CHAPTER II

REVIEW OF LITERATURE

This research is based on some linguistic theories proposed by some prominent linguists. As the researcher have researched, there has not been any previous analysis about conditional sentences before. In relation to review of the related literature, the following books and websites are consulted as the secondary sources to find out some supportive data and information:

*Understanding Second Language Acquisition* (1985) by Rod Ellis. Rod Ellis book contains how to understand second language acquisition in describing theory of SLA and giving some examples of research. In this book, it is found that SLA also means acquiring L2 grammar, as a result learners should be able to develop their grammatical knowledge. This basic explanation helps me in conducting this research.

*Language Testing* (1961) by Robert Lado is also useful for giving the concept of testing the language.

*English for SMA* (2012) by MGMP Bahasa Inggris SMA Kota Medan is a handbook used by student of SMA Cahaya Medan in grade XI. This book can be used as reference in describing conditional sentences.

*Bimbingan Pemantapan BAHASA INGGRIS* (2002) by Otong Setiawan Djuharie describes about the kind of grammar with the explanation and also exercises to help students in understanding grammar. It is used to construct a questionnaire in testing students.
There are also some researches which had analysed the same studies in language acquisition and language testing such as: *An Analysis of Year IX Primagama Student’s Ability in Mastering Elliptical Construction* (a thesis) by Dona Marlina P. (2010). The research has given me much help. This research contains how to test learners in order to know how better the learner is in mastering elliptical construction.

*An Analysis on Primary School Students’ Ability to Use Personal Pronouns: A Case Study on The Sixth Year Students of SDN No. 101878 Tg. Morawa* by Prambandari (2008), is another research that describes about the students’ ability to use personal pronouns. The writer assumed that in general there are still many language problems especially grammatical problems.

*An Error Analysis of the Use of Using Present Tense Made by Students of Second Year Junior High School of Madrasah Tsanawiyah Al Wasliyah 16 Perbaungan* (a thesis) by Achirani (2011) describes about testing learner to find out errors in grammar. This research has been one of my references to make a more comprehensive analysis for my research.

### 2.1 Ability

According the Hornby (2000:2), “Ability is the fact that somebody/something is able to do something.” If someone has ability then he/she is considered to be doing something effectively or it is contrary. The ability can be obtained by the way of learning and practicing continuously.
According to Robbin (2007:58) capability consists of two factors, namely:

1. Intellectual ability that the skills needed to perform a variety of mental activity-thinking, reasoning and problem solving.

2. Physical ability is the ability to perform tasks that require stamina, skill, strength, and similar characteristics.

Carrol (1993) an influential psychologist in the field of educational linguistics divided the four ability components as follows:

1. Phonetic coding ability is ability to perceive distinct sounds, associate a symbol with that sound and retain that association.

2. Grammatical memory is ability to recognize the grammatical function of a lexical element (word, phrase, etc.) in a sentence without explicit training in grammar.

3. Associative memory is ability to learn associations between words in foreign language and their meanings and retain that association.

4. Inductive learning ability is ability to infer or induce rules governing the structure of a language.

2.1.1 Factors of Ability

According to Ellis (1985), there are several factors which may affect a person's ability in learning a foreign language:
1. Personal Factors are divided into three headings as follows:

   a) Group dynamics

   Differences in the ability of different students in understanding a foreign language can make a competition among students. This competition encourages students to learn a foreign language actively in the classroom or it represses the students so that the students have a sense of mistrust in studying a foreign language.

   b) Attitudes to the teacher and course material

   The role of the teacher in the class and teaching materials which is used by students also influence students' ability to learn a foreign language. Generally, most students prefer use their own learning paths such as student-student interaction in the class or democratic teaching style. Students also prefer use a variety of materials than a course book.

   c) Individual learning techniques

   Some students motivate themselves to be able to use a foreign language by using their own learning techniques, for example, students prepare and memorize vocabulary lists like dictionary, students pick up some vocabulary from paragraphs that usually used in context, and they practice to use vocabulary in a sentence, conversation, playing games, etc.
2. General Factors divide into:

   a) Age

   Ellis (1985) says, “...children are better language learners than adults.” It means that the ability of language acquisition at childhood is better than adulthood. Because the more we older, the more we lack of ability to acquire a foreign language. Although there are adults who are able to learn the language, and they who has the reach higher levels of proficiency.

   b) Intelligence and aptitude

   Intelligence and aptitude influence the ability in learning L2. Learner who has high level in intelligence and aptitude is able to understand the using of L2 rapidly. In formal teaching method, it usually used for some skills such as reading comprehension, dictation, and free writing but much less in naturalