illuminates and explicates."

John Bett in his study of error analysis: The ESL Learners' Dilemma states that Errors are significant in the teaching/learning process of ESL learners, especially in the sense there is a hidden competition between the mother tongue and the target

language. The role of error analysis cannot therefore be overemphasized. Proper error analysis may subsequently determine the educational outcomes of ESL learners since the identification of trouble spots that exist between the learners' mother tongue and the target language can provide the right compass to both the ESL teachers and their learners.

Sylviane Granger states that Error tagged corpora will help ELT specialists to identify learners' difficulties at any given level of proficiency for any given learner population with a much higher degree of accuracy and thereby help them produce much more closely targeted and hence more effective pedagogical tools.

Michael Swan in his study states that In grammar, conditional sentences are sentences discussing factual implications or hypothetical situations and their consequences. Languages use a variety of conditional constructions and verb forms (such as the conditional mood) to form such sentences. Full conditional sentences contain two clauses: the condition or protasis, and the consequence or apodosis.

2.2. The Definition of Grammar

There are various definitions of grammar. Different experts define the term grammar differently. Grammar may mean an analytical and analogical study of sentences Robert (1958:132) thus, when people learn grammar, they will learn the parts of speech, their names and their descriptions. They will learn such term as phrase,

clause, retained object, etc. They will also learn how to identify those categories in sentences. It means they have to diagram sentences or phrase them.

It is important to study what grammar is, since we will know what it is used for. However, there is certainly no consensus about its definition. Every people will view it in different ways. House and Harman (1950:1) stated that grammar is the study of words to other words in phrases, clauses, and sentences and semantics (meaning of words). In its narrower sense it may deal only with the forms and with the uses of words. Since grammar is a science. It must describe and analyze the basic facts of speech, and explain and interpret the laws governing the behavior of language.

Table 2.1. Lado's model

| | phonology | structure | Lexicon |
|-----------|-----------|-----------|---------|
| Listening | | | |
| Reading | | | |
| Speaking | | | |
| writing | | | |

Building on Lado's (1961) notion of language proficiency, Carroll (1968) defined language competence in terms of phonology and orthography, grammar, and the lexicon. For Carroll, however, grammatical competence incorporated both the morphosyntax and semantic components of grammar, whereas lexical competence included morphemes, words and idioms on the one hand, and the semantic and grammatical components of the lexicon on the other. In this view, Carroll recognized

the overlap between form and meaning in instances of language use. It means that grammatical competence is a language component that affects all language skills.

2.2.1. The Role of Grammar in Language Learning

Every language has its own grammar and English does too. Someone who wants to understand English has to understand grammar of English. Indonesian learners have problem in learning English. Students get difficulties in pronunciation because some of English vowels and consonant are not found in Indonesian. They also have difficulties in grammar and vocabulary. The different elements of the two languages also constitute learning problems. This is because the rules of English are different from those in Indonesian.

Understanding the grammar of a language is inevitable in order to understand the language. Chomsky in 1950 and 1960 as cited by Richard (1985:144) said:

Knowing a language was equated with knowing the grammar of that language. Grammatical competence was the knowledge underlying our ability to produce and understand sentences in a language. We call upon our grammatical performance to express meaning in ways that there are native like in the target language.

Moreover grammatical competence enables someone to understand and to produce some utterances he has never said or heard before. It is true that grammar is very important. But grammar is not the only aspect to teach in order to make the students have a good mastery of English. Having a good grammar understanding does not mean that someone can communicate well. In an actual communication he has to

choose the appropriate sentence to different people in different situation, as it stated by Allen and Corder (1974:67)

Learning a language involves acquiring knowledge of the code together with the ability to use that knowledge in producing appropriate utterances and in understanding what is said by other speaker.

2.3. General Concept of English Conditional Sentence

English has a unit that we call a sentence. Sentences are most easily illustrated than defined. All we say the point is that in speech we have sentences that are marked off from another by complicated pattern of intonation. In writing, we have comparable units marked off by capital letters at the beginning and a period at the end.

Whenever we speak, talk, and write we use sentences. With sentences, we can convey our ideas to our listeners or readers. Constructing a sentence is not only putting some words together in a random order. We arrange our words into certain patterns.

Conditional sentences are part of English sentences. Many linguists have given definitions about sentences. Nelson Francis as quoted by Ramelan, states his definition:

A sentence is a much of the uninterrupted utterance of a single speaker as is included either between the beginning of the utterance and the pause which ends a sentence final contour or between two such pauses. Ramelan (1991:152).

2.3.1. Definition of English Conditional Sentence

The definition of English conditional sentence is needed as a guideline for a research dealing with conditional sentence. Frank (1972:255) defines the term of conditional sentences as follows:

In statements with true conditions, the main clause gives the result of a condition. If there are some possibilities that such a result may be accomplished, the form for a real condition is used. If result is impossible or uncertain of realization, the form of unread condition is used. In most statements with real condition, there are only two results stated in the main clause will take place, if the condition is not realized then the result will not take place.

Sumarto and Suhardjito (1994:104) says that a conditional clause is a dependent clause, which is preceded by the conjunction “if”. It comes after or before the main clause (independent clause)

Besides Quirk and Green Baum (1973:323) assert that a conditional sentence state the dependence of one circumstance or set of circumstances on another. Finite adverbial clauses of condition are introduced by the subordinators if (positive conditions) and unless (negative conditions). While Leech and svartvic (1979:96) define that conditional clauses are related to reason clauses, but they discuss the consequence of something which may or may not be a real event.

A conditional sentence is one that states a requirement or a condition to be fulfilled, or one which expresses something contrary to fact conditions. The latter is used to express an unlikely condition or anything that we do not hope to realize and also to express a disappointment.

2.3.2. Word Order in Conditional Sentence

There are two word orders in conditional sentences, namely the normal word order and the inversion word order. The normal word order is commonly used in most conditional sentences.

2.3.3. Types of Conditional Sentence

There are three types of conditional sentence. They are:

(1) Type 1

If clause uses present tense, main clause uses future tense

(2) Type 2

If clause uses past tense, main clause uses past future

(3) Type 3

If clause uses past perfect tense, main clause past perfect future tense

2.4. Speaking Skill

Speaking is many ways an undervalued skill. It is due to the fact we can almost all speak, and so, take this skill too much for granted. Speaking is a skill which deserved attention everybody as much as literally skill, in both first and second language.

Speaking is one of the four basic skills which students have to acquire in learning a foreign language besides writing, reading, and listening. Yet, it is not an easy work

for the students to communicate in English. It is due to the fact that the rules of the language are different from their own language.

2.4.1. Definition of Speaking

In Oxford Advanced Dictionary the definition of speaking is to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages.

According to Chaney, speaking is .the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

While another expert, Theodore Huebner said .Language is essentially speech, and speech is basically communication by sounds. And according to him, speaking is a skill used by someone in daily life communication whether at school or outside. The skill is acquired by much repetition; it primarily a neuromuscular and not an intellectual process. It consists of competence in sending and receiving messages.

From the above definition, it can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt

2.4.2. Errors in Spoken English

Even university students of English persist in making the same mistakes both in written and oral work. After having some conversation with some students of English Department of Unnes I have found some mistakes in using proper English. I try to find out how it affects the production and reception of language errors, especially in the communicative approach.

Achieving effectiveness in communication requires communicative competence which is the mastery of the knowledge of language and the ability to use the knowledge in actual communication (Canale, 1983; Canale & Swain, 1980).

2.4.3. Grammatical Errors In Spoken English

The present study examines the grammatical errors in spoken English of university students who are proficient in English. The specific objectives of the study are to determine the types of errors and the changes in grammatical accuracy during the oral communication. Based on Dulay, Burt and Krashen's (1982) surface structure taxonomy, the main ways by which students modify the target forms are misinformation and omission, with addition of elements or misordering being less frequent. The results also showed an increase in grammatical accuracy in the students' spoken English towards the end of the course.

The knowledge of language, or linguistic competence, encompasses mastery of lexis, grammar of the language (Brumfit : 1984). It refers to the accuracy of the language content: grammar, pronunciation and vocabulary.

However, the grammatical accuracy in spoken language is different from written language. Beattie (1983, p.33) states that “spontaneous speech is unlike written text. It contains many mistakes, sentences are usually brief” (cited in Halliday, 1985, p.76). In case of transferring Indonesia to English, Indonesian language doesn't have past form. It makes English learners has difficulties in using it orally without deep comprehension of English grammar. Many factors of the spoken English become a guideline for the researcher to create an appropriate instrument that can cover the factors.

2.5. Errors and Mistakes

Error and mistake are two different words with different meanings. They come within learning process. To learn something we need more than understanding the concept of what we have learned. If we cannot get the main or important point, we will never know how to use it and then we make mistake and even errors. Brown (1980:15) stated: “Error is a noticeable deviation from the adult grammar of native speaker, reflecting the intralingual competence of learner”.

Many linguists have defined differently what an error is based on their own concept. Vicki Fromkin and Robert Rodman (1978: 361) states that the human brain is able not only to acquire and store the mental grammar, but also access that

linguistic store house to speak and understand what is spoken, meaning they are against the grammatical rule of the language and result in unacceptable utterances, in second language learning they occur because the learner has not internalized the grammar of the second language. In other words, the student arises out of lack of competence, therefore errors are systematic. Furthermore, they make a distinction between errors, mistakes, and lapses.

Mistakes arise when the speaker fails to match the language to the situation and result in inappropriate utterances. Lapses, on the other hand, arise out of tiredness, nervousness; or stress which result in slip of tongue, false starts, confusion of structure, etc. Both mistakes and lapses are not systematic and belong to phenomena of performance.

Unlike the two definitions mentioned above, Dullay in Brown (1987: 170) uses the term "errors" to refer to any deviations from a selected norm of language performance, and matter what the characteristics or causes of the definitions might be. They also explain that the norm used to identify the errors may be any of the dialect or other varieties of language the native speaker uses.

The term errors, as noted by Dullay above is used for the systematic deviations due to the learners still developing knowledge of the target language rule, system or for idiosyncrasies in the inter language of the learner which are direct manifestations of system with which a learner is operating at the time.

In this present study I prefer using the definition of errors. This study is not intended to differentiate between error and mistake.

Error and mistake are two different words with different meanings. They come within learning process. To learn something we need more than understanding the concept of what we have learned. If we cannot get the main or important point, we will never know how to use it and then we make mistake and even errors. Brown (1980:15) stated: “Error is a noticeable deviation from the adult grammar of native speaker, reflecting the intralingual competence of learner”.

According to Brown (1980: 165), mistake is the result of some sort of breakdown or imperfection in process of producing speech. Native speakers are normally capable of recognizing and correcting mistakes. In short, a mistake refers to a performance error that is either a random or a slip of the tongue, in that it is a failure to utilize a known system correctly.

The differences between error and mistake are as follows:

Table 2.2 The differences between error and mistake

| Error | Mistake |
|---|--|
| a. Error is a systematic deviation from accepted language code (Norrish, 1983:127) | a. Mistake is a non-systematic indicative of incomplete learning (Norrish, 1983:128). |
| b. An error is a noticeable deviation from the adult grammar of native speaker, reflecting the intralingual competence of the learner (Brown, 1980:165) | b. A mistake refers to performance errors that are a random guess or a slip in that it is a failure. |
| c. The error themselves are competence errors. According to Corder, true errors are marker of | c. Mistakes are caused by hesitation or slips of the tongue. The learners who make mistakes |

| | |
|--|--|
| the learners' transitional competence (Richard, 1974). | will sometimes use one form and sometimes the others. This shows an inconsistency. For example: If Indonesian learners pronounce the word "instruction" not "intruction." |
| d. Error is caused by deficiency in competence and a shortcoming in the knowledge of language learners. They make error when they have not learned something correctly. For example "I must to go to the shop" | |

2.6. Error Analysis

Error analysis is the study of kind and quantity of error that occurs, particularly in the fields of applied mathematics (particularly numerical analysis), applied linguistics and statistics.

Learners make errors in both comprehension and production. Second language learners are not alone in making errors. Children learning their first language (L1) also make 'error' (Bloom, 1970). They regularly produce utterances like the following;

- (1) I goes see Auntie May. (= I went to see Auntie May)
- (2) Eating ice cream. (= I want to eat ice cream)
- (3) No writing in book. (= Don't write in the book)

Also, even adult native speakers sometimes make 'error'. For example, they may sometimes omit a grammatical morpheme as in:

My brother live in Gloucester. (= My father lives in Gloucester)

The study of errors is carried out by means of Error Analysis (EA). An error takes place when the deviation arises as a result of knowledge. A mistake occurs when learners fail to perform their competence. That is, it is the result of processing problems that prevent learners from accessing their knowledge of a target language rule and cause them to fall back on some alternative, non-standard rule that they find easier to access. Mistakes then are performance phenomenon and are, of course, regular features of native speaker speech, reflecting processing failures that arise as a result of competing plans, memory limitation, lack of automaticity (Richards, Jack C. 1974: 47).

Knowing students' errors is very important to foreign language teacher and those errors should be observed, analyzed and classified. Brown (1980) states that the study of learners' errors is called error analysis.

The use of error analysis is to show some problems of the students. It also gives information to teachers about the process of acquiring a foreign language made by students.

Based on the explanation above, I think that it is necessary to discuss error analysis for teaching English as a foreign language. English teachers should know error analysis because it is a useful key to understanding the process of foreign language acquisition. They should know how the target language is learned or

acquired, what the best strategies the learners employ in order to master the target language.

The errors that learners make can be influenced by a variety of factors. For example, they may make errors in speaking, but not writing, as a result of the different processing conditions involved. Learners with one mother tongue may make a particular error, which learners with a different mother tongue do not. These points to the importance of collecting well-defined samples of learner language so that clear statements can be made regarding what kinds of errors the learners produce and under what conditions.

Errors are flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance. People cannot learn language without first systematically committing errors. Studying learners' errors serves two major purposes (1) it provokes data from which interference about the nature of the language learning process can be made; and (2) it indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from a learner's ability to communicate effectively.

Error analysis has yielded insights into the L2 acquisition process that have stimulated major changes in teaching practices. Perhaps its most controversial contribution has been the discovery that the majority of the grammatical errors second language learners make do not reflect the learner's mother tongue but are very

much like those young children make as they learn a first language. Researchers have found that like L1 learner's errors, most of the errors L2 learners make indicate they are gradually building on L2 rule system. Learning was basically a process of forming automatic habits and that errors should therefore result from first language habits interfering with the learner's attempts to learn new linguistic behaviors. It was thought that contrastive analysis of the learner's two languages would predict the areas in the target language that would pose the most difficult.

Error analysis was an alternative to contrastive analysis, an approach influenced by behavior through which applied linguist sought to use the formal distinctions between the learners' first and second languages to predict errors. Contrastive analysis describes the structural differences and similarities of two or more languages.

Error analysis showed that contrastive analysis was unable to predict a great majority of errors; although its more valuable aspects have been incorporated into study of language transfer.

The contrastive analysis above aims at describing the differences and similarities of the first language and the second language with a view to predict possible learning problems. The native language interferes with the acquisition of the target language because there are elements of the two languages which are different from each other. Thus, those different elements, as stated in the previous chapter, will be difficult and often cause a learner to produce errors, especially for beginners

because they have not had yet much knowledge about the target language to make hypotheses about the rules.

2.6.1. Sources of Errors

Errors arise from several general sources: interlingual errors of the interference from the native language, intralingual errors within the target language, the sociolinguistic context of communication, psycholinguistic or cognitive strategies and countless affective variables (Brown, 1980:166).

In her final project, in order to limit the discussion, I would only like to discuss errors caused by interlingual and intralingual errors.

2.6.2. Interlingual Errors

“Interlingual errors are errors due to transfer from the mother tongue” (Littlewood, 1984:22). These are usually caused by the interference of the mother tongue because they are processing the second language in its own rules. The errors deal with contrastive Analysis hypothesis as pointed by Brown:

This hypothesis.... claimed that the principal barriers to second language acquisition is the interference of the first language system with the second language system, and that a scientific, structural analysis of the two languages yield a taxonomy of linguist to predict the difficulties a learner would encounter (Brown, 1980:148).

According to Brown (1980:173) the beginning stages of learning a second language are characterized by a good deal of interlingual transfer from the native language. Brown (1980:152-4) also describes the grammatical hierarchy into six categories. They are:

(1) Level 0 - Transfer

It occurs when there is no contrast or different between two languages. The learners can simply transfer (positively) a sound, structure, or lexical item from the native language to the target language.

For examples:

The transfer of structure between Indonesian and English.

Indonesian

English

Sedikit siswa

A few students

Sedikit uang

A little money

(2) Level 1- Coalescence

It means that two items in the native language become coalesced into essentially one item in the target language.

For example:

The words “*kita* and *kami*” in Indonesian are coalesced into one item “*we*”.

(3) Level 2- Under differentiation

Under differentiation is an error made by the students because different items in the target language may sometimes be considered the same, due to the lack of such differentiation in the native language.

For example:

She is very proud of herself. (She was proud of herself)

(4) Level 3- Reinterpretation

It is an item that exists in the native language that gives a new shape or distribution in the target language.

For example:

The interference of the Indonesian comparative “degree” “*lebih besar*” in the English language. They tend to use “*I am more bigger than you*” instead of “*I am bigger than you*”.

(5) Level 4- Over differentiation

The learner must learn an entirely new item, which is little similar to the native language. It is something to do with the forms and meanings.

For example:

It was her who received the message.” (Her and she are the form of pronoun with the same meaning)

(6) Level 5- Split

The learner makes new distinction because one item in the native language becomes two or more in the target language. Split is part of coalescence.

For example:

The word “*dia*” can be translated into “*he or she*” because Indonesian does not consider the distinction among masculine and feminine.

2.6.3. Intralingual Errors

Intralingual errors, also called developmental errors, are caused by direct result of the learner’s attempts to create language rules based on his or her hypothesis about the target language system he or she is learning. Richards (1974:6) states that intralingual interference refers to items by the learner which reflect not the structure of the mother tongue, but generalization based on partial exposure of the target language.

Brown (1980: 173) says that intralingual errors or intralingual interference- the negative transfer of items within the target language, or put another way, the incorrect generalization of rules with the target language is a major factor in second language learning.

From the discussion above, it is obvious that there are two causes or sources of errors. They have their own advantages and disadvantages. Therefore, they need to be careful in analyzing for applying the type of them. Moreover, I do not know exactly which causes or sources of errors are significant in learning English as a foreign language for Indonesian learner. But, the difficulty of cause of error can be avoided by choosing the right method, instrument and the right level of research subject choice. Those are discussed in the next chapter. Therefore, I present theoretically the analysis of errors in this chapter.

2.6.4. The Role of Error Analysis in Language Teaching and Learning.

In language learning the study of the learners has become very important and has always been a cause of much concern to the teacher and text-book writers alike. It has been used as indicator of learning and guide in teaching. The study of learners errors are known as error analysis. Error analysis shows the significance of learner's errors and three ways:

- (1) They tell the teachers how far the learners have progressed and what remains for them to learn.
- (2) They provide evidence to researchers of how language is learned of acquired and what strategy or procedure the learner is employing to learn the language, and
- (3) They serve as feedback to the learner of hypothesis she is using.

Furthermore, Sue loarch (1984: 11) states that error analysis is not confronted with the complex theoretical problem encountered by contrastive analysis, e/q/ the problems of equivalence.

However, there are weaknesses of error analysis are also started by Zuchrudin Surya Winarta and Hariyanto in their book "Translation" (2003: 17)

The points out of their major weaknesses of error analysis are:

- (1) The confusion of error description with error explanation (the process and product aspect of analysis).
- (2) The lack of precision and specificity in the definition of error categories and
- (3) Simplistic categorization of the causes or learning's errors.

As stated by Baradja (1990: 96), there are three major difficulties in conducting error analysis. There are:

- (1) Difficulty in giving meaning to the student utterances. If often happens that the researcher are usually and other activities that she does not have time to make reconstruction of students wring utterances or to return them to their original sentence or corpus, These often cause mistake and produce unmeaning finding.
- (2) Difficulty in creating instrument, which can be used to obtain the information that we need. If the instrument we make is not good and systematic, we will get invalid and unmeaning data. In other words the information Data we do not contain error since students may avoid using difficult items.
- (3) Difficulty in classifying the errors.

To classify errors into types is not easy work and it takes much time.

Sometimes students are wrong utterance cannot be regarded as 'error'.

2.6.5. Categories of Errors in Error Analysis

To categorize error into classification based on the types or the sources of errors is not easy work. Many times error cannot be traced back into one source. Moreover, the boundaries between different sources of error many sometimes be unclear that the arbitrary classification decision unavoidable

According to the process editing written by Sue Loarch in her book (1984: 181) I concludes that there are two categories of errors, global and local errors.

Global errors are thus which affect the overall sentence organization significantly, while local errors are those affect single element (constituent) in a sentences.

The classification of errors based on the classification of errors proposed by Richards (1974), Ellis (1997), and Dulay, Burt, and Krashen (1982).

(1). Jack Richards (1974)

Jack Richards (1974) classifies errors into two kinds, they are:

a. Interlanguage Errors

Richards (1974:173) says that interlanguage errors are errors caused by the interference of the learner's mother tongue. Through the meaning of interlanguage errors, can be seen and becomes clear that this kind of errors needs a contrastive

analysis. The interference that is mentioned above means the interference of native language into foreign learning and it indicates the learning process.

b. Intralingual and Developmental Errors

Richards (1974: 174) says that intralingual and developmental errors emphasize the reflection of the learners' competence at a particular stage, and illustrate some of general characteristics of language acquisition. And the details, intralingual errors are those that reflect the general characteristics of rule learning, such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply and developmental errors illustrate the learner attempting to build up hypotheses about the English language from his limited experience of it in the classroom or textbook. For that the intralingual and developmental errors classify the errors become:

(1) Over-generalization

Jakobvits (in Richards. 1974:174) defines generalization as 'the use of previously available strategies in new situation. . . . In second language learning . . . some of these strategies will prove helpful in organizing the facts about the second language, but others, perhaps due to superficial similarities, will be misleading and inapplicable'. Over-generalization covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language. Richards (1974:175) says that over-generalization is associated with

redundancy reduction. It may be occurred, for instance, with items which are contrasted in the grammar of the language but which do not carry significant and obvious contrast for the learner. Generally, overgeneralization is the creation of one deviant structure in place of two regular structures for example: - He can *sings*. This sentence should be: He can sing. There is an over form of a structure verb sing becomes sings.

(2) **Ignorance of rule restrictions**

Ignorance of rule restrictions is failure to observe the restrictions of existing structures, that is, the application of rules to contexts where they do not apply, for example: *The man who I saw him* violates the limitation on subjects in structures with *who*. *I made him to do it* ignores restrictions on the distribution of *make*.

(3) **Incomplete application rules**

Under this category of error, we may note the occurrence of structures whose deviancy represents the degree of development of the rules required to produce acceptable utterances. This category emphasizes the systematic difficulty in the use of questions to be observed. It means that the cases are about: a statement form may be used as a question, one of the transformations in a series may be omitted, or a question word may simply be added to the statement form

(4) False concept hypothesized

In addition to the wide range of intralingual errors which have to do with faulty rule learning at various levels, there is a class developmental error which derives from faulty comprehension of distinction in the target language. These are sometimes due to poor gradation of teaching items.

B. Ellis (1997)

Ellis (1985:297) says that error analysis is a procedure use by both researches and teachers. It involves collecting samples of learner language, identifying the errors in sample, describing these errors, classifying them according to their hypothesized causes, and evaluating their seriousness. In relation to kinds of errors, Ellis (1997:15) classifies four kinds of errors through explaining three steps of analyzing the errors.

They are:

(1) Identifying Errors

In this step, we have to compare the error sentences (I mentions it as ‘original sentence’) with what seem to be the normal or ‘correct’ sentences in the target language which correspond with them (I mentions it as ‘reconstruction’). But it is, in fact, easier said than done. Sometimes, it is difficult to make the reconstruction when we collide with the learner means to say.

(2) Describing Errors

This next step is the step where the errors are described and classified into kinds. This step can be done by several ways. According to Rod Ellis, there are two ways to classify errors.

Errors are classified into several types:

a. Omission

Omission is the error of leaving out an item that is required for an utterance to be considered grammatical, for example: There is picture on the wall. This sentence leaves out an article *a* that must be added before the word *picture*.

b. Misinformation

Misinformation is the error of using one grammatical form in place of another grammatical form, example: I *see* her yesterday. This sentence contains misinformation in using irregular verb which marked by the using the wrong form *see* to replace *saw*.

c. Misordering

Misordering is the error of putting the words in utterance in the wrong order. For example: She will come *evening tomorrow*. This sentence has the wrong order of

adverb of time *evening tomorrow*. It must be changed becomes: She will come *tomorrow evening*.

d. Overgeneralization

Overgeneralization is the error of using over grammatical form in an utterance. For example: The dog *eated* the chicken. This sentence uses *-ed* to signal past tense but it is an over grammatical form because the word *eat* is an irregular verb so its past form should be *ate* not *eated*.

C. Dulay, Burt, and Krashen (1982:138)

Dulay, Burt, and Krashen in James (1982:138) said that errors are the flawed side of learner speech or writing. People cannot learn language without first systematically committing errors. There are four descriptive taxonomies to analyze errors, namely linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.

(1) Linguistic Category Taxonomy

Linguistic category taxonomies classify errors according to either or both the language component and the particular linguistic constituent the error effects.

Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style).

Constituents include the elements that comprise each language component.

(2) Surface Strategy Taxonomy

Surface strategy taxonomy highlights the way surface structures are altered. The surface strategy elements of a language are altered in specific and systematic ways.

Among the common errors are:

a. Omission Errors

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Language learners omit grammatical morphemes much more frequently than content words. e.g *English use many countries*. It must be *English is used by many countries*.

b. Addition Errors

Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance. Three types of addition errors are: 1) Double markings: She didn't went back. 2) Regularization: eated for ate, childs for children 3) Simple additions: The fishes doesn't live in the water.

c. Misformation Errors

Misformation errors are characterized by the use of the wrong form of the morphemes or structure. The types of errors are: 1) Regularization errors: The dog eated the

chicken. 2) Archi-forms: I see her yesterday. Her dance with my brother. 3)

Alternating forms: I seen her yesterday.

d. Misordering Errors

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. e.g I don't know what is that.

(3) Comparative Taxonomy

Comparative taxonomies classify errors based on comparison between the structure of language learner errors and certain other types of construction. The errors are classified into developmental errors, interlingual errors, ambiguous errors, and unique errors.

(4) Communicative Effect Taxonomy

Communicative effect taxonomy deals with errors from the perspective of their effect on the listener or reader. This taxonomy classifies errors into global errors and local errors.

2.7. The Characteristics of University Students

Learning foreign language involves many factors. The crucial factors may influence language learning. They are: age, ability, aspiration, and need, native language, and previous language experience (Finocchiaro, 1974:14). From the factors above,

English Department of Unnes students should be able to use English correctly because they have achieved the factors mentioned during their study at Unnes.



CHAPTER III

METHODS OF INVESTIGATION

This chapter presents the method of investigation. It describes the research design, population, sample, and also instruments used for this study.

3. 1. Research Design

In doing a research, I need two methods for an accurate result. The methods of research are used to answer the objectives of the research mentioned in chapter I. To do this kind of research, quantitative and case and field method will be used.

3.1.1. Quantitative Method

According to Khun (1961), *Quantitative methods* are research techniques that are used to gather quantitative data - information dealing with numbers and anything that is measurable. Statistics, tables and graphs, are often used to present the results of these methods. They are therefore to be distinguished from qualitative methods.

Because this research is about a case in the field (in this case English department students), this research also uses case and field method.

For quantitative research, the result will be in the form of statistic. It means that the data will be presented in number form.

This quantitative research will be done to identify English Department of Unnes students related to grammatical error analysis in using conditional sentence type 1, 2, and 3 orally.

3.1.2 Error Analysis

As mentioned in the previous chapter, Error analysis is the study of kind and quantity of error that occurs, particularly in the fields of applied mathematics (particularly numerical analysis), applied linguistics and statistics.

The study of errors is carried out by means of Error Analysis (EA). An error takes place when the deviation arises as a result of knowledge. A mistake occurs when learners fail to perform their competence. That is, it is the result of processing problems that prevent learners from accessing their knowledge of a target language rule and cause them to fall back on some alternative, non-standard rule that they find easier to access. Mistakes then are performance phenomenon and are, of course, regular features of native speaker speech, reflecting processing failures that arise as a result of competing plans, memory limitation, lack of automaticity (Richards, Jack C. 1974: 47).

The use of error analysis is to show some problems of the students. It also gives information to teachers about the process of acquiring a foreign language made by students. In this analysis I tries to find out how the acquaired students in a university use conditional sentences.

3.2. Procedure of the Experiment

The procedures of experimental design are:

- (1) Choosing the population of the research which are the 8th semester Unnes English Department Students that has passed Grammar, Speaking, and Listening with B minimum score.
- (2) Making the instrument and try it.
- (3) Doing question and answer by using the instrument.
- (4) Assessing the data.
- (5) Making conclusion of the result.

3.3. Population

According to Arikunto (1998:103), population is all members of the research subject. In other words, population is all individuals from whom the data is collected. The population of this research is 8th students of Unnes English Department. In this research, the population would be used to find the grammatical error in using conditional sentence type 1, 2, and 3 through speaking. Arikunto (2002: 109) defines a sample as a part of population that will be examined.

3.4. Sample

Sample is defined as a small proportion of population selected for observation and analysis (Best, 1981:8). While Arikunto (1987:104) states that a sample is apart or

representative subject of population. It can be concluded that sample is a representation of population that will be used to gather data needed for this research.

In this case, I took 20 of English Department Unnes students majoring in Education as the sample of this research. The students that I took as sample are the students that had already passed Grammar, Listening, and speaking lecture, and got minimum B score in those lectures. It has got to assure that the sample I took is qualified to be the object of this research.

3.5. Instrument of the Study

Instrument is a very essential means of data collecting in a research. Saleh (2001: 31) states "... the word instrument refers to research tools for data collecting. It is, therefore, instrument is a fundamental thing that I must think it well before conduct the research.

Research instrument is a device used by the researcher in collecting data to make his work become easier and to get better result, complete and systematic in order to make the data easy to process. It influences the data, which are collected. There are several kinds of instruments to collect data such as test, questionnaire, observation, question and answer, and interview. In this research I wanted to know the mastery of Unnes English Department Students' mastery in using conditional sentences orally. Therefore, I used a question and answer test method as the instrument for this research. Here is the outline of the instrument:

Table 3.1 The outline of the questions.

| | |
|----|---|
| Q1 | <p>This question aims to test takers' achievement in:</p> <ul style="list-style-type: none"> • english conditional sentence type 1 • Verb Phrase • Modality • Content |
| Q2 | <p>This question aims to test takers' achievement in:</p> <ul style="list-style-type: none"> • english conditional sentence type 1 • Verb Phrase • Modality • Content |
| Q3 | <p>This question aims to test takers' achievement in:</p> <ul style="list-style-type: none"> • english conditional sentence type 1 • Verb Phrase • Modality • Content |
| Q4 | <p>This question aims to test takers' achievement in:</p> <ul style="list-style-type: none"> • english conditional sentence type 2 • Verb Phrase • Modality • Content |
| Q5 | <p>This question aims to test takers' achievement in:</p> <ul style="list-style-type: none"> • english conditional sentence type 2 • Verb Phrase • Modality • Content |
| Q6 | <p>This question aims to test takers' achievement in:</p> <ul style="list-style-type: none"> • english conditional sentence type 3 • Verb Phrase • Modality • Content |
| Q7 | <p>This question aims to test takers' achievement in:</p> <ul style="list-style-type: none"> • english conditional sentence type 2 • Verb Phrase • Modality |

| | |
|-----|---|
| | <ul style="list-style-type: none"> • Content |
| Q8 | <p>This question aims to test takers' achievement in:</p> <ul style="list-style-type: none"> • english conditional sentence type 2 • Verb Phrase • Modality • Content |
| Q9 | <p>This question aims to test takers' achievement in:</p> <ul style="list-style-type: none"> • english conditional sentence type 1 • Verb Phrase • Modality • Content |
| Q10 | <p>This question aims to test takers' achievement in:</p> <ul style="list-style-type: none"> • english conditional sentence type 3 • Verb Phrase • Modality • Content |
| Q11 | <p>This question aims to test takers' achievement in:</p> <ul style="list-style-type: none"> • english conditional sentence type 3 • Verb Phrase • Modality • Content |
| Q12 | <p>This question aims to test takers' achievement in:</p> <ul style="list-style-type: none"> • english conditional sentence type 1 • Verb Phrase • Modality • Content |
| Q13 | <p>This question aims to test takers' achievement in:</p> <ul style="list-style-type: none"> • english conditional sentence type 1 • Verb Phrase • Modality • Content |
| Q14 | <p>This question aims to test takers' achievement in:</p> <ul style="list-style-type: none"> • english conditional sentence type 3 • Verb Phrase |

| | |
|-----|---|
| | <ul style="list-style-type: none"> • Modality • Content |
| Q15 | <p>This question aims to test takers' achievement in:</p> <ul style="list-style-type: none"> • english conditional sentence type 2 • Verb Phrase • Modality • Content |
| Q16 | <p>This question aims to test takers' achievement in:</p> <ul style="list-style-type: none"> • english conditional sentence type 2 • Verb Phrase • Modality • Content |
| Q17 | <p>This question aims to test takers' achievement in:</p> <ul style="list-style-type: none"> • english conditional sentence type 1 • Verb Phrase • Modality • Content |
| Q18 | <p>This question aims to test takers' achievement in:</p> <ul style="list-style-type: none"> • english conditional sentence type 3 • Verb Phrase • Modality • Content |
| Q19 | <p>This question aims to test takers' achievement in:</p> <ul style="list-style-type: none"> • english conditional sentence type 3 • Verb Phrase • Modality • Content |
| Q20 | <p>This question aims to test takers' achievement in:</p> <ul style="list-style-type: none"> • english conditional sentence type 2 • Verb Phrase • Modality • Content |

3.5.1. Question and answer

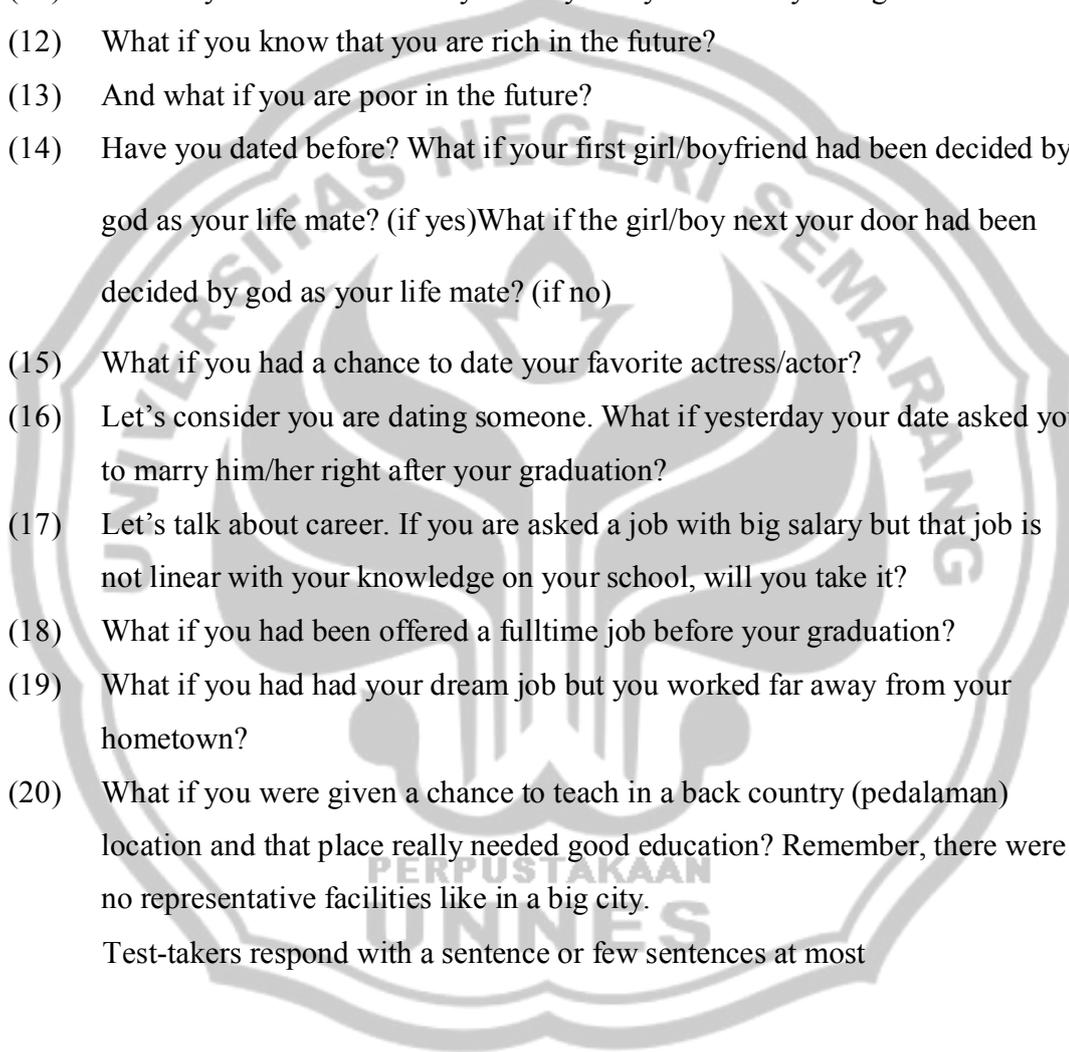
In this research, I uses question and answer to gather the data. Brown explains that question and answer task can consist of one or two questions from an interviewer, or they can make up a portion of a whole battery of questions and prompts in an oral interview. It means they can vary from simple question like ‘What is a car?’ to complex question like ‘What are steps governments should take, if any, to stem the rate of deforestation in tropical countries?’ The first question is intensive in its purpose; it is a display question intended to elicit a predetermined correct response. Questions at the responsive level tend to be genuine referential question in which the test-taker is given more opportunity to produce meaningful language in response.

In designing such question for test takers, i want to elicit the errors that Unnes English students make in producing conditional sentences orally. But, i also concern on the grammar sorrounding the test takers’ result of data collection. Responsive questions may take the following forms:

Question eliciting open-ended responses

Test-takers hear:

- (1) What if you find a package of 1 billion rupiahs on the way you go to campus this morning?
- (2) How if on the package is written the address of the owner?
- (3) And what if there is no address on it?
- (4) Let’s consider if you were the owner of the package, what would you do?
- (5) If you had that 1 bilion, what would you buy?
- (6) What if you had had a problem about money in your life?

- 
- (7) Let's talk another thing, what if you had a power to come back to past time?
- (8) What thing that you would really change if you came back to past time?
- (9) If you are able to see future, let me know one thing you will see!
- (10) What if you had known the time of your death?
- (11) What if you had known that yesterday was your last day living?
- (12) What if you know that you are rich in the future?
- (13) And what if you are poor in the future?
- (14) Have you dated before? What if your first girl/boyfriend had been decided by god as your life mate? (if yes)What if the girl/boy next your door had been decided by god as your life mate? (if no)
- (15) What if you had a chance to date your favorite actress/actor?
- (16) Let's consider you are dating someone. What if yesterday your date asked you to marry him/her right after your graduation?
- (17) Let's talk about career. If you are asked a job with big salary but that job is not linear with your knowledge on your school, will you take it?
- (18) What if you had been offered a fulltime job before your graduation?
- (19) What if you had had your dream job but you worked far away from your hometown?
- (20) What if you were given a chance to teach in a back country (pedalaman) location and that place really needed good education? Remember, there were no representative facilities like in a big city.
- Test-takers respond with a sentence or few sentences at most

3.5.2 Test

A test can be defined as a method of measuring a person's ability, knowledge, or performance in a given domain (Brown, 2004:3). As a method, it is an instrument—a

set of techniques, procedures, or items that requires performance on the part of the test-taker. In this research, achievement test is used to determine whether course objectives have been met—and appropriate knowledge and skills acquired—by the end of a period of instruction. In this research I gives the test in the oral form that test takers must answer in a sentence or few sentence.

3.6. Method of Data Collecting

In this research, there is no treatment used to collect data because I wants to know the errors of English Department of Unnes students. For gathering the data, I will use question and answer to collect the data by using the method of question and answer. This method is usually used in quantitative research and can be conducted face-to-face or over the telephone, sometimes with the aid of computers.

The sample should have mastered conditional sentences so that the step were trying out to find out validity and reliability of the instrument and testing to find out the errors of conditional sentences use orally.

The scoring categories is taken from Brown with a set of modification to make it applicable and usable in this research. The score is in yhe interval of 5-1. The criteria is explained as follows:

Table 3.2 The criteria of scoring

| Criteria | Assessments | Score |
|-----------|---|-------|
| Excellent | The test taker only listens to the question in one repetition and answers it correctly in conditional sentence form, grammatical form and context. | 5 |
| Good | The test taker listens to the question in two repetitions and answers it correctly in conditional sentence form, grammatical form and context. | 4 |
| Average | The test taker listens to the question in three repetitions and answers it correctly in conditional sentence form, grammatical form and context. | 3 |
| Weak | The test taker listens to the question in three repetitions and answers it correctly in conditional sentence form, but there are some errors in grammatical form. | 2 |
| Poor | The test taker listens to the question in three repetitions but answers it incorrectly in conditional sentence form, grammatical form and context. | 1 |

The grading category is also based on brown's category of grading that is called absolute grading. Here is the grading of score in using conditional sentence for this research:

Table 3.3 The criteria of grading

| Grade | Score | Explanation |
|-------|-------|-------------|
| | | |

| | | |
|---|--------|--|
| A | 91-100 | Excellent. Test taker is qualified to be a role model in using conditional sentence. |
| B | 81-90 | Good. Good enough in using conditional sentence orally. Qualified to be a role model. But test taker still needs to practice/use it orally in order to make it better. |
| C | 71-80 | Average. As an 8th semester English student, test taker needs more learning in conditional sentence. |
| D | 61-70 | Weak. Below expectation. |
| E | ≤60 | Poor. Unqualified as a role model. Test taker really needs to learn conditional sentence. |

The same method of grading is also used to grade the error of quantity in conditional sentence.

Table 3.4 The frequency of error grading

| Type of Conditional Sentence | Quantity | Errors | Score | Grade | | |
|------------------------------|-----------|--------|--------------|-------|-------|------|
| Type 1 | 7 numbers | | Max 7, min 0 | A=6-7 | B=4-5 | C=≤3 |
| Type 2 | 7 numbers | | Max 7, min 0 | A=6-7 | B=4-5 | C=≤3 |
| Type 3 | 6 numbers | | Max 6, min 0 | A=5-6 | B=3-4 | C=≤2 |

By finding the number of the errors of each conditional sentence, I can find the answer of second question of this research.

3.6.1. Try Out

An instrument of a research must be valid and reliable. Try out is a way to make it valid and reliable. I tried out the instrument to make sure that the instrument that was used was applicable for this research. I took 10 subject in this research randomly to find out the validity and reliability of the instrument.

3.6.1.1 Validity

Validity is the most complex criterion of an effective test. Grondlund as quoted by Brown (2004: 22) validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment. The formula of the validity is as follow:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where,

r_{xy} = the validity of the item test

N = the number of the students

X = the number of students who answer correctly

Y = the students' score

In the $\alpha = 5\%$ with $n = 10$, therefore the $r_{table} = 0,666$

The validity of item number 1:

$$\begin{aligned} r_{xy} &= \frac{10(2235) - (30)(639)}{\sqrt{\{10(20) - (20)^2\} \{10(47767) - (639)^2\}}} \\ &= 0.697. \end{aligned}$$

Because $r_{XY} > r_{table}$, Therefore item no 1 is valid

The validity of all test items:

Table 3.5 The validity of all items

| Test Item | r_{xy} | Criteria |
|-----------|----------|----------|
| 1 | 0.697 | valid |
| 2 | 0.669 | valid |
| 3 | 0.715 | valid |
| 4 | 0.746 | valid |
| 5 | 0.691 | valid |
| 6 | 0.781 | valid |
| 7 | 0.818 | valid |
| 8 | 0.746 | valid |
| 9 | 0.704 | valid |
| 10 | 0.701 | valid |
| 11 | 0.926 | valid |
| 12 | 0.832 | valid |
| 13 | 0.708 | valid |
| 14 | 0.824 | valid |
| 15 | 0.917 | valid |
| 16 | 0.718 | valid |
| 17 | 0.744 | valid |
| 18 | 0.754 | valid |
| 19 | 0.682 | valid |
| 20 | 0.73 | valid |

From the data described above, it is proved that the instrument that I use in this research is valid.

3.6.1.2 Reliability

Similar to validity, reliability is also the characteristics of a good test. Reliability means the stability of test scores. A reliable test is consistent and dependable. If the test is given to the same students on two different occasions, the test will show similar results. To determine the reliability of the test, the following formula is used:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

Where,

r_{11} = reliability of the test

k = the number of the items

σ^2 = the means of the scores

$\sum \sigma_i^2$ = the total of variants

On $\alpha = 5\%$ with $n = 10$, from $r_{table} = 0.666$

If $r_{XY} > r_{table}$, The test is reliable

a. The reliability of the test:

$$r_{11} = \left(\frac{20}{20-1} \right) \left(1 - \frac{67.722}{770.54} \right)$$

= 0.960 Because $r_{XY} > r_{table}$, The test is reliable

From the data above, it is proved that the instrument I use in this research is reliable. Therefore, this instrument is applicable in this research.

CHAPTER IV

RESULT OF ANALYSIS

This chapter presents the Result of this research. It describes the research data and the explanation about the data gathered.

4.4. Data Analysis

In this chapter, the writer presented data analysis of the research that was held on September to August 2011. The writer took the question and answer data

4.5. Result of Try Out

The try-out that was done, had an analysis result based on item validity and reliability. Those aspects influenced the number of items that were used in a test. From the result of the try out, it is proved that the instrument of this reaearch is applicable.

4.6. Result of Research

All of the test score have to be computed statistically. To know the result is answered the question of this study, i divided the result into two parts. The first part is to

describe the result of general test of conditional sentence and answer the first question. The second part is to describe the frequency error of conditional sentence.

4.6.1. Analysis of Score

In this analysis, I present the scoring of general conditional sentence. It is tabulated into score data and percentage data. From the data I collected, the statement of this research will be answered.

Table 4.1 Score Table

| Subject | Score | Grade |
|---------|-------|-------|
| S-1 | 62 | D |
| S-2 | 81 | B |
| S-3 | 71 | C |
| S-4 | 81 | B |
| S-5 | 40 | E |
| S-6 | 52 | E |
| S-7 | 96 | A |
| S-8 | 66 | D |
| S-9 | 92 | A |
| S-10 | 100 | A |
| S-11 | 62 | D |
| S-12 | 100 | A |
| S-13 | 100 | A |
| S-14 | 92 | A |
| S-15 | 100 | A |
| S-16 | 51 | E |
| S-17 | 75 | C |
| S-18 | 59 | E |
| S-19 | 73 | C |
| S-20 | 76 | C |
| Total | 1529 | |
| Mean | 76.45 | |

The highest score that the subject is 100 and the lowest score is 40. The mean of the result is 76.45. Although the best score is reached, but the lowest score is so low. According to the test grading, the grade of the score is only in the grade C.

Table 4.2 Percentage Table

| Number of Subjects | Grade | Percentage |
|--------------------|-------|------------|
| 7 | A | 35% |
| 2 | B | 10% |
| 4 | C | 20% |
| 3 | D | 15% |
| 4 | E | 20% |

The table shows that 35% of the total subject reaches A and 10% reaches B score. It means that 45% percent reaches good position in this research that means they are qualified to be a role model in conditional sentence. 20% is in average area (grade C), that means they are able to use conditional sentence in the “ordinary” level. The subjects who are in this grade should learn and use conditional sentence more often in order to make their ability in this material better. 15% in grade D and 20% in grade E. It is definitely not a good result. Those who are in that area must learn harder in conditional sentence.

4.6.2. Error Frequency of Conditional Sentence

Table 4.3 Conditional Sentence Type 1

| subject | score | |
|---------|-------|--------|
| | CS-1 | % |
| S-1 | 7 | 100 |
| S-2 | 7 | 100 |
| S-3 | 6 | 85.7 |
| S-4 | 7 | 100 |
| S-5 | 5 | 71.4 |
| S-6 | 2 | 28.6 |
| S-7 | 7 | 100 |
| S-8 | 7 | 100 |
| S-9 | 7 | 100 |
| S-10 | 7 | 100 |
| S-11 | 5 | 71.4 |
| S-12 | 7 | 100 |
| S-13 | 7 | 100 |
| S-14 | 6 | 85.7 |
| S-15 | 7 | 100 |
| S-16 | 7 | 100 |
| S-17 | 7 | 100 |
| S-18 | 6 | 85.7 |
| S-19 | 6 | 85.7 |
| S-20 | 7 | 100 |
| Total | 127 | 1814.2 |
| Mean | 6.35 | 90.7 |

In Conditional sentence type 1, subjects had done well. the mean of score is 6.35 and the mean of percentage is 90.71%. That shows that almost of the subjects are able to

use this conditional sentence type 1 orally well. The highest percentage of this material is 100% and the lowest is 28.6%.

Table 4.4 Conditional Sentence Type 2

| subject | score | |
|---------|-------|--------|
| | CS-2 | % |
| S-1 | 3 | 42.8 |
| S-2 | 3 | 42.8 |
| S-3 | 1 | 14.2 |
| S-4 | 7 | 100 |
| S-5 | 0 | 0 |
| S-6 | 6 | 85.7 |
| S-7 | 7 | 100 |
| S-8 | 5 | 71.4 |
| S-9 | 7 | 100 |
| S-10 | 7 | 100 |
| S-11 | 6 | 85.7 |
| S-12 | 7 | 100 |
| S-13 | 7 | 100 |
| S-14 | 6 | 85.7 |
| S-15 | 7 | 100 |
| S-16 | 1 | 14.2 |
| S-17 | 7 | 100 |
| S-18 | 0 | 0 |
| S-19 | 7 | 100 |
| S-20 | 7 | 100 |
| Total | 101 | 1442.5 |
| Mean | 5.05 | 72.1 |

In Conditional sentence type 2, most of the subjects had done well. The mean of the score is 5.05. The mean of percentage is 72.1%. It shows that most of

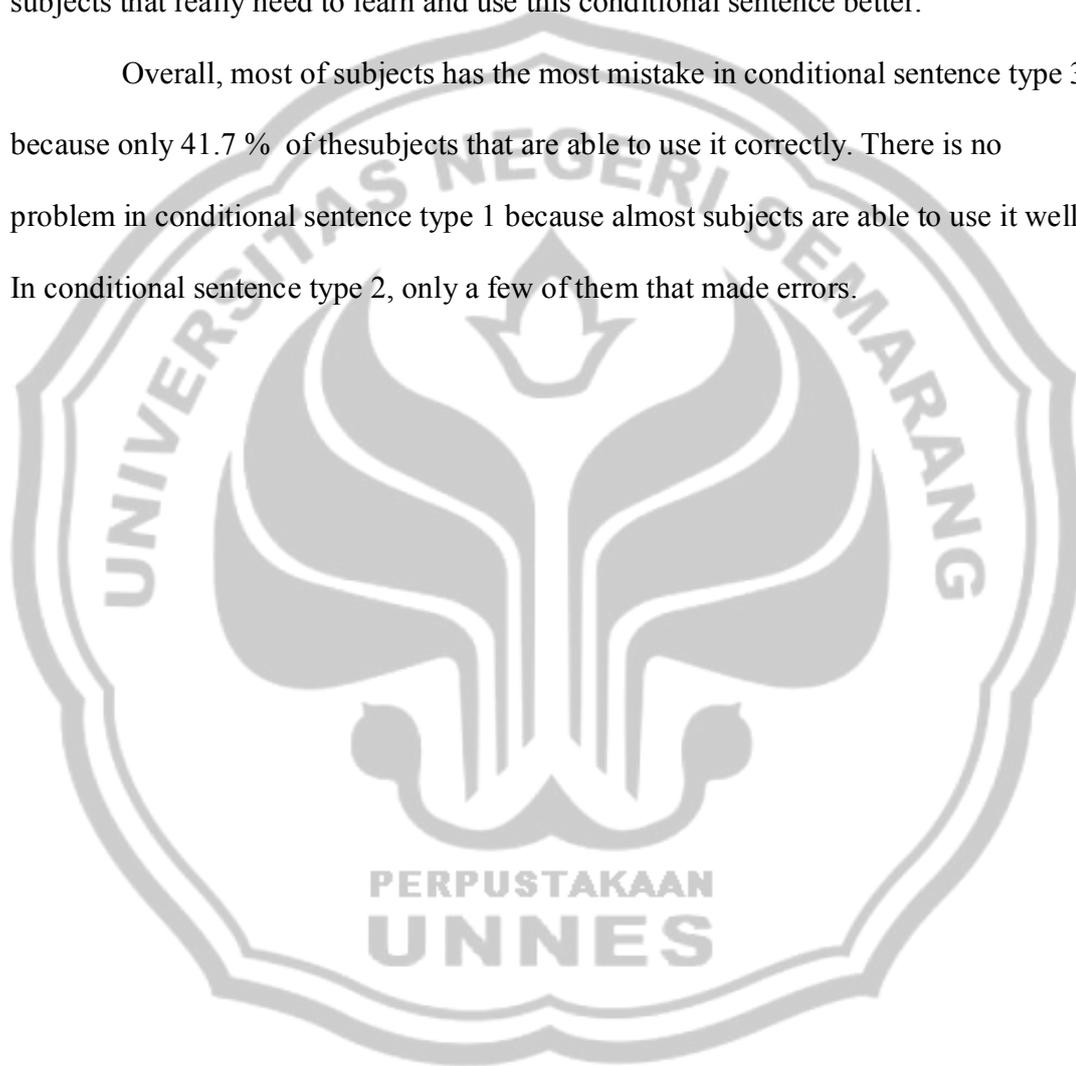
subjects are able to use this conditional sentence type 2 orally well. The highest percentage of this material is 100% and the lowest is 0%. But from this result, we can see that there still are 2 subjects that really need to learn and use this conditional sentence better.

Table 4.5 Conditional Sentence Type 3

| subject | score | |
|---------|-------|-------|
| | CS-3 | % |
| S-1 | 0 | 0 |
| S-2 | 6 | 100 |
| S-3 | 3 | 50 |
| S-4 | 2 | 33.3 |
| S-5 | 0 | 0 |
| S-6 | 0 | 0 |
| S-7 | 5 | 83.3 |
| S-8 | 0 | 0 |
| S-9 | 4 | 66.7 |
| S-10 | 6 | 100 |
| S-11 | 0 | 0 |
| S-12 | 6 | 100 |
| S-13 | 6 | 100 |
| S-14 | 6 | 100 |
| S-15 | 6 | 100 |
| S-16 | 0 | 0 |
| S-17 | 0 | 0 |
| S-18 | 0 | 0 |
| S-19 | 0 | 0 |
| S-20 | 0 | 0 |
| Total | 50 | 833.3 |
| Mean | 2.5 | 41.7 |

In Conditional sentence type 3, percentage mean of 41.7% shows that more than a half of the subjects are not able to use this material orally well. The highest percentage of this material is 100% and the lowest is 0%. From this result, the subjects that really need to learn and use this conditional sentence better.

Overall, most of subjects has the most mistake in conditional sentence type 3 because only 41.7 % of the subjects that are able to use it correctly. There is no problem in conditional sentence type 1 because almost subjects are able to use it well. In conditional sentence type 2, only a few of them that made errors.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion of the study based on the result of the study and suggestions for the English department of Unnes students, lecturers, and English learners.

5.1. Conclusion

A conclusion can be drawn to answer the statement of the problems. The main objective of this study was to find the error in using conditional sentence type 1, 2, and 3 orally.

The results of this study showed that the students in the range of scoring achieve grade A reach 35 %, grade B 10%, grade C 20%, grade D 15%, and grade E 20%. The highest score that the subject is 100 and the lowest score is 40. The mean of the result is 76.45. This data shows that average ability of the subjects are in the grade C.

The data of 4.3.2. Error Frequency of Conditional Sentence shows that the highest level of error in using this conditional sentence orally is in conditional sentence type 3. The mean of precentage is 41.7% of the subjects are able to use this conditional sentence type 1 well. It means more than a half of the subjects are not able to use this material well. In conditional sentence type 1, there is no serious

problem with this material. The mean of percentage is 90.7% shows that almost of the subjects are able to use this conditional sentence type 1 orally well. And also for conditional sentence type 2, there is no serious problem. The score mean is 5.05, and the percentage mean is 72.1%. That means that they are able enough to use it orally.

5.2. Suggestion

I would like to offer suggestions to the students of Unnes English Department to improve their ability in conditional sentence. Good enough is not enough because they are going to be a teacher. That means, they should be precisely perfect in order to be a good role model in this material.

For the lecturer, I would like to offer some suggestions. First, lecturer should practice english conditional sentence orally frequently. Because, it may not be a problem for students to use it in writing but in spoken, they need a frequent habitual. Second, try give more concern on conditional sentence type 3. Because from the result of this research shows that more than a half of the subjects are not that good in using this material orally.



BIBLIOGRAPHY

- Beattie, G. 1983. *Talk: An analysis of speech and non-verbal behaviour in conversation*. Open University Press: Milton Keynes.
- Brown, H.D. 1980. *The Principle of Language Learning and Teaching*. New Jersey: Prentice Hall. Inc.
- Brumfit, C. 1984. *Communicative methodology in language teaching: The roles of fluency and accuracy*. Cambridge: Cambridge University Press.
- Bussmann, Hadumod. 1996. *Routledge Dictionary of Language and Linguistics*.
- Canale, M, and M. Swain. 1980. *Theoretical bases of communicative approaches to second language teaching and testing*. *Applied Linguistics*, 1(1), 1-47.
- Dulay, H., Burt, M., and S.D. Krashen. 1982. *Language Two*. New York: Oxford University Press.
- Ellis, R. 197. *Second Language Acquisition*. New York: Oxford University Press
- Finocchiaro, M. 1974. *English as a Second Language from Theory to Practice*. New York: Regents Publishing Company, Inc.
- Frank, Marcella. 1972. *Modern English a Parctical References Guide*. London: Prentice Hall
- Harris, A. J., and Edward R. Sipay. 1980. *How to Increase Reading Ability*. New York: Longman.
- Heaton, J. B. 1975. *Writing Language Test*. London: Longman
- Littlewood, W.T. 1984. *Foreign and Second Language Learning: Language Acquisition Research and its Implication and for the Classroom*. Cambridge: University of Cambridge.
- Lorch, Sue. 1984. *Basic writing : a practical approach*. Little, Brown and Company
- Norrish, J. 1983. *Language Learners and Their Errors*. London: Mc Millan Press
- Purpura, James. 2004, *Assessing grammar*, cambridge: cambridge university press

Quirk, Randolph, S. Greenbaum, G. Leech and J. Svartvik. 1972. *A Grammar of Contemporary English*. London: Longman Group Ltd

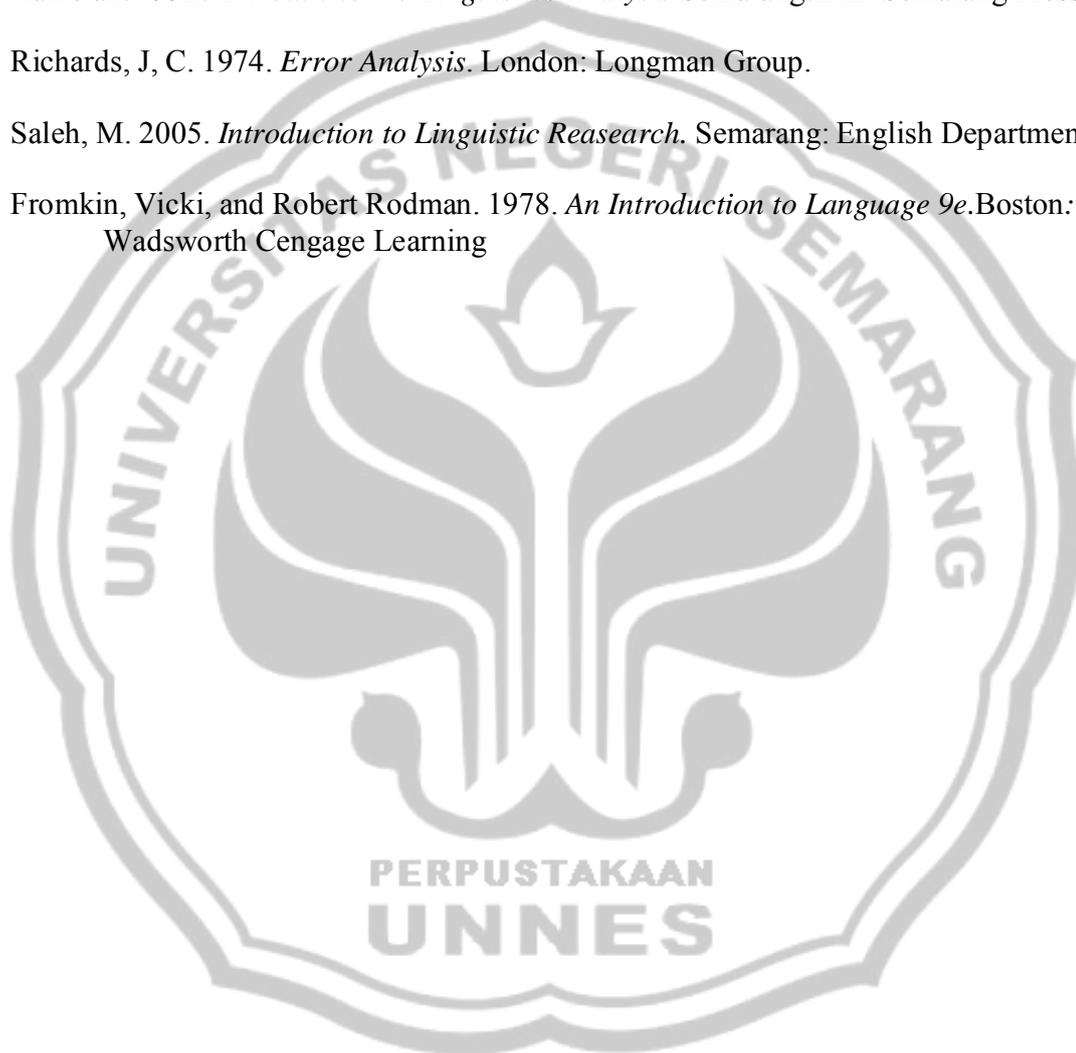
Quirk, Randolp, and Sydney Green Baum. 1973. *A University Grammar of English*. London: Longman Group, Ltd..

Ramelan. 1992. *Introduction to Linguistics Analysis*. Semarang: IKIP Semarang Press.

Richards, J, C. 1974. *Error Analysis*. London: Longman Group.

Saleh, M. 2005. *Introduction to Linguistic Reasearch*. Semarang: English Department

Fromkin, Vicki, and Robert Rodman. 1978. *An Introduction to Language 9e*. Boston: Wadsworth Cengage Learning



Appendix 1

The questions of try out

Questions (Q)

| | |
|-----|---|
| Q1 | What if you find a package of 1 billion rupiahs on the way you go to campus this morning? |
| Q2 | How if on the package is written the address of the owner? |
| Q3 | And what if there is no address on it? |
| Q4 | Let's consider if you were the owner of the package, what would you do? |
| Q5 | If you had that 1 billion, what would you buy? |
| Q6 | What if you had had a problem about money in your life? |
| Q7 | Let's talk another thing, What if you had a power to come back to past time? |
| Q8 | What thing that you would really change if you came back to past time? |
| Q9 | If you are able to see future, let me know one thing you will see! |
| Q10 | What if you had known the time of your death? |
| Q11 | What if you had known that yesterday was your last day living? |
| Q12 | What if you know that you are rich in the future? |

| | |
|-----|---|
| Q13 | And what if you are poor in the future? |
| Q14 | Have you dated before? What if your first girl/boyfriend had been decided by god as your life mate? (if yes) What if the girl/boy next your door had been decided by god as your life mate? (if no) |
| Q15 | What if you had a chance to date your favorite actress/actor? |
| Q16 | Let's consider you are dating someone. What if yesterday your date asked you to marry him/her right after your graduation? |
| Q17 | Let's talk about career. If you are asked a job with big salary but that job is not linear with your knowledge on your school, will you take it? |
| Q18 | What if you had been offered a fulltime job before your graduation? |
| Q19 | What if you had had your dream job but you worked far away from your hometown? |
| Q20 | What if you were given a chance to teach in a back country (pedalaman) location and that place really needed good education? Remember, there were no representative facilities like in a big city. |

Appendix 2



| No. | Code | Test Item | | | | | | | | | | | | | | | | | | | | Y | |
|-------------|-------|-------------------|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | | |
| 1 | UC-1 | 1 | 3 | 5 | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 | 1 | 1 | 5 | 42 | |
| 2 | UC-2 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 99 | |
| 3 | UC-3 | 1 | 4 | 5 | 5 | 1 | 1 | 1 | 5 | 5 | 3 | 1 | 1 | 5 | 1 | 1 | 1 | 1 | 5 | 5 | 5 | 60 | |
| 4 | UC-4 | 1 | 4 | 1 | 5 | 1 | 1 | 1 | 5 | 5 | 5 | 1 | 4 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 49 | |
| 5 | UC-5 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 21 | |
| 6 | UC-6 | 4 | 1 | 2 | 2 | 3 | 1 | 3 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | 5 | 3 | 1 | 2 | 1 | 39 | |
| 7 | UC-7 | 5 | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 97 | |
| 8 | UC-8 | 4 | 3 | 1 | 5 | 1 | 1 | 1 | 5 | 3 | 1 | 1 | 4 | 5 | 5 | 3 | 1 | 1 | 4 | 1 | 3 | 53 | |
| 9 | UC-9 | 5 | 5 | 5 | 5 | 1 | 1 | 5 | 5 | 5 | 2 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 89 | |
| 10 | UC-10 | 3 | 5 | 5 | 5 | 5 | 5 | 3 | 5 | 5 | 5 | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 3 | 4 | 4 | 90 | |
| Validity | | $\sum x$ | 30 | 34 | 35 | 39 | 24 | 22 | 26 | 39 | 41 | 29 | 26 | 27 | 42 | 30 | 28 | 30 | 36 | 30 | 34 | 37 | 639 |
| | | r_{sp} | 0.697 | 0.669 | 0.715 | 0.746 | 0.691 | 0.781 | 0.818 | 0.746 | 0.704 | 0.701 | 0.926 | 0.832 | 0.708 | 0.824 | 0.917 | 0.718 | 0.744 | 0.754 | 0.682 | 0.73 | |
| Criteria | | Valid | Valid | Valid | Valid | Valid | Valid | Valid | Valid | Valid | Valid | Valid | Valid | Valid | Valid | Valid | Valid | Valid | Valid | Valid | Valid | Valid | Valid |
| | | σ^2 | 3.3333 | 1.6 | 3.833 | 3.211 | 3.6 | 3.733 | 3.378 | 3.211 | 2.322 | 3.656 | 4.267 | 3.567 | 2.178 | 4.444 | 3.956 | 4.444 | 3.6 | 3.333 | 3.6 | 2.456 | |
| RELIABILITY | | $\sum \sigma_i^2$ | 67.722 | | | | | | | | | | | | | | | | | | | | |
| | | n_i | 20 | | | | | | | | | | | | | | | | | | | | |
| | | σ_t^2 | 770.54 | | | | | | | | | | | | | | | | | | | | |
| | | r_{11} | 0.960 | | | | | | | | | | | | | | | | | | | | |
| | | r_{table} | 0.456 | | | | | | | | | | | | | | | | | | | | |
| Criteria | | reliable | | | | | | | | | | | | | | | | | | | | | |

Appendix 3

The questions of the research

Questions (Q)

| | |
|-----|---|
| Q1 | What if you find a package of 1 billion rupiahs on the way you go to campus this morning? |
| Q2 | How if on the package is written the address of the owner? |
| Q3 | And what if there is no address on it? |
| Q4 | Let's consider if you were the owner of the package, what would you do? |
| Q5 | If you had that 1 billion, what would you buy? |
| Q6 | What if you had had a problem about money in your life? |
| Q7 | Let's talk another thing, What if you had a power to come back to past time? |
| Q8 | What thing that you would really change if you came back to past time? |
| Q9 | If you are able to see future, let me know one thing you will see! |
| Q10 | What if you had known the time of your death? |
| Q11 | What if you had known that yesterday was your last day living? |
| Q12 | What if you know that you are rich in the future? |

| | |
|-----|---|
| Q13 | And what if you are poor in the future? |
| Q14 | Have you dated before? What if your first girl/boyfriend had been decided by god as your life mate? (if yes) What if the girl/boy next your door had been decided by god as your life mate? (if no) |
| Q15 | What if you had a chance to date your favorite actress/actor? |
| Q16 | Let's consider you are dating someone. What if yesterday your date asked you to marry him/her right after your graduation? |
| Q17 | Let's talk about career. If you are asked a job with big salary but that job is not linear with your knowledge on your school, will you take it? |
| Q18 | What if you had been offered a fulltime job before your graduation? |
| Q19 | What if you had had your dream job but you worked far away from your hometown? |
| Q20 | What if you were given a chance to teach in a back country (pedalaman) location and that place really needed good education? Remember, there were no representative facilities like in a big city. |

Appendix 4

TRANSCRIPT OF THE ANSWER

SUBJECT NO. 1

1. If i find it, the package of 1 billion rupiahs, i will find out the owner
2. If on the package is written the address of the owner, i will send it back
3. If there is no address on it, of course i will use that money to buy anything.
4. if i were the owner of the package, i will make a report to the police
5. if i had that 1 billion, i would buycoins of gold
6. if i had had a problem about money in my life, of course depends on the package there is the address of the owner attached, i will send it back, but if there is no address at all, i will use that money
7. if i had a power to come back to past time, i would like to fix all my stupidity.
8. If i came back to past time, really in a time when a month before my dad passed away, i will accompany him
9. If i have a power to see my future, i see that i am successful mother and successful woman
10. If i had known the time of my death, i will do nothing.
11. if i had known that yesterday was my last day living, i would call all my families, my best friends to accompany me in the last time
12. if i'm rich in the future, i will donate my little part of my money that can be useful to the other

13. if i'm a poor woman in the future, i will try hard to use the money that i have and try to make my life better

14. yes, i have. If he had been decided by god, i will accept it.

15. If i had achance to date my favorite actor, of coursec i will ask him to be my husband.

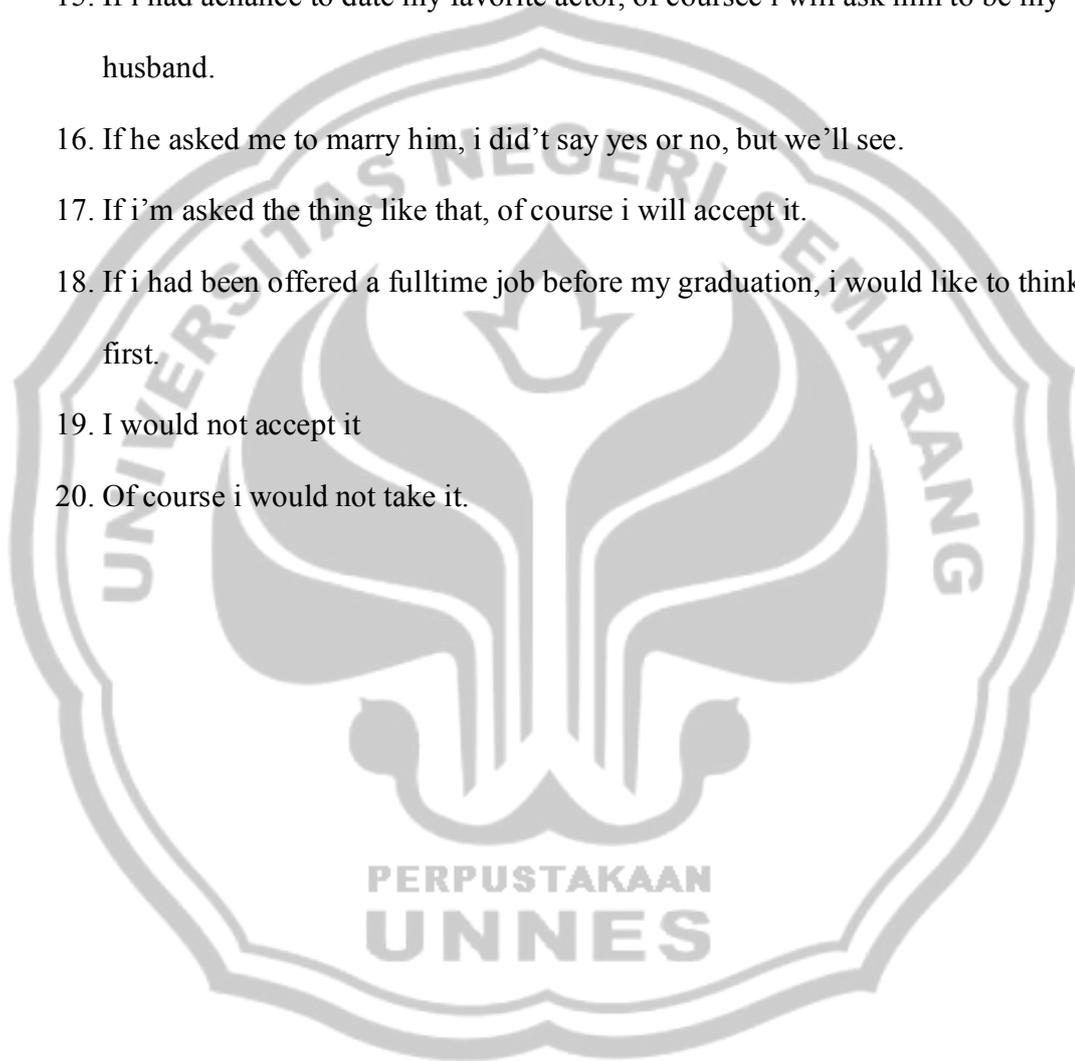
16. If he asked me to marry him, i did't say yes or no, but we'll see.

17. If i'm asked the thing like that, of course i will accept it.

18. If i had been offered a fulltime job before my graduation, i would like to think first.

19. I would not accept it

20. Of course i would not take it.



SUBJECT NO. 2

1. If i find a package of 1 billion rupiahs, i will save it in the bank and i will be a billionaire.
2. If on the package is written the address of the owner, i will keep the money
3. If there is no address on it, i will keep and give it to the others.
4. if i were the owner of the package, i would let it go.
5. if i had that 1 billion, i would have bought a boarding house.
6. if i had had a problem about money in my life, i would have finished my problem with that money
7. if i had a power to come back to past time, i would have finished my college on time.
8. If i came back to past time, i would change my financial problem
9. If i have a power to see my future, i will see my final destination
10. If i had known the time of my death, i would have prepared it well.
11. if i had known that yesterday was my last day living, i would have raised my prayer.
12. If know that i'm rich in the future, i will give my money as much as possible.
13. if i'm poor in the future, i will ask to god that i want money.
14. yes, i have. If she had been decided by god, i would have received it.
15. If i had that chance, i would have gotten dating everyday.
16. If she asked me, i would reject.

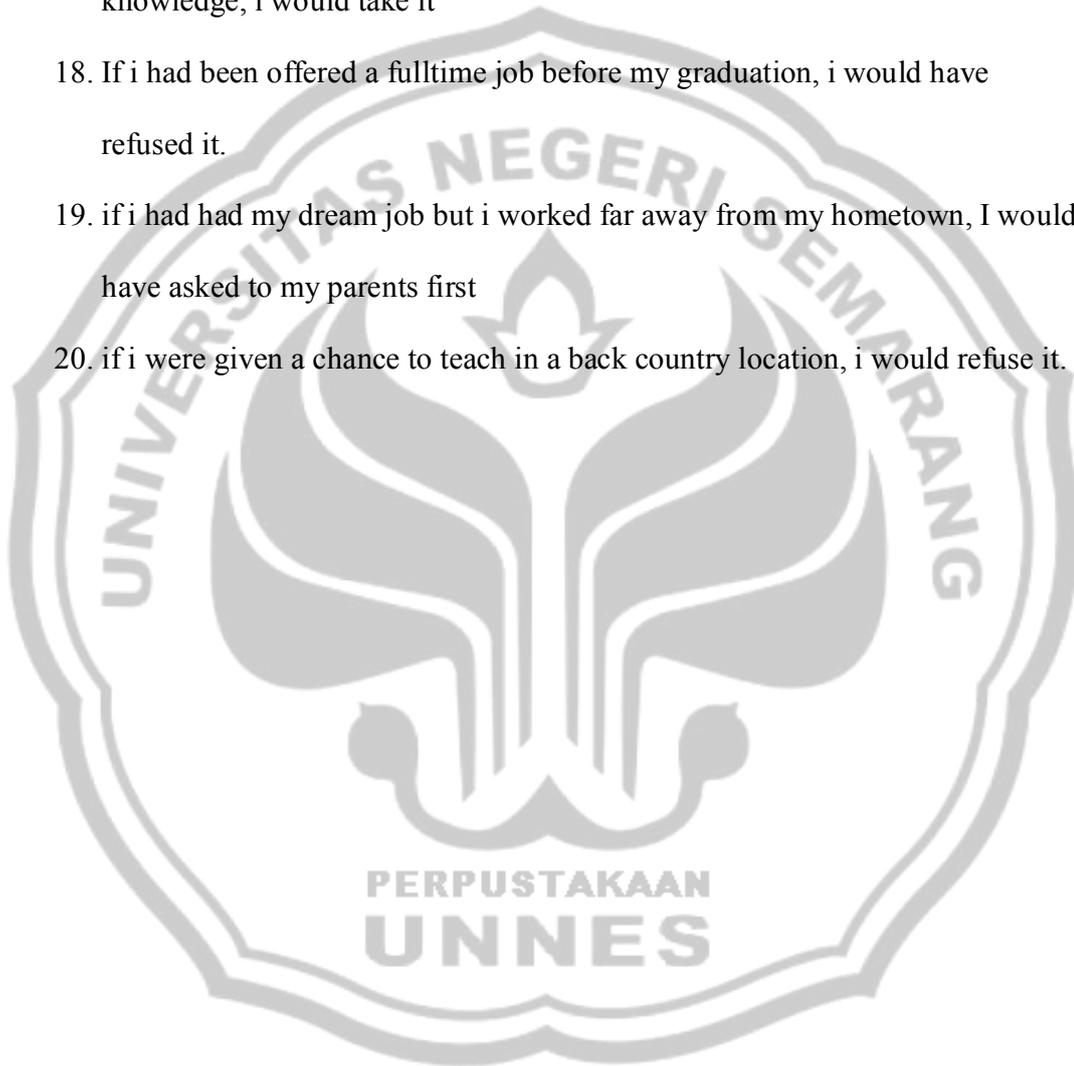
17. If i'm asked the job, i would receive it.
18. If i had been offered, i would have rejected.
19. If i had had my dream job, I would have rejected
20. If i was given a chance, i would reject.



SUBJECT NO. 3

1. If i find a package of 1 billion rupiahs on the way i go to campus this morning, i will send it to the police office
2. If on the package is written the address of the owner, i will send it back to the owner
3. If there is no address on it, i will send it to the police office.
4. if i were the owner of the package, i would look for the package to the police office.
5. if i had that 1 billion, i would bought a house and a car.
6. if i had had a problem about money in my life, i would send it back to the police office
7. if i had a power to come back to past time, i would enter another university
8. If i came back to the past time, i would make my ic score better.
9. If i'm able to see the future, i will see that i'm a teacher.
10. If i had known the time of my death, i would have done the good things.
11. if i had known that yesterday was my last day living, i would do the best thing.
12. If i know that i'm rich in the future, i will help others
13. if i'm poor in the future, i will make the better effort
14. yes, i have. If he had been decided by god as my life mate, i would refuse it.
15. If i had achance to date my favorite actor, i would be very happy.

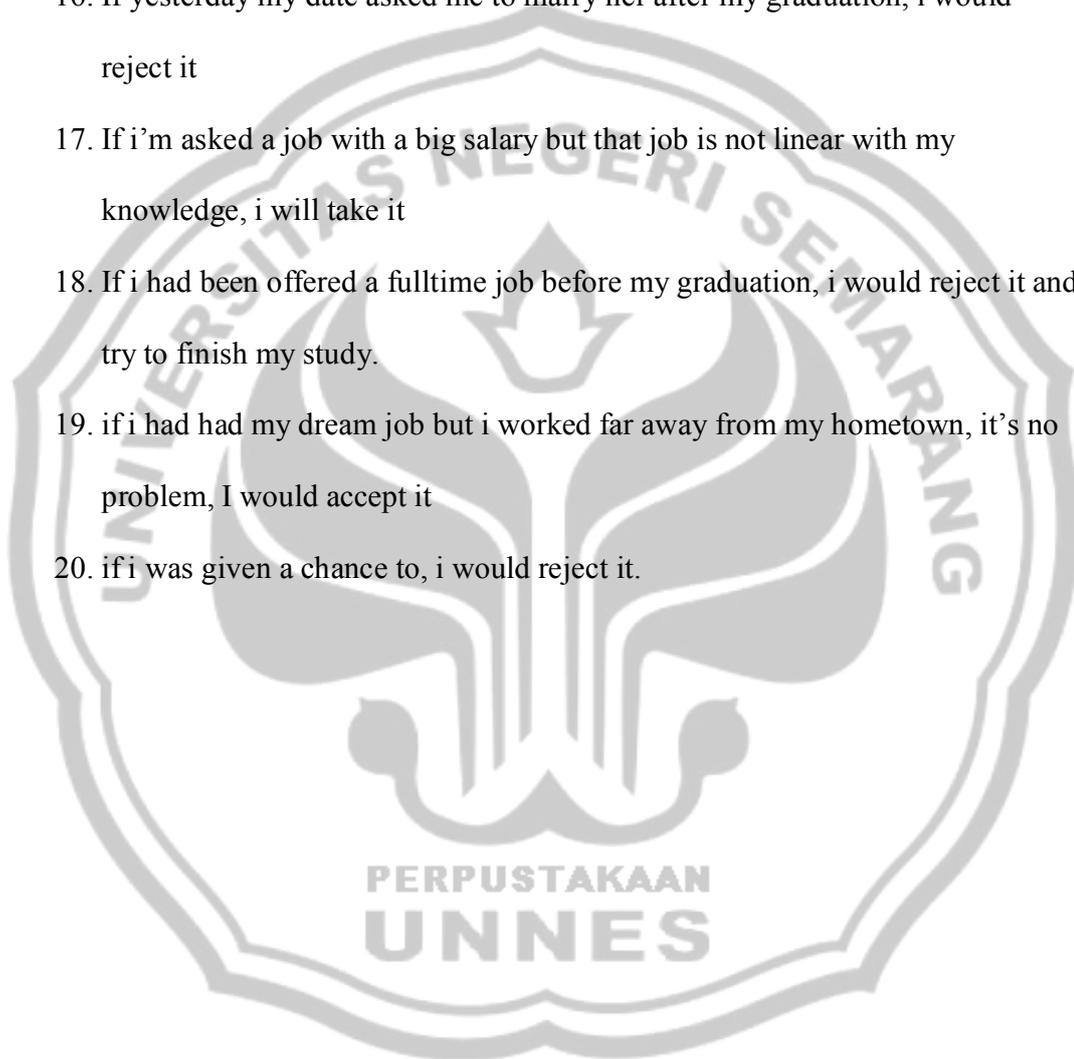
16. If yesterday my date asked me to marry him after my graduation, i will take a deep think.
17. If i'm asked a job with big salary but that job is not linear with my knowledge, i would take it
18. If i had been offered a fulltime job before my graduation, i would have refused it.
19. if i had had my dream job but i worked far away from my hometown, I would have asked to my parents first
20. if i were given a chance to teach in a back country location, i would refuse it.



SUBJECT NO. 4

1. If i find a package of 1 billion rupiahs on the way i go to campus this morning, i will hand it over to the nearest police officer.
2. If on the package is written the address of the owner, i will do nothing about it, because it is police officer problem.
3. If there is no address on it, i will go to police officer and hand it over.
4. if i were the owner of the package, i would try to find it.
5. if i had that 1 billion, i would buy a new house and a new car.
6. if i had had a problem about money in my life, i would use the money to solve the problem
7. if i had a power to come back to the past time, i would use my knowledge about the future to make me rich.
8. If i came back to the past time, i would really change my habit and would seriously study.
9. If i'm able to see the future, i will see my family.
10. If i had known the time of my death, i would have used it wisely.
11. if i had known that yesterday was my last day ,i would say good bye to myfamily.
12. If i know that i'm rich in the future, i will help all my family and my friends to get a comfortable life
13. if i'm poor in the future, i will work hard from now on

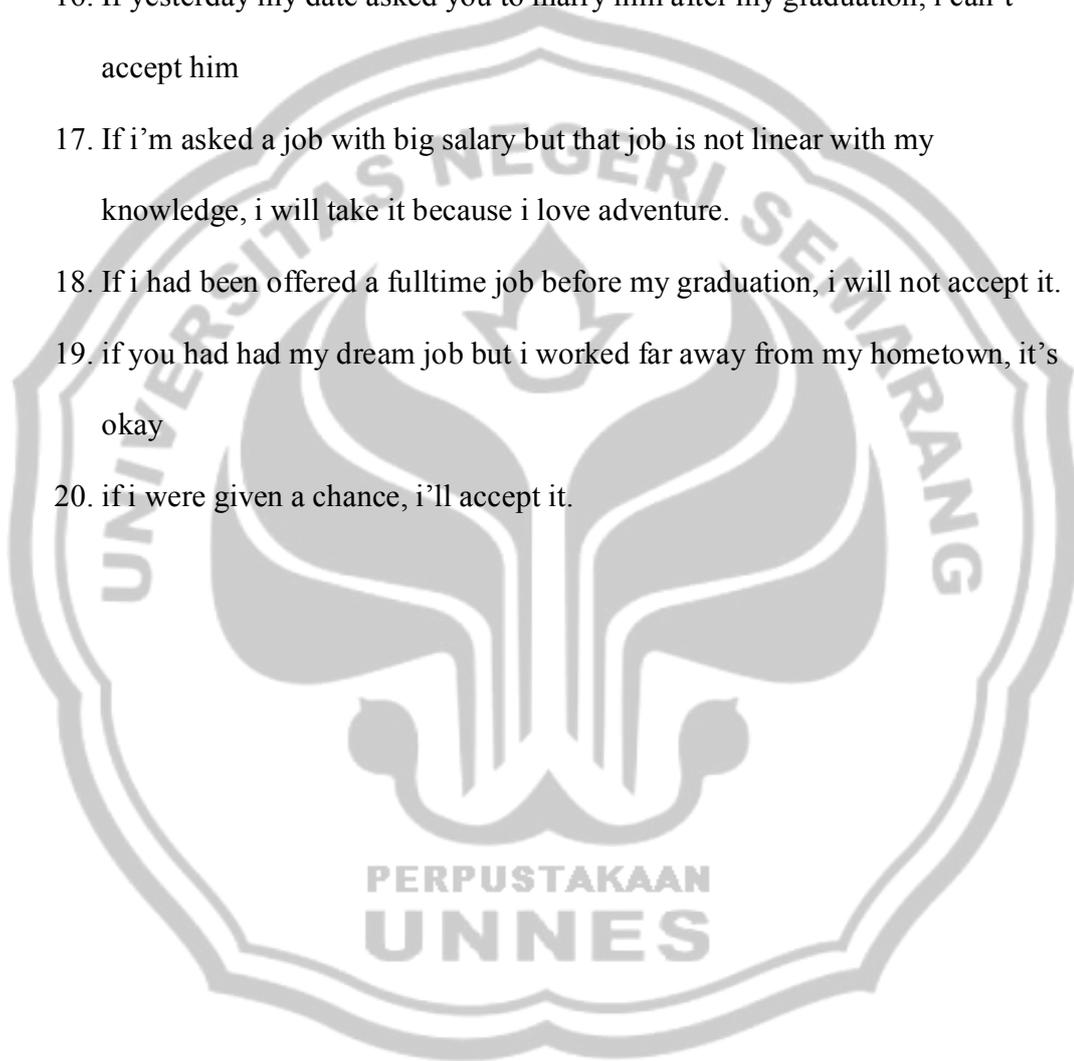
14. yes, i have. If my first girlfriend had been decided by god as my life mate, i will accept it.
15. If i had achance to date my favorite actress, i would be very happy.
16. If yesterday my date asked me to marry her after my graduation, i would reject it
17. If i'm asked a job with a big salary but that job is not linear with my knowledge, i will take it
18. If i had been offered a fulltime job before my graduation, i would reject it and try to finish my study.
19. if i had had my dream job but i worked far away from my hometown, it's no problem, I would accept it
20. if i was given a chance to, i would reject it.



SUBJECT NO. 5

1. If i find a package of 1 billion rupiahs on the way i go to campus this morning, i will buy amotorsport car.
2. If on the package is written the address of the owner, i don't care, i will keep it
3. If there is no address on it, i will keep it.
4. if i were the owner of the package, i will cry loudly and i'll go to the police station to make a report.
5. if i had that 1 billion, i will buy a motorsport car, and then i will buy jewellery.
6. if i had had a problem about money in my life, i will use that 1 billion money to pay my debt.
7. if i had a power to come back to past time, i will fix my mistake in the past
8. If i came back to the past time, i will not make a relationship with a younger man.
9. If i'm able to see the future, i want to know my life in the future.
10. If i had known the time of my death, i would pray as much as possible.
11. if i had known that yesterday was my last day living, i would be burried
12. If i know that i'm rich in the future, i will be happy.
13. if i'm poor in the future, it means that that is my destiny.

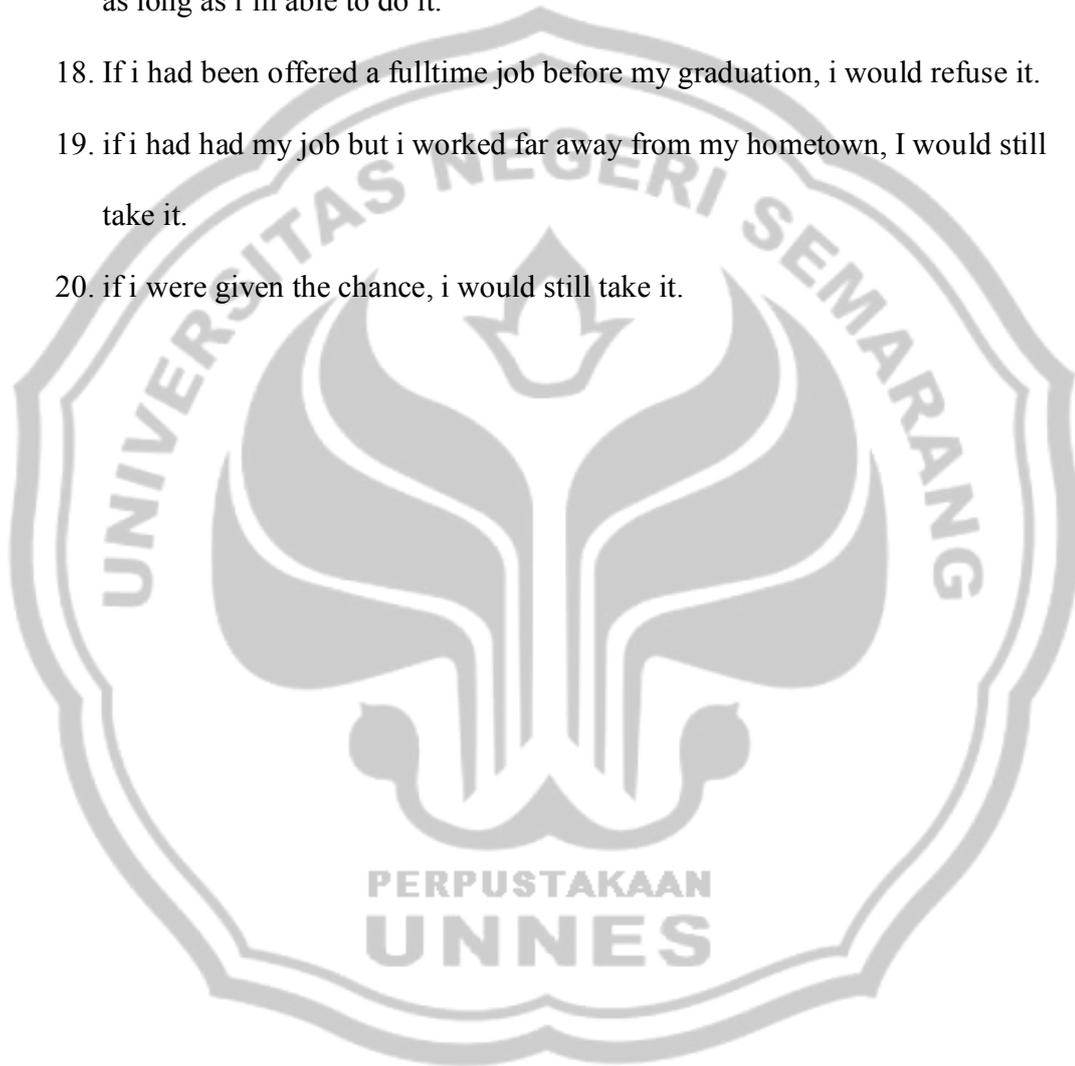
14. yes, i have. If my first boyfriend had been decided by god as my life mate, i will not happy because i have another dream boy.
15. If i had achance to date my favorite actor, i will kiss him and hug him tight.
16. If yesterday my date asked you to marry him after my graduation, i can't accept him
17. If i'm asked a job with big salary but that job is not linear with my knowledge, i will take it because i love adventure.
18. If i had been offered a fulltime job before my graduation, i will not accept it.
19. if you had had my dream job but i worked far away from my hometown, it's okay
20. if i were given a chance, i'll accept it.



SUBJECT NO. 6

1. If i find the package, i would be very confuse.
2. If there is the address written on it, i will return it to the owner
3. If there is no address on it, i would leave it alone.
4. if i were the owner, i would pray that the package's used for good.
5. if i had that 1 billion, i would buy an island.
6. if i had had a problem about money, i would borrow it for a while.
7. if i had a power to come back to past time, i would tell the girl that i love her.
8. If i came back to the past time, i would change ny every decision.
9. If i'm able to see the future, i would want to know the winner of world cup.
10. If i had known the time of my death, i would make a list of everything that i want to do in my life and try to fulfil it before the death comes to me.
11. if i had known that yesterday was my last day living, i would try to record everything that i have done and have had in my life.
12. If i know that i'm rich in the future, i would build my own kingdom and i will be the king.
13. if i know that i were poor in the future, i would do as hard as i can.
14. No, i haven't. If she had been decided by god as my life mate, i would still be very grateful.
15. If i had achance to date my favorite actress, i would grab her hand, and stare at her eyes and tel her 'you are beautiful'.

16. If yesterday my date asked you to marry him after my graduation, i would say to her ‘ i love you’ but i can’t, sorry’.
17. If i’m asked a that is not linear with my knowledge on my school, i will take it as long as i’m able to do it.
18. If i had been offered a fulltime job before my graduation, i would refuse it.
19. if i had had my job but i worked far away from my hometown, I would still take it.
20. if i were given the chance, i would still take it.



SUBJECT NO. 7

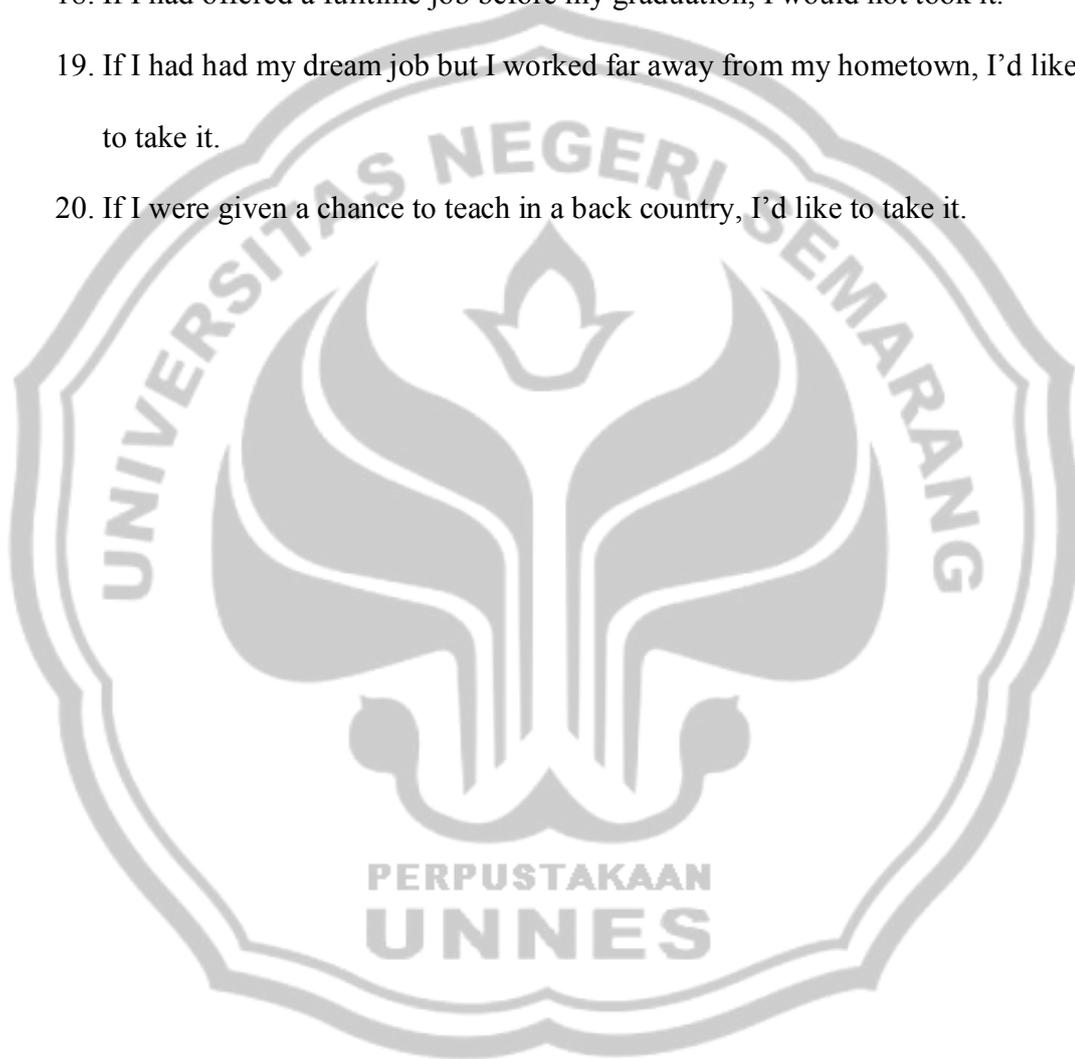
1. If i find a package of 1 billion rupiahs on the way i go to campus this morning, i will find out who the owner of the package.
2. If on the package is written the address of the owner, i will try to goor to find the phone number so that i can contact the owner whether he/she has the package or not.
3. If there is no address on it, i will ask some people inthe area where i find the package or i will give it to the police or make a report to security.
4. if i were the owner of the package, i would be very happy because i found my package.
5. if i had that 1 billion, i would buy some clothes.
6. if i had had a problem about money in my life, i would have asked my mom and my father to borrow some money.
7. if i had a power to come back to past time, i would try to be a better person.
8. If i came back to the past time, i would make my ic score better.
9. If i'm able to see the future,the thing that i will see is my future husband and my future family.
10. If i had known the time of my death, i would have tried to be a better person and tried to do all of my dreams.
11. if i had known that yesterday was my last day living, i would have asked alot of forgiveness to all the people in my life.

12. If i know that i'm rich in the future, i will not be an arrogant person, and i will be a good person
13. if i'm poor in the future, i will prepare myself and i will work harder so that i will get more money so that i can change my destiny.
14. yes, i have. If my first boyfriend had been decided by god as my life mate, i would not have found my previous boyfriend.
15. If i had a chance to date my favorite actor, i would make a lot of pictures with him so i could show all my friends that i had a date with a handsome actor.
16. If yesterday my date asked you to marry him after my graduation, i would ask him some times to think about it.
17. If i'm asked a job with big salary but that job is not linear with my knowledge on my school, i will think the benefit and also the responsibilities first.
18. If i had been offered a fulltime job before my graduation, i would not take it.
19. if i had had my dream job but i worked far away from my hometown, I would have thought about it.
20. if i were given a chance to teach in a back country location and it needed a good education, i would discuss it with my family and i would think about it carefully.

SUBJECT NO.8

1. If I find a package of 1 billion rupiahs on the way I go to campus, I will return it into the police office.
2. If on the package is written the address of the owner, I will send it to the owner
3. If there is no address on it, then I'll send it into the police office or post office.
4. If I were the owner of the package, I'd like to report to the police office.
5. If I had that 1 billion, I'd like to open the bakery.
6. If I had had a problem about money in my life, I would return it to the police office.
7. If I had a power to come back to past time, I'd like to join EGP.
8. If I came back to the past time I wouldn't really want to know him.
9. If I am able to see the future, I will see my son.
10. If I had known the time of my death, I will pray all the time.
11. If I had known that yesterday was my last day living, I'd like to make everyone smile.
12. If I know that I am rich in the future, I will feel become thee hard worker.
13. If I am poor in the future, I will work hard until I become rich person.
14. Yes I have. If he had been decided by god as my life mate, of course I'll accept him.
15. If I had a chance to date my favorite actor, I will clap my hand all the time.

16. If he asked me to marry him right after my graduation, I'll accept him.
17. If I'm asked a job with a big salary but that job is not linear with my knowledge, I will not take it.
18. If I had offered a fulltime job before my graduation, I would not took it.
19. If I had had my dream job but I worked far away from my hometown, I'd like to take it.
20. If I were given a chance to teach in a back country, I'd like to take it.



SUBJECT NO.9

1. If I find a package of 1 billion rupiahs on the way I go to the campus this morning, I will try to return it no matter what.
2. If on the package is written the address of the owner, I will try to go to the address of the owner written in the package because I want to return the package of that 1 billion rupiahs because it is not my money.
3. If there is no address on the package, I will submit it in the nearest police station because as a good citizen, I will try to be responsible as possible.
4. If I were the owner of this package, I would contact the nearest police station because the police station is the place when we can find the missing thing.
5. If I had that 1 billion, I would buy a new cell phone, a blackberry maybe.
6. If I had had a problem about money in my life I would try to solve it in the smart way, seeking for a job maybe.
7. If I had a power to come back to past time, I would try to be a hero in the Independence Day.
8. If I came back to past time, what I would really change would be the history of Indonesia.
9. If I am able to see the future, I will see the possibilities that I do not take in the present time.

10. If I had known the time of my death, I would prepare everything for the after-life condition of life.
11. If I had known that yesterday was my last day living, I would have said forgiveness to the person that I hurt.
12. If I know that I am rich in the future, I will buy the shares of bakrie corp.
13. If I am poor in the future, I will seek for much better education that I undergo right now.
14. Yes I have. If my girlfriend had been decided by god as my life mate, I would have made no mistake to her.
15. If I had a chance to date my favorite actress I would be the best that she hoped I would be.
16. If my date ask me to marry her right after my graduation, I would reject her because of I would pursue my dream first.
17. If I am asked a job with big salary but that job is not linear with my knowledge on my school, I will take it because of I am kind of challenging man who like to face challenge ahead.
18. If I had been offered a fulltime job before my graduation, I would have taken it without thinking twice.
19. If I had had my dream job but I worked far away from my hometown, I would have gone for it because it was my dream job.
20. If I were given a chance to teach in a remote location, I would take it.



SUBJECT NO. 10

1. If i find the package, i will take it before thinking first.
2. If on the package is written the address of the owner, i will try to find the written address.
3. If there is no address on it, i will try to give it to the police.
4. if i were the owner of the package, i would go to the police office.
5. if i had that 1 billion, i would buy ten beautiful girls in indonesia.
6. if i had had a problem about money in my life, i would try to pray to god.
7. if i had a power to come back to past time, i would try to be a better person.
8. What i would change if i came back to the past time is my present time.
9. If i'm able to see the future, i will see my future life.
10. If i had known the time of my death, i would have been a better person.
11. if i had known that yesterday was my last day living, i would have prayed to god always.
12. If i know that i'm rich in the future, i will build an international university.
13. if i'm poor in the future, i will contact my best friends.
14. yes, i have. If my first girlfriend had been decided by god as my life mate, i would have kept her always.
15. If i had achance to date my favorite actress, i would take her to bali.
16. If yesterday my date asked you to marry her right after my graduation, i would say no.

17. If i'm asked that job, i will not take it

18. If i had been offered a that job, i would have taken it.

19. if i had had my dream job but i worked far away from my hometown, I would have taken it.

20. if i were given a chance to teach in a back country, i would take it.



SUBJECT NO. 11

1. If i find a package, i would like to buy a new car.
2. If on the package is written the address of the owner, i will ignore it.
3. If there is no address on it, it doesn' matter.
4. if i were the owner of the package, i would call police.
5. if i had that 1 billion, i would buy a big house.
6. if i had had a problem about money in my life, i would use it
7. if i could come back to past time, i would fix my bad marks.
8. If i came back to the past time, i would change my behavior or attitude.
9. If i'm able to see the future, i will see a big house.
10. If i had known the time of my death, i had to change my behavior or attitude.
11. if i had known that yesterday was my last day living, i would do taubatan nasuha.
12. If i know that i were rich in the future, i will prepare everything.
13. if i am poor person, i will prepare everything in the future.
14. yes, i have. Ifs he had been decided by god as my life mate, i will marry her.
15. If i had achance to date my favorite actress, i would take some pictures.
16. If sheasked me to marry her, i refused her.
17. If i'm asked thst job, i'll take it
18. If i had been offered that job, i 'll accept it.
19. if i had my dream job, I would accept it.

20. if i were given that chance, i refused it.



SUBJECT NO. 12

1. If i find the package, i will buy a car.
2. If on the package is written the address of the owner, i will give the owner half of the package.
3. If there is no address on it, i will keep it and buy a car.
4. if i were the owner of the package, i would spread out the leaflet of my package.
5. if i had that 1 billion, i would buy a car.
6. if i had had a problem about money in my life, i would have asked my friends to lend me some money.
7. if i had a power to come back to the past time, i would take another university
8. If i came back to the past time, i would change my bad attitude.
9. If i'm able to see the future, i will see my husband will be.
10. If i had known the time of my death, i would have prayed to god everytime.
11. if i had known that yesterday was my last day living, i would have gotten married.
12. If i know that i'm rich in the future, i will buy my friends a car one by one.
13. if i'm poor in the future, i will look for a man who is rich.
14. yes, i have. If he had been decided by god as my life mate, i would have chosen the other boy.
15. If i had achance to date my favorite actor, i would spend my time with him.

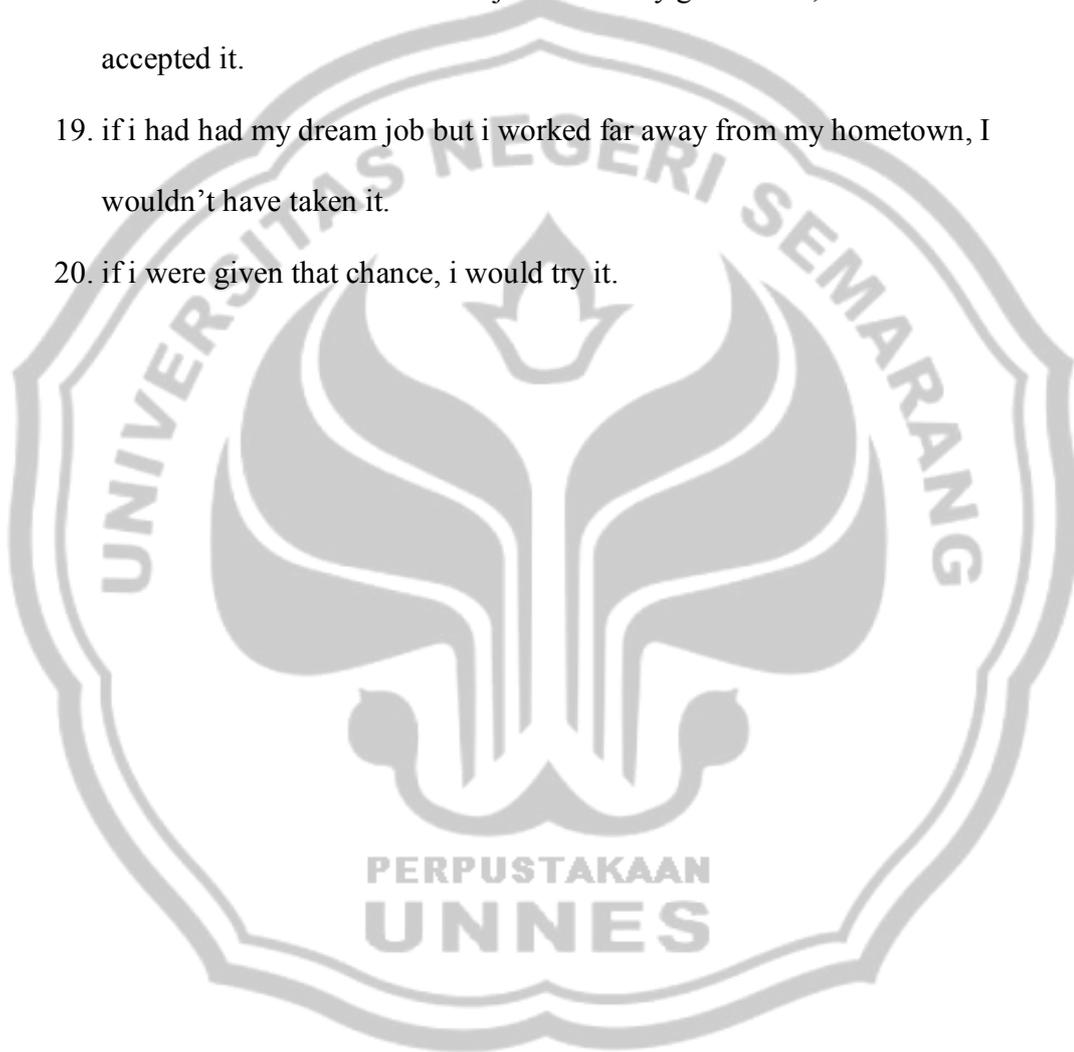
16. If he asked me, i would take a deep think.

17. If i'm asked a job with big salary although it is not linear with my knowledge, i will accept it

18. If i had been offered a fulltime job before my graduation, i would have accepted it.

19. if i had had my dream job but i worked far away from my hometown, I wouldn't have taken it.

20. if i were given that chance, i would try it.



SUBJECT NO. 13

1. If i find a package of 1 billion rupiahs,of course i will do anything i want.
2. If on the package is written the address of the owner, i will think twice to use the money.
3. If there is no address on it, i will ask so many suggestions from people around me what should i do.
4. if i were the owner of the package, i would try to find my package.
5. if i had that 1 billion, i would buy anything what my parents want.
6. if i had had a problem about money in my life, i would have used it first and then give it back again to the owner of that package.
7. if i had a power to come back to past time, i would repair anything what i have done in my past time.
8. If i came back to the past time, i would change my wrong decision that i have made.
9. If i am able to see the future, i will see my would be new family.
10. If i had known the time of my death, i would have done my best in everything.
11. if i had known that yesterday was my last day living, i would have given my best to everyone in my life.
12. If i know that i'm rich in the future, i will not forget the effort that i have done.
13. if i am poor in the future, i will do so many things to make my life easier.

14. yes, i have. If my first boyfriend had been decided by god as my life mate, i would have refused him.

15. If i had achance to date with my favorite actor, of course i would be happy.

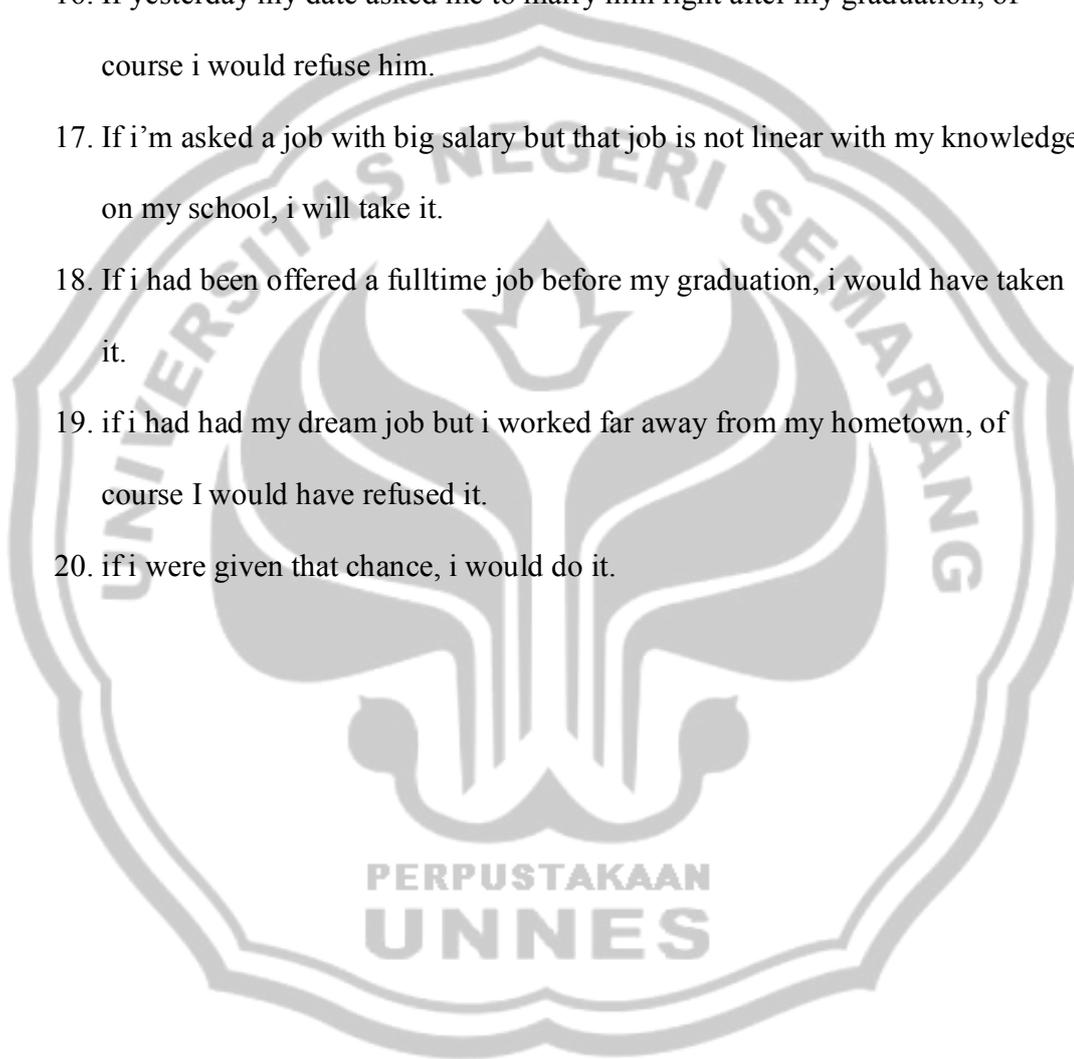
16. If yesterday my date asked me to marry him right after my graduation, of course i would refuse him.

17. If i'm asked a job with big salary but that job is not linear with my knowledge on my school, i will take it.

18. If i had been offered a fulltime job before my graduation, i would have taken it.

19. if i had had my dream job but i worked far away from my hometown, of course I would have refused it.

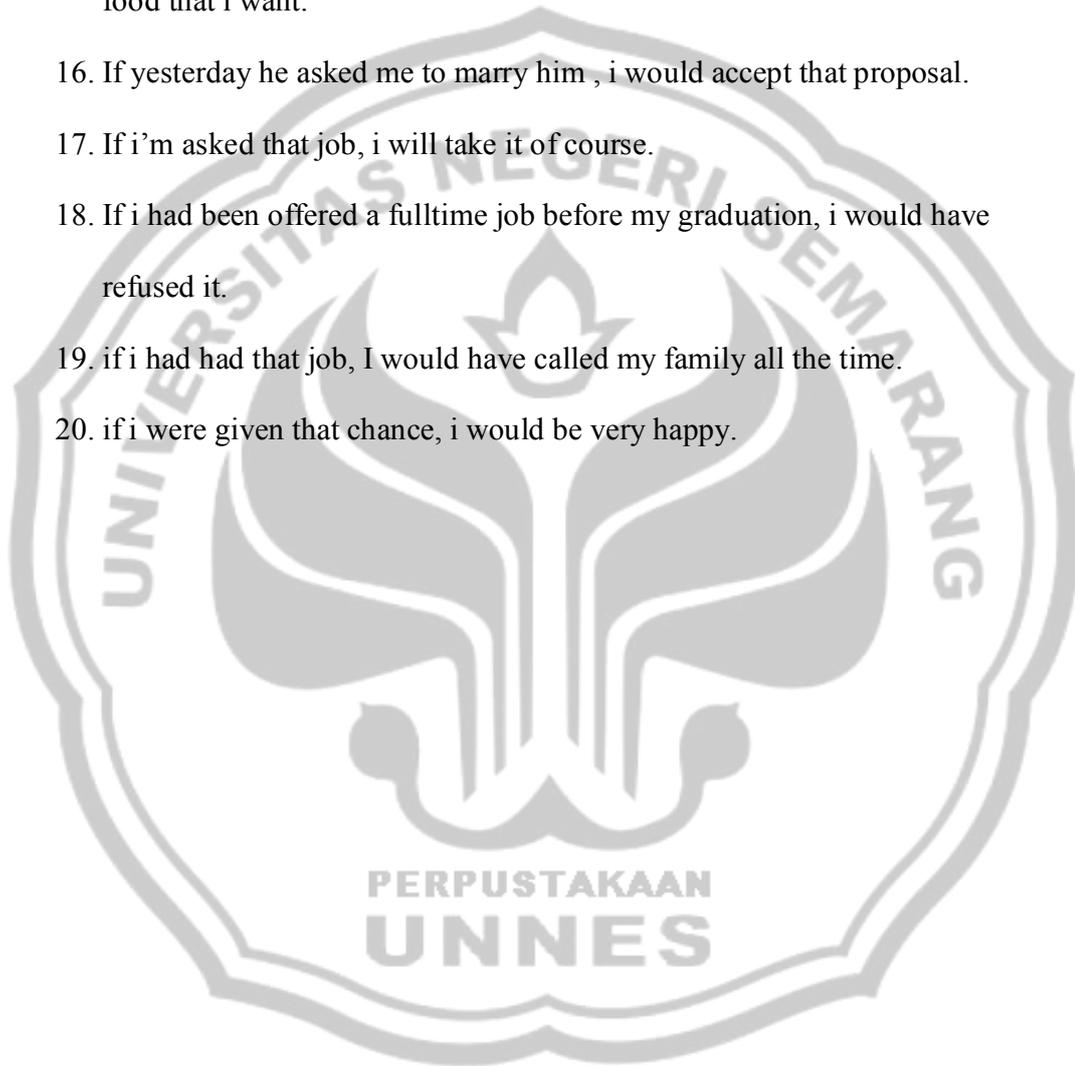
20. if i were given that chance, i would do it.



SUBJECT NO. 14

1. If i find a package of 1 billion rupiahs on the way i go to campus this morning, i will take it and save it in my bank account.
2. If on the package is written the address of the owner, i would take it back to the owner.
3. If there is no address on it, i will save it in my bank account.
4. if i were the owner, i would build a culinaire business.
5. if i had that 1 billion, i would have buy a bus.
6. if i had had a problem about money in my life, i would have taken it to pay my debt.
7. if i had a power to come back to past time, i would have said to someone that i love him.
8. If i came back to the past time, i would tell my father that i love him.
9. If i'm able to see the future, i will see my happy family.
10. If i had known the time of my death, i would have told my family that i would die at that time.
11. if i had known that yesterday was my last day living, i would have made sure that i had my S.Pd.
12. If i know that i'm rich in the future, i will establish asocial organization concerns in education named coconut trees foundation.
13. if i'm poor in the future, i will make sure that i have a happy life.

14. yes, i have. If he had been decided by god as my life mate, i would have married him.
15. If i had achance to date my favorite actor, i would ask him totreat me all of food that i want.
16. If yesterday he asked me to marry him , i would accept that proposal.
17. If i'm asked that job, i will take it of course.
18. If i had been offered a fulltime job before my graduation, i would have refused it.
19. if i had had that job, I would have called my family all the time.
20. if i were given that chance, i would be very happy.



SUBJECT NO. 15

1. If i find a package, i will directly get married.
2. If on it is written the address of the owner, i will give it back to the owner.
3. If there is no address on it, i will consider it as a treasure.
4. if i were the owner, i would find another one.
5. if i had that 1 billion, i would buy an island.
6. if i had had a problem about money, i would the money i found.
7. if i had the power, i would choose to be an artist.
8. If i came back to the past time, i would really change my choice of study.
9. If i'm able to see the future, i will what i will be.
10. If i had known the time of my death, i would have really enjoyed my lifetime.
11. if i had known it, i would have been with people i love.
12. If i know that i'm rich in the future, i will be happy.
13. if i am poor in the future, i will find a rich husband.
14. yes, i have. If he had been decided by god as my life mate, i would have accepted it.
15. If i had achance to date my favorite actor, i would ask him to marry me.
16. If yesterday he asked me to marry him after graduation, i would ask him to ask me before my graduation.
17. If i'm asked that job, i won't take it.

18. If i had been offered a fulltime job before my graduation, i would have accepted it.

19. if i had had that job, I would have been just fine.

20. if i were given that chance, i would refuse it.



SUBJECT NO. 16

1. If i find a package of 1 billion rupiahs on the way i go to campus, i will buy some cars and some houses.
2. If on the package is written the address of the owner, i will return it.
3. If there is no address on it, i will take it.
4. if i were the owner the owner of the package, i will go to the police to make a report.
5. if i had that 1 billion, i will buy some cars and some houses.
6. if i had had a problem about money in my life, i will use it.
7. if i had a power to come back to past time, i wouldn't spend all of my money.
8. If i came back to past time, i will change my ic score better.
9. If i'm able to see the future, i will see my job will be.
10. If i had known the time of my death, i will do sholat forever.
11. if i had known that yesterday was my last day living, i will pray everytime.
12. If i know that i'm rich in the future, i will make it true.
13. if i'm poor in the future, i will change my future.
14. yes, i have. If she had been decided by god as my life mate, i will refuse it.
15. If i had achance to date my favorite actress, i will be happy.
16. If yesterday my date asked me to marry her , i will refuse it.
17. If i'm asked that job, i will accept it.
18. If i had been offered a that job, i will accept it.

19. if i had had that job, I will refuse it.

20. if i were given that chance, i will refuse it.



SUBJECT NO. 17

1. If i find the package, i will buy a car and houses.
2. If on the package is written the address of the owner, i will return it to the owner.
3. If there is no address on it, i will take it.
4. if i were the owner of the package, i would call the police.
5. if i had that 1 billion, i would buy a car and houses.
6. if i had had a problem about my money, i would return it to the owner.
7. if i had a power to come back to past time, i would fix my fault in the past time.
8. If i came back to the past time, i would fix my fault.
9. If i'm able to see my future, i will see my life in the future.
10. If i had known the time of my death, i would improve my ibadah.
11. if i had known that yesterday was my last day living, i would still improve my ibadah.
12. If i know that i am rich in the future, i will donate some of money to the orphan.
13. if i am poor in the future, i will find a rich handsome man.
14. yes, i have. If he had been decided by god as my life mate, i would find another man.
15. If i had achance to date my favorite actor, i would be very happy.

16. If my date asked me to marry him after my graduation, i would refuse it.

17. If i am asked that job, i will take it.

18. If i had been offered that job, i would refuse it.

19. if i had had that job, I would refuse it.

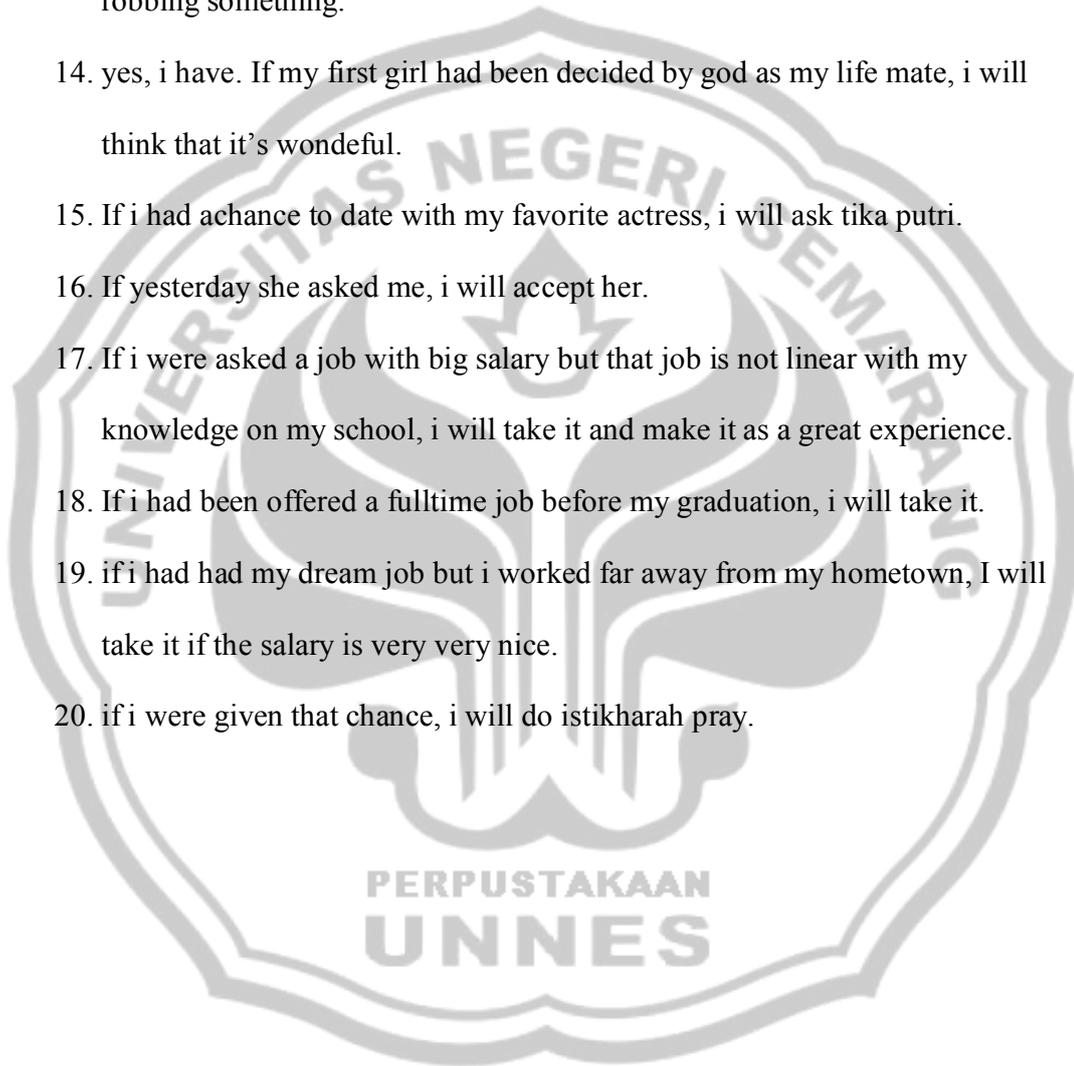
20. if i were given that chance, i would refuse it.



SUBJECT NO. 18

1. If i find a package of 1 billion rupiahs on the way i go to campus this morning, i will give it to Ulul Albab mosque near my campus.
2. If on the package is written the address of the owner, i will ask the police to accompany me to find the owner.
3. If there is no address on it, i will go to the police and tell about the package.
4. if i were the owner of the package, i will make a losing advertisement in the internet, facebook, twitter.
5. if i had that 1 billion, i will buy a new toyota celica.
6. if i had had a problem about money in my life, i will keep return the pckage and hope i will get a special gift from the owner.
7. if i had a power to come back to past time, i will be back when i was thirteen, when i find my first love.
8. If i came back to the past time, i will come to my first love and ask her to have a date with me.
9. If i'm able to see the future, i will see that i have a beautiful wife and three cute children.
10. If i had known the time of my death, i will pray five times aday starting from today.
11. if i had known that yesterday was my last day living, i will see my parents, my best friends, my friends to apologize asking sorry for all my mistake.

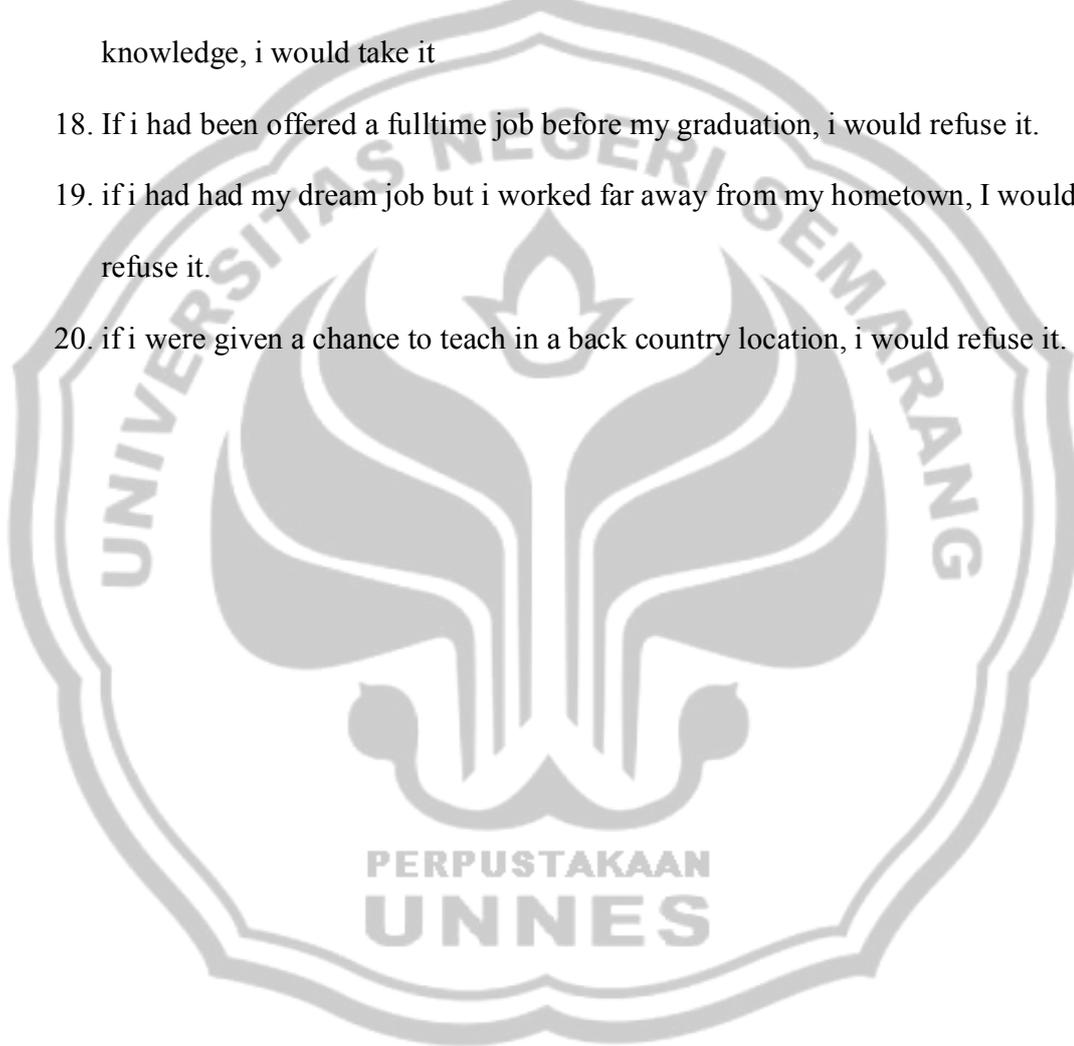
12. If i know that i'm rich in the future, i will buy a big house, a prestigious car, and buy a harley davidson motorcycle.
13. if i'm poor in the future, i will try to change my future by hard working or robbing something.
14. yes, i have. If my first girl had been decided by god as my life mate, i will think that it's wonderful.
15. If i had achance to date with my favorite actress, i will ask tika putri.
16. If yesterday she asked me, i will accept her.
17. If i were asked a job with big salary but that job is not linear with my knowledge on my school, i will take it and make it as a great experience.
18. If i had been offered a fulltime job before my graduation, i will take it.
19. if i had had my dream job but i worked far away from my hometown, I will take it if the salary is very very nice.
20. if i were given that chance, i will do istikharah pray.



SUBJECT NO. 19

1. If i find a package of 1 billion rupiahs on the way i go to campus this morning, i will send it to the police office
2. If on the package is written the address of the owner, i will do nothing about it, because it is police officer problem.
3. If there is no address on it, i will send it to the police office.
4. if i were the owner of the package, i would look for the package to the police office.
5. if i had that 1 billion, i would buy a house.
6. if i had had a problem about money in my life, i would use the money to solve the problem
7. if i had a power to come back to past time, i would have finished my college on time
8. If i came back to the past time, i would make my ic score better.
9. If i'm able to see the future, i will see that i'm a rich man.
10. If i had known the time of my death, i would pray a lot.
11. if i had known that yesterday was my last day living, i would do good things.
12. If i know that i'm rich in the future, i will buy a ship.
13. if i'm poor in the future, i will work harder.
14. yes, i have. If she had been decided by god as my life mate, i would refuse her.

15. If i had achance to date my favorite actress, i would be very happy.
16. If yesterday my date asked me to marry him after my graduation, i would receive her.
17. If i'm asked a job with big salary but that job is not linear with my knowledge, i would take it
18. If i had been offered a fulltime job before my graduation, i would refuse it.
19. if i had had my dream job but i worked far away from my hometown, I would refuse it.
20. if i were given a chance to teach in a back country location, i would refuse it.



SUBJECT NO. 20

1. If i find a package of 1 billion rupiahs on the way i go to campus this morning, i will take it.
2. If on the package is written the address of the owner, i will return it.
3. If there is no address on it, i will take it.
4. if i were the owner of the package, i would be worried.
5. if i had that 1 billion, i would buy a car.
6. if i had had a problem about money in my life, i would use the money to pay my debt.
7. if i had a power to come back to past time, i would break up my ex earlier.
8. If i came back to the past time, i would make my ic score better.
9. If i'm able to see the future, i will see what my job will be.
10. If i had known the time of my death, i would be taubat.
11. if i had known that yesterday was my last day living, i would do good things.
12. If i know that i'm rich in the future, i will buy a plane.
13. if i'm poor in the future, i will work harder.
14. yes, i have. If she had been decided by god as my life mate, i would refuse her.
15. If i had achance to date my favorite actress, i would kiss her.
16. If yesterday my date asked me to marry him after my graduation, i would receive her.

17. If i'm asked a job with big salary but that job is not linear with my knowledge, i would take it
18. If i had been offered a fulltime job before my graduation, i would refuse it.
19. if i had had my dream job but i worked far away from my hometown, I would refuse it.
20. if i were given a chance to teach in a back country location, i would refuse it.



Appendix 5

Scoring and Grading of the Test

| Subject (S) | Question Number (Q) | Repetitions | Conditional sentence (CS) | Grammatical Error | Score |
|-------------|---------------------|-------------|---------------------------|-------------------|-------|
| S-1 | Q1 CS Type 1 | 1 | + | + | 5 |
| | Q2 CS Type 1 | 1 | + | + | 5 |
| | Q3 CS Type 1 | 1 | + | + | 5 |
| | Q4 CS Type 2 | 3 | - | - | 1 |
| | Q5 CS Type 2 | 2 | + | + | 4 |
| | Q6 CS Type 3 | 3 | - | - | 1 |
| | Q7 CS Type 2 | 2 | + | + | 4 |
| | Q8 CS Type 2 | 3 | - | - | 1 |
| | Q9 CS Type 1 | 1 | + | + | 5 |
| | Q10 CS Type 3 | 3 | - | - | 1 |
| | Q11 CS Type 3 | 3 | - | - | 1 |
| | Q12 CS Type 1 | 1 | + | + | 5 |
| | Q13 CS Type 1 | 1 | + | + | 5 |
| | Q14 CS Type 3 | 3 | - | - | 1 |
| | Q15 CS Type 2 | 3 | - | - | 1 |
| | Q16 CS Type 2 | 3 | - | - | 1 |
| | Q17 CS Type 1 | 1 | + | + | 5 |
| | Q18 CS Type 3 | 3 | - | - | 1 |
| | Q19 CS Type 3 | 1 | + | + | 5 |
| | Q20 CS Type 2 | 1 | + | + | 5 |
| TOTAL SCORE | | | | | 62 |
| GRADE | | | | | D |

| Type of Conditional Sentence | Quantity | Errors | Score | Grade |
|------------------------------|-----------|--------|-------|-------|
| Type 1 | 7 numbers | 0 | 7 | A |
| Type 2 | 7 numbers | 4 | 3 | C |

+ = Correct
- = Wrong

| | | | | |
|--------|-----------|---|---|---|
| Type 3 | 6 numbers | 6 | 0 | C |
|--------|-----------|---|---|---|

| Subject (S) | Question Number (Q) | Repetitions | Conditional sentence (CS) | Grammatical Error | Score |
|-------------|---------------------|-------------|---------------------------|-------------------|-------|
| S-2 | Q1 CS Type 1 | 1 | + | + | 5 |
| | Q2 CS Type 1 | 1 | + | + | 5 |
| | Q3 CS Type 1 | 1 | + | + | 5 |
| | Q4 CS Type 2 | 1 | + | + | 5 |
| | Q5 CS Type 2 | 3 | - | - | 1 |
| | Q6 CS Type 3 | 1 | + | + | 5 |
| | Q7 CS Type 2 | 3 | - | - | 1 |
| | Q8 CS Type 2 | 1 | + | + | 5 |
| | Q9 CS Type 1 | 1 | + | + | 5 |
| | Q10 CS Type 3 | 1 | + | + | 5 |
| | Q11 CS Type 3 | 1 | + | + | 5 |
| | Q12 CS Type 1 | 1 | + | + | 5 |
| | Q13 CS Type 1 | 1 | + | + | 5 |
| | Q14 CS Type 3 | 1 | + | + | 5 |
| | Q15 CS Type 2 | 3 | - | - | 1 |
| | Q16 CS Type 2 | 1 | + | + | 5 |
| | Q17 CS Type 1 | 3 | - | - | 1 |
| | Q18 CS Type 3 | 1 | + | + | 5 |
| | Q19 CS Type 3 | 1 | + | + | 5 |
| | Q20 CS Type 2 | 3 | + | - | 2 |
| TOTAL SCORE | | | | | 81 |
| GRADE | | | | | B |

| Type of Conditional Sentence | Quantity | Errors | Score | Grade |
|------------------------------|-----------|--------|-------|-------|
| Type 1 | 7 numbers | 0 | 7 | A |
| Type 2 | 7 numbers | 4 | 3 | C |
| Type 3 | 6 numbers | 0 | 6 | A |

+ = Correct
 - = Wrong

| Subject (S) | Question Number (Q) | Repetitions | Conditional sentence (CS) | Grammatical Error | Score |
|-------------|---------------------|-------------|---------------------------|-------------------|-------|
| S-3 | Q1 CS Type 1 | 1 | + | + | 5 |
| | Q2 CS Type 1 | 1 | + | + | 5 |
| | Q3 CS Type 1 | 1 | + | + | 5 |
| | Q4 CS Type 2 | 1 | + | + | 5 |
| | Q5 CS Type 2 | 3 | + | - | 2 |
| | Q6 CS Type 3 | 3 | - | - | 1 |
| | Q7 CS Type 2 | 1 | + | + | 5 |
| | Q8 CS Type 2 | 3 | + | + | 5 |
| | Q9 CS Type 1 | 1 | + | + | 5 |
| | Q10 CS Type 3 | 3 | + | + | 3 |
| | Q11 CS Type 3 | 3 | - | - | 1 |
| | Q12 CS Type 1 | 1 | + | + | 5 |
| | Q13 CS Type 1 | 1 | + | + | 5 |
| | Q14 CS Type 3 | 3 | - | - | 1 |
| | Q15 CS Type 2 | 3 | + | + | 3 |
| | Q16 CS Type 2 | 3 | - | - | 1 |
| | Q17 CS Type 1 | 3 | - | - | 1 |
| | Q18 CS Type 3 | 1 | + | + | 5 |
| | Q19 CS Type 3 | 1 | + | + | 5 |
| | Q20 CS Type 2 | 3 | + | + | 3 |
| | | | | TOTAL SCORE | 71 |
| | | | | GRADE | C |

| Type of Conditional Sentence | Quantity | Errors | Score | Grade |
|------------------------------|-----------|--------|-------|-------|
| Type 1 | 7 numbers | 1 | 6 | A |
| Type 2 | 7 numbers | 6 | 1 | C |
| Type 3 | 6 numbers | 3 | 3 | B |

+ = Correct
 - = Wrong

| Subject (S) | Question Number (Q) | Repetitions | Conditional sentence (CS) | Grammatical Error | Score |
|-------------|---------------------|-------------|---------------------------|-------------------|-------|
| S-4 | Q1 CS Type 1 | 1 | + | + | 5 |
| | Q2 CS Type 1 | 1 | + | + | 5 |
| | Q3 CS Type 1 | 1 | + | + | 5 |
| | Q4 CS Type 2 | 1 | + | + | 5 |
| | Q5 CS Type 2 | 1 | + | + | 5 |
| | Q6 CS Type 3 | 3 | - | - | 1 |
| | Q7 CS Type 2 | 1 | + | + | 5 |
| | Q8 CS Type 2 | 1 | + | + | 5 |
| | Q9 CS Type 1 | 1 | + | + | 5 |
| | Q10 CS Type 3 | 1 | + | + | 5 |
| | Q11 CS Type 3 | 3 | - | - | 1 |
| | Q12 CS Type 1 | 1 | + | + | 5 |
| | Q13 CS Type 1 | 1 | + | + | 5 |
| | Q14 CS Type 3 | 3 | - | - | 1 |
| | Q15 CS Type 2 | 1 | + | + | 5 |
| | Q16 CS Type 2 | 1 | + | + | 5 |
| | Q17 CS Type 1 | 3 | + | + | 5 |
| | Q18 CS Type 3 | 3 | - | - | 1 |
| | Q19 CS Type 3 | 3 | - | - | 1 |
| | Q20 CS Type 2 | 3 | + | - | 2 |
| TOTAL SCORE | | | | | 81 |
| GRADE | | | | | B |

| Type of Conditional Sentence | Quantity | Errors | Score | Grade |
|------------------------------|-----------|--------|-------|-------|
| Type 1 | 7 numbers | 0 | 7 | A |
| Type 2 | 7 numbers | 0 | 7 | A |
| Type 3 | 6 numbers | 5 | 2 | C |

+ = Correct

- = Wrong

| Subject (S) | Question Number (Q) | Repetitions | Conditional sentence (CS) | Grammatical Error | Score |
|-------------|---------------------|-------------|---------------------------|-------------------|-------|
| S-5 | Q1 CS Type 1 | 1 | + | + | 5 |
| | Q2 CS Type 1 | 1 | + | + | 5 |
| | Q3 CS Type 1 | 1 | + | + | 5 |
| | Q4 CS Type 2 | 3 | - | - | 1 |
| | Q5 CS Type 2 | 3 | - | - | 1 |
| | Q6 CS Type 3 | 3 | - | - | 1 |
| | Q7 CS Type 2 | 3 | - | - | 1 |
| | Q8 CS Type 2 | 3 | - | - | 1 |
| | Q9 CS Type 1 | 3 | - | - | 1 |
| | Q10 CS Type 3 | 3 | - | - | 1 |
| | Q11 CS Type 3 | 3 | - | - | 1 |
| | Q12 CS Type 1 | 1 | + | + | 5 |
| | Q13 CS Type 1 | 3 | - | - | 1 |
| | Q14 CS Type 3 | 3 | - | - | 1 |
| | Q15 CS Type 2 | 3 | - | - | 1 |
| | Q16 CS Type 2 | 3 | - | - | 1 |
| | Q17 CS Type 1 | 3 | + | + | 5 |
| | Q18 CS Type 3 | 3 | - | - | 1 |
| | Q19 CS Type 3 | 3 | - | - | 1 |
| | Q20 CS Type 2 | 3 | - | - | 1 |
| | | | | TOTAL SCORE | 40 |
| | | | | GRADE | E |

| Type of Conditional Sentence | Quantity | Errors | Score | Grade |
|------------------------------|-----------|--------|-------|-------|
| Type 1 | 7 numbers | 2 | 5 | B |
| Type 2 | 7 numbers | 7 | 0 | C |
| Type 3 | 6 numbers | 6 | 0 | C |

+ = Correct
 - = Wrong

| Subject (S) | Question Number (Q) | Repetitions | Conditional sentence (CS) | Grammatical Error | Score |
|-------------|---------------------|-------------|---------------------------|-------------------|-------|
| S-6 | Q1 CS Type 1 | 3 | - | - | 1 |
| | Q2 CS Type 1 | 1 | + | + | 5 |
| | Q3 CS Type 1 | 3 | - | - | 1 |
| | Q4 CS Type 2 | 3 | - | - | 1 |
| | Q5 CS Type 2 | 1 | + | + | 5 |
| | Q6 CS Type 3 | 3 | - | - | 1 |
| | Q7 CS Type 2 | 1 | + | + | 5 |
| | Q8 CS Type 2 | 1 | + | + | 5 |
| | Q9 CS Type 1 | 3 | - | - | 1 |
| | Q10 CS Type 3 | 3 | - | - | 1 |
| | Q11 CS Type 3 | 3 | - | - | 1 |
| | Q12 CS Type 1 | 3 | - | - | 1 |
| | Q13 CS Type 1 | 3 | - | - | 1 |
| | Q14 CS Type 3 | 3 | - | - | 1 |
| | Q15 CS Type 2 | 1 | + | + | 5 |
| | Q16 CS Type 2 | 1 | + | + | 5 |
| | Q17 CS Type 1 | 1 | + | + | 5 |
| | Q18 CS Type 3 | 3 | - | - | 1 |
| | Q19 CS Type 3 | 3 | - | - | 1 |
| | Q20 CS Type 2 | 1 | + | + | 5 |
| | | | | TOTAL SCORE | 52 |
| | | | | GRADE | E |

| Type of Conditional Sentence | Quantity | Errors | Score | Grade |
|------------------------------|-----------|--------|-------|-------|
| Type 1 | 7 numbers | 5 | 2 | C |
| Type 2 | 7 numbers | 1 | 6 | A |
| Type 3 | 6 numbers | 6 | 0 | C |

+ = Correct
 - = Wrong

| Subject (S) | Question Number (Q) | Repetitions | Conditional sentence (CS) | Grammatical Error | Score |
|-------------|---------------------|-------------|---------------------------|-------------------|-------|
| S-7 | Q1 CS Type 1 | 1 | + | + | 5 |
| | Q2 CS Type 1 | 1 | + | + | 5 |
| | Q3 CS Type 1 | 1 | + | + | 5 |
| | Q4 CS Type 2 | 1 | + | + | 5 |
| | Q5 CS Type 2 | 1 | + | + | 5 |
| | Q6 CS Type 3 | 1 | + | + | 5 |
| | Q7 CS Type 2 | 1 | + | + | 5 |
| | Q8 CS Type 2 | 1 | + | + | 5 |
| | Q9 CS Type 1 | 1 | + | + | 5 |
| | Q10 CS Type 3 | 1 | + | + | 5 |
| | Q11 CS Type 3 | 1 | + | + | 5 |
| | Q12 CS Type 1 | 1 | + | + | 5 |
| | Q13 CS Type 1 | 1 | + | + | 5 |
| | Q14 CS Type 3 | 1 | + | + | 5 |
| | Q15 CS Type 2 | 1 | + | + | 5 |
| | Q16 CS Type 2 | 1 | + | + | 5 |
| | Q17 CS Type 1 | 1 | + | + | 5 |
| | Q18 CS Type 3 | 3 | - | - | 1 |
| | Q19 CS Type 3 | 1 | + | + | 5 |
| | Q20 CS Type 2 | 1 | + | + | 5 |
| | | | | TOTAL SCORE | 96 |
| | | | | GRADE | A |

| Type of Conditional Sentence | Quantity | Errors | Score | Grade |
|------------------------------|-----------|--------|-------|-------|
| Type 1 | 7 numbers | 0 | 7 | A |
| Type 2 | 7 numbers | 0 | 7 | A |
| Type 3 | 6 numbers | 1 | 5 | A |

+ = Correct

- = Wrong

| Subject (S) | Question Number (Q) | Repetitions | Conditional sentence (CS) | Grammatical Error | Score |
|-------------|---------------------|-------------|---------------------------|-------------------|-------|
| S-8 | Q1 CS Type 1 | 1 | + | + | 5 |
| | Q2 CS Type 1 | 1 | + | + | 5 |
| | Q3 CS Type 1 | 1 | + | + | 5 |
| | Q4 CS Type 2 | 1 | + | + | 5 |
| | Q5 CS Type 2 | 1 | + | + | 5 |
| | Q6 CS Type 3 | 3 | - | - | 1 |
| | Q7 CS Type 2 | 1 | + | + | 5 |
| | Q8 CS Type 2 | 1 | + | + | 5 |
| | Q9 CS Type 1 | 3 | + | + | 3 |
| | Q10 CS Type 3 | 3 | - | - | 1 |
| | Q11 CS Type 3 | 3 | - | - | 1 |
| | Q12 CS Type 1 | 1 | + | + | 5 |
| | Q13 CS Type 1 | 1 | + | + | 5 |
| | Q14 CS Type 3 | 3 | - | - | 1 |
| | Q15 CS Type 2 | 3 | - | - | 1 |
| | Q16 CS Type 2 | 3 | - | - | 1 |
| | Q17 CS Type 1 | 1 | + | + | 5 |
| | Q18 CS Type 3 | 3 | - | - | 1 |
| | Q19 CS Type 3 | 3 | - | - | 1 |
| | Q20 CS Type 2 | 1 | + | + | 5 |
| | | | | TOTAL SCORE | 66 |
| | | | | GRADE | D |

| Type of Conditional Sentence | Quantity | Errors | Score | Grade |
|------------------------------|-----------|--------|-------|-------|
| Type 1 | 7 numbers | 0 | 7 | A |
| Type 2 | 7 numbers | 2 | 5 | B |
| Type 3 | 6 numbers | 6 | 0 | C |

+ = Correct
 - = Wrong

| Subject (S) | Question Number (Q) | Repetitions | Conditional sentence (CS) | Grammatical Error | Score |
|-------------|---------------------|-------------|---------------------------|-------------------|-------|
| S-9 | Q1 CS Type 1 | 1 | + | + | 5 |
| | Q2 CS Type 1 | 1 | + | + | 5 |
| | Q3 CS Type 1 | 1 | + | + | 5 |
| | Q4 CS Type 2 | 1 | + | + | 5 |
| | Q5 CS Type 2 | 1 | + | + | 5 |
| | Q6 CS Type 3 | 3 | - | - | 1 |
| | Q7 CS Type 2 | 1 | + | + | 5 |
| | Q8 CS Type 2 | 1 | + | + | 5 |
| | Q9 CS Type 1 | 1 | + | + | 5 |
| | Q10 CS Type 3 | 3 | - | - | 1 |
| | Q11 CS Type 3 | 1 | + | + | 5 |
| | Q12 CS Type 1 | 1 | + | + | 5 |
| | Q13 CS Type 1 | 1 | + | + | 5 |
| | Q14 CS Type 3 | 1 | + | + | 5 |
| | Q15 CS Type 2 | 1 | + | + | 5 |
| | Q16 CS Type 2 | 1 | + | + | 5 |
| | Q17 CS Type 1 | 1 | + | + | 5 |
| | Q18 CS Type 3 | 3 | + | + | 5 |
| | Q19 CS Type 3 | 1 | + | + | 5 |
| | Q20 CS Type 2 | 1 | + | + | 5 |
| | | | | TOTAL SCORE | 92 |
| | | | | GRADE | A |

| Type of Conditional Sentence | Quantity | Errors | Score | Grade |
|------------------------------|-----------|--------|-------|-------|
| Type 1 | 7 numbers | 0 | 7 | A |
| Type 2 | 7 numbers | 0 | 7 | A |
| Type 3 | 6 numbers | 2 | 4 | B |

+ = Correct
 - = Wrong

| Subject (S) | Question Number (Q) | Repetitions | Conditional sentence (CS) | Grammatical Error | Score |
|-------------|---------------------|-------------|---------------------------|-------------------|-------|
| S-10 | Q1 CS Type 1 | 1 | + | + | 5 |
| | Q2 CS Type 1 | 1 | + | + | 5 |
| | Q3 CS Type 1 | 1 | + | + | 5 |
| | Q4 CS Type 2 | 1 | + | + | 5 |
| | Q5 CS Type 2 | 1 | + | + | 5 |
| | Q6 CS Type 3 | 1 | + | + | 5 |
| | Q7 CS Type 2 | 1 | + | + | 5 |
| | Q8 CS Type 2 | 1 | + | + | 5 |
| | Q9 CS Type 1 | 1 | + | + | 5 |
| | Q10 CS Type 3 | 1 | + | + | 5 |
| | Q11 CS Type 3 | 1 | + | + | 5 |
| | Q12 CS Type 1 | 1 | + | + | 5 |
| | Q13 CS Type 1 | 1 | + | + | 5 |
| | Q14 CS Type 3 | 1 | + | + | 5 |
| | Q15 CS Type 2 | 1 | + | + | 5 |
| | Q16 CS Type 2 | 1 | + | + | 5 |
| | Q17 CS Type 1 | 1 | + | + | 5 |
| | Q18 CS Type 3 | 1 | + | + | 5 |
| | Q19 CS Type 3 | 1 | + | + | 5 |
| | Q20 CS Type 2 | 1 | + | + | 5 |
| | | | | TOTAL SCORE | 100 |
| | | | | GRADE | A |

| Type of Conditional Sentence | Quantity | Errors | Score | Grade |
|------------------------------|-----------|--------|-------|-------|
| Type 1 | 7 numbers | 0 | 7 | A |
| Type 2 | 7 numbers | 0 | 7 | A |
| Type 3 | 6 numbers | 0 | 6 | A |

+ = Correct
 - = Wrong

| Subject (S) | Question Number (Q) | Repetitions | Conditional sentence (CS) | Grammatical Error | Score |
|-------------|---------------------|-------------|---------------------------|-------------------|-------|
| S-10 | Q1 CS Type 1 | 3 | - | - | 1 |
| | Q2 CS Type 1 | 1 | + | + | 5 |
| | Q3 CS Type 1 | 3 | - | - | 1 |
| | Q4 CS Type 2 | 1 | + | + | 5 |
| | Q5 CS Type 2 | 1 | + | + | 5 |
| | Q6 CS Type 3 | 3 | - | - | 1 |
| | Q7 CS Type 2 | 1 | + | + | 5 |
| | Q8 CS Type 2 | 1 | + | + | 5 |
| | Q9 CS Type 1 | 1 | + | + | 5 |
| | Q10 CS Type 3 | 3 | - | - | 1 |
| | Q11 CS Type 3 | 3 | - | - | 1 |
| | Q12 CS Type 1 | 3 | + | + | 3 |
| | Q13 CS Type 1 | 1 | + | + | 5 |
| | Q14 CS Type 3 | 3 | - | - | 1 |
| | Q15 CS Type 2 | 1 | + | + | 5 |
| | Q16 CS Type 2 | 3 | - | - | 1 |
| | Q17 CS Type 1 | 1 | + | + | 5 |
| | Q18 CS Type 3 | 3 | - | - | 1 |
| | Q19 CS Type 3 | 3 | - | - | 1 |
| | Q20 CS Type 2 | 1 | + | + | 5 |
| | | | | TOTAL SCORE | 62 |
| | | | | GRADE | D |

| Type of Conditional Sentence | Quantity | Errors | Score | Grade |
|------------------------------|-----------|--------|-------|-------|
| Type 1 | 7 numbers | 2 | 5 | B |
| Type 2 | 7 numbers | 1 | 6 | A |
| Type 3 | 6 numbers | 6 | 0 | C |

+ = Correct
 - = Wrong

| Subject (S) | Question Number (Q) | Repetitions | Conditional sentence (CS) | Grammatical Error | Score |
|-------------|---------------------|-------------|---------------------------|-------------------|-------|
| S-12 | Q1 CS Type 1 | 1 | + | + | 5 |
| | Q2 CS Type 1 | 1 | + | + | 5 |
| | Q3 CS Type 1 | 1 | + | + | 5 |
| | Q4 CS Type 2 | 1 | + | + | 5 |
| | Q5 CS Type 2 | 1 | + | + | 5 |
| | Q6 CS Type 3 | 1 | + | + | 5 |
| | Q7 CS Type 2 | 1 | + | + | 5 |
| | Q8 CS Type 2 | 1 | + | + | 5 |
| | Q9 CS Type 1 | 1 | + | + | 5 |
| | Q10 CS Type 3 | 1 | + | + | 5 |
| | Q11 CS Type 3 | 1 | + | + | 5 |
| | Q12 CS Type 1 | 1 | + | + | 5 |
| | Q13 CS Type 1 | 1 | + | + | 5 |
| | Q14 CS Type 3 | 1 | + | + | 5 |
| | Q15 CS Type 2 | 1 | + | + | 5 |
| | Q16 CS Type 2 | 1 | + | + | 5 |
| | Q17 CS Type 1 | 1 | + | + | 5 |
| | Q18 CS Type 3 | 1 | + | + | 5 |
| | Q19 CS Type 3 | 1 | + | + | 5 |
| | Q20 CS Type 2 | 1 | + | + | 5 |
| | | | | TOTAL SCORE | 100 |
| | | | | GRADE | A |

| Type of Conditional Sentence | Quantity | Errors | Score | Grade |
|------------------------------|-----------|--------|-------|-------|
| Type 1 | 7 numbers | 0 | 7 | A |
| Type 2 | 7 numbers | 0 | 7 | A |
| Type 3 | 6 numbers | 0 | 6 | A |

+ = Correct
 - = Wrong

| Subject (S) | Question Number (Q) | Repetitions | Conditional sentence (CS) | Grammatical Error | Score |
|-------------|---------------------|-------------|---------------------------|-------------------|-------|
| S-13 | Q1 CS Type 1 | 1 | + | + | 5 |
| | Q2 CS Type 1 | 1 | + | + | 5 |
| | Q3 CS Type 1 | 1 | + | + | 5 |
| | Q4 CS Type 2 | 1 | + | + | 5 |
| | Q5 CS Type 2 | 1 | + | + | 5 |
| | Q6 CS Type 3 | 1 | + | + | 5 |
| | Q7 CS Type 2 | 1 | + | + | 5 |
| | Q8 CS Type 2 | 1 | + | + | 5 |
| | Q9 CS Type 1 | 1 | + | + | 5 |
| | Q10 CS Type 3 | 1 | + | + | 5 |
| | Q11 CS Type 3 | 1 | + | + | 5 |
| | Q12 CS Type 1 | 1 | + | + | 5 |
| | Q13 CS Type 1 | 1 | + | + | 5 |
| | Q14 CS Type 3 | 1 | + | + | 5 |
| | Q15 CS Type 2 | 1 | + | + | 5 |
| | Q16 CS Type 2 | 1 | + | + | 5 |
| | Q17 CS Type 1 | 1 | + | + | 5 |
| | Q18 CS Type 3 | 1 | + | + | 5 |
| | Q19 CS Type 3 | 1 | + | + | 5 |
| | Q20 CS Type 2 | 1 | + | + | 5 |
| | | | | TOTAL SCORE | 100 |
| | | | | GRADE | A |

| Type of Conditional Sentence | Quantity | Errors | Score | Grade |
|------------------------------|-----------|--------|-------|-------|
| Type 1 | 7 numbers | 0 | 7 | A |
| Type 2 | 7 numbers | 0 | 7 | A |
| Type 3 | 6 numbers | 0 | 6 | A |

+ = Correct
 - = Wrong

| Subject (S) | Question Number (Q) | Repetitions | Conditional sentence (CS) | Grammatical Error | Score |
|-------------|---------------------|-------------|---------------------------|-------------------|-------|
| S-14 | Q1 CS Type 1 | 1 | + | + | 5 |
| | Q2 CS Type 1 | 3 | - | - | 1 |
| | Q3 CS Type 1 | 1 | + | + | 5 |
| | Q4 CS Type 2 | 1 | + | + | 5 |
| | Q5 CS Type 2 | 3 | - | - | 1 |
| | Q6 CS Type 3 | 1 | + | + | 5 |
| | Q7 CS Type 2 | 1 | + | + | 5 |
| | Q8 CS Type 2 | 1 | + | + | 5 |
| | Q9 CS Type 1 | 1 | + | + | 5 |
| | Q10 CS Type 3 | 1 | + | + | 5 |
| | Q11 CS Type 3 | 1 | + | + | 5 |
| | Q12 CS Type 1 | 1 | + | + | 5 |
| | Q13 CS Type 1 | 1 | + | + | 5 |
| | Q14 CS Type 3 | 1 | + | + | 5 |
| | Q15 CS Type 2 | 1 | + | + | 5 |
| | Q16 CS Type 2 | 1 | + | + | 5 |
| | Q17 CS Type 1 | 1 | + | + | 5 |
| | Q18 CS Type 3 | 1 | + | + | 5 |
| | Q19 CS Type 3 | 1 | + | + | 5 |
| | Q20 CS Type 2 | 1 | + | + | 5 |
| | | | | TOTAL SCORE | 92 |
| | | | | GRADE | A |

| Type of Conditional Sentence | Quantity | Errors | Score | Grade |
|------------------------------|-----------|--------|-------|-------|
| Type 1 | 7 numbers | 1 | 6 | A |
| Type 2 | 7 numbers | 1 | 6 | A |
| Type 3 | 6 numbers | 0 | 6 | A |

+ = Correct
 - = Wrong

| Subject (S) | Question Number (Q) | Repetitions | Conditional sentence (CS) | Grammatical Error | Score |
|-------------|---------------------|-------------|---------------------------|-------------------|-------|
| S-15 | Q1 CS Type 1 | 1 | + | + | 5 |
| | Q2 CS Type 1 | 1 | + | + | 5 |
| | Q3 CS Type 1 | 1 | + | + | 5 |
| | Q4 CS Type 2 | 1 | + | + | 5 |
| | Q5 CS Type 2 | 1 | + | + | 5 |
| | Q6 CS Type 3 | 1 | + | + | 5 |
| | Q7 CS Type 2 | 1 | + | + | 5 |
| | Q8 CS Type 2 | 1 | + | + | 5 |
| | Q9 CS Type 1 | 1 | + | + | 5 |
| | Q10 CS Type 3 | 1 | + | + | 5 |
| | Q11 CS Type 3 | 1 | + | + | 5 |
| | Q12 CS Type 1 | 1 | + | + | 5 |
| | Q13 CS Type 1 | 1 | + | + | 5 |
| | Q14 CS Type 3 | 1 | + | + | 5 |
| | Q15 CS Type 2 | 1 | + | + | 5 |
| | Q16 CS Type 2 | 1 | + | + | 5 |
| | Q17 CS Type 1 | 1 | + | + | 5 |
| | Q18 CS Type 3 | 1 | + | + | 5 |
| | Q19 CS Type 3 | 1 | + | + | 5 |
| | Q20 CS Type 2 | 1 | + | + | 5 |
| | | | | TOTAL SCORE | 100 |
| | | | | GRADE | A |

| Type of Conditional Sentence | Quantity | Errors | Score | Grade |
|------------------------------|-----------|--------|-------|-------|
| Type 1 | 7 numbers | 0 | 7 | A |
| Type 2 | 7 numbers | 0 | 7 | A |
| Type 3 | 6 numbers | 0 | 6 | A |

+ = Correct
 - = Wrong

| Subject (S) | Question Number (Q) | Repetitions | Conditional sentence (CS) | Grammatical Error | Score |
|-------------|---------------------|-------------|---------------------------|-------------------|-------|
| S-16 | Q1 CS Type 1 | 1 | + | + | 5 |
| | Q2 CS Type 1 | 2 | + | + | 4 |
| | Q3 CS Type 1 | 1 | + | + | 5 |
| | Q4 CS Type 2 | 3 | - | - | 1 |
| | Q5 CS Type 2 | 3 | - | - | 1 |
| | Q6 CS Type 3 | 3 | - | - | 1 |
| | Q7 CS Type 2 | 1 | + | + | 5 |
| | Q8 CS Type 2 | 3 | - | - | 1 |
| | Q9 CS Type 1 | 1 | + | + | 5 |
| | Q10 CS Type 3 | 3 | - | - | 1 |
| | Q11 CS Type 3 | 3 | - | - | 1 |
| | Q12 CS Type 1 | 1 | + | + | 5 |
| | Q13 CS Type 1 | 1 | + | + | 5 |
| | Q14 CS Type 3 | 3 | - | - | 1 |
| | Q15 CS Type 2 | 3 | - | - | 1 |
| | Q16 CS Type 2 | 3 | - | - | 1 |
| | Q17 CS Type 1 | 1 | + | + | 5 |
| | Q18 CS Type 3 | 3 | - | - | 1 |
| | Q19 CS Type 3 | 3 | - | - | 1 |
| | Q20 CS Type 2 | 3 | - | - | 1 |
| | | | | TOTAL SCORE | 51 |
| | | | | GRADE | E |

| Type of Conditional Sentence | Quantity | Errors | Score | Grade |
|------------------------------|-----------|--------|-------|-------|
| Type 1 | 7 numbers | 0 | 7 | A |
| Type 2 | 7 numbers | 6 | 1 | C |
| Type 3 | 6 numbers | 6 | 0 | C |

+ = Correct
 - = Wrong

| Subject (S) | Question Number (Q) | Repetitions | Conditional sentence (CS) | Grammatical Error | Score |
|-------------|---------------------|-------------|---------------------------|-------------------|-------|
| S-17 | Q1 CS Type 1 | 1 | + | + | 5 |
| | Q2 CS Type 1 | 1 | + | + | 5 |
| | Q3 CS Type 1 | 1 | + | + | 5 |
| | Q4 CS Type 2 | 1 | + | + | 5 |
| | Q5 CS Type 2 | 1 | + | + | 5 |
| | Q6 CS Type 3 | 3 | - | - | 1 |
| | Q7 CS Type 2 | 2 | + | + | 4 |
| | Q8 CS Type 2 | 1 | + | + | 5 |
| | Q9 CS Type 1 | 1 | + | + | 5 |
| | Q10 CS Type 3 | 3 | - | - | 1 |
| | Q11 CS Type 3 | 3 | - | - | 1 |
| | Q12 CS Type 1 | 1 | + | + | 5 |
| | Q13 CS Type 1 | 1 | + | + | 5 |
| | Q14 CS Type 3 | 3 | - | - | 1 |
| | Q15 CS Type 2 | 1 | + | + | 5 |
| | Q16 CS Type 2 | 1 | + | + | 5 |
| | Q17 CS Type 1 | 1 | + | + | 5 |
| | Q18 CS Type 3 | 3 | - | - | 1 |
| | Q19 CS Type 3 | 3 | - | - | 1 |
| | Q20 CS Type 2 | 1 | + | + | 5 |
| | | | | TOTAL SCORE | 75 |
| | | | | GRADE | C |

| Type of Conditional Sentence | Quantity | Errors | Score | Grade |
|------------------------------|-----------|--------|-------|-------|
| Type 1 | 7 numbers | 0 | 7 | A |
| Type 2 | 7 numbers | 0 | 7 | A |
| Type 3 | 6 numbers | 6 | 0 | C |

+ = Correct
 - = Wrong

| Subject (S) | Question Number (Q) | Repetitions | Conditional sentence (CS) | Grammatical Error | Score |
|-------------|---------------------|-------------|---------------------------|-------------------|-------|
| S-18 | Q1 CS Type 1 | 1 | + | + | 5 |
| | Q2 CS Type 1 | 2 | + | + | 4 |
| | Q3 CS Type 1 | 1 | + | + | 5 |
| | Q4 CS Type 2 | 3 | - | - | 1 |
| | Q5 CS Type 2 | 3 | - | - | 1 |
| | Q6 CS Type 3 | 1 | + | + | 5 |
| | Q7 CS Type 2 | 1 | + | + | 5 |
| | Q8 CS Type 2 | 1 | + | + | 5 |
| | Q9 CS Type 1 | 1 | + | + | 5 |
| | Q10 CS Type 3 | 3 | - | - | 1 |
| | Q11 CS Type 3 | 3 | - | - | 1 |
| | Q12 CS Type 1 | 1 | + | + | 5 |
| | Q13 CS Type 1 | 1 | + | + | 5 |
| | Q14 CS Type 3 | 3 | - | - | 1 |
| | Q15 CS Type 2 | 3 | - | - | 1 |
| | Q16 CS Type 2 | 3 | - | - | 1 |
| | Q17 CS Type 1 | 3 | - | - | 1 |
| | Q18 CS Type 3 | 3 | - | - | 1 |
| | Q19 CS Type 3 | 3 | - | - | 1 |
| | Q20 CS Type 2 | 1 | + | + | 5 |
| | | | | TOTAL SCORE | 59 |
| | | | | GRADE | E |

| Type of Conditional Sentence | Quantity | Errors | Score | Grade |
|------------------------------|-----------|--------|-------|-------|
| Type 1 | 7 numbers | 1 | 6 | A |
| Type 2 | 7 numbers | 7 | 0 | C |
| Type 3 | 6 numbers | 6 | 0 | C |

+ = Correct
 - = Wrong

| Subject (S) | Question Number (Q) | Repetitions | Conditional sentence (CS) | Grammatical Error | Score |
|-------------|---------------------|-------------|---------------------------|-------------------|-------|
| S-19 | Q1 CS Type 1 | 1 | + | + | 5 |
| | Q2 CS Type 1 | 1 | + | + | 5 |
| | Q3 CS Type 1 | 1 | + | + | 5 |
| | Q4 CS Type 2 | 3 | + | + | 3 |
| | Q5 CS Type 2 | 1 | + | + | 5 |
| | Q6 CS Type 3 | 3 | - | - | 1 |
| | Q7 CS Type 2 | 2 | + | + | 4 |
| | Q8 CS Type 2 | 1 | + | + | 5 |
| | Q9 CS Type 1 | 1 | + | + | 5 |
| | Q10 CS Type 3 | 1 | + | + | 5 |
| | Q11 CS Type 3 | 3 | - | - | 1 |
| | Q12 CS Type 1 | 1 | + | + | 5 |
| | Q13 CS Type 1 | 1 | + | + | 5 |
| | Q14 CS Type 3 | 3 | - | - | 1 |
| | Q15 CS Type 2 | 1 | + | + | 5 |
| | Q16 CS Type 2 | 1 | + | + | 5 |
| | Q17 CS Type 1 | 3 | - | - | 1 |
| | Q18 CS Type 3 | 3 | - | - | 1 |
| | Q19 CS Type 3 | 3 | - | - | 1 |
| | Q20 CS Type 2 | 1 | + | + | 5 |
| TOTAL SCORE | | | | | 73 |
| GRADE | | | | | C |

| Type of Conditional Sentence | Quantity | Errors | Score | Grade |
|------------------------------|-----------|--------|-------|-------|
| Type 1 | 7 numbers | 1 | 6 | A |
| Type 2 | 7 numbers | 0 | 7 | A |
| Type 3 | 6 numbers | 6 | 0 | C |

+ = Correct
 - = Wrong

| Subject (S) | Question Number (Q) | Repetitions | Conditional sentence (CS) | Grammatical Error | Score |
|-------------|---------------------|-------------|---------------------------|-------------------|-------|
| S-20 | Q1 CS Type 1 | 1 | + | + | 5 |
| | Q2 CS Type 1 | 1 | + | + | 5 |
| | Q3 CS Type 1 | 1 | + | + | 5 |
| | Q4 CS Type 2 | 1 | + | + | 5 |
| | Q5 CS Type 2 | 1 | + | + | 5 |
| | Q6 CS Type 3 | 3 | - | - | 1 |
| | Q7 CS Type 2 | 1 | + | + | 5 |
| | Q8 CS Type 2 | 1 | + | + | 5 |
| | Q9 CS Type 1 | 1 | + | + | 5 |
| | Q10 CS Type 3 | 3 | - | - | 1 |
| | Q11 CS Type 3 | 3 | - | - | 1 |
| | Q12 CS Type 1 | 1 | + | + | 5 |
| | Q13 CS Type 1 | 1 | + | + | 5 |
| | Q14 CS Type 3 | 3 | - | - | 1 |
| | Q15 CS Type 2 | 1 | + | + | 5 |
| | Q16 CS Type 2 | 1 | + | + | 5 |
| | Q17 CS Type 1 | 1 | + | + | 5 |
| | Q18 CS Type 3 | 3 | - | - | 1 |
| | Q19 CS Type 3 | 3 | - | - | 1 |
| | Q20 CS Type 2 | 1 | + | + | 5 |
| | | | | TOTAL SCORE | 76 |
| | | | | GRADE | C |

| Type of Conditional Sentence | Quantity | Errors | Score | Grade |
|------------------------------|-----------|--------|-------|-------|
| Type 1 | 7 numbers | 0 | 7 | A |
| Type 2 | 7 numbers | 0 | 7 | A |
| Type 3 | 6 numbers | 6 | 0 | C |

+ = Correct
 - = Wrong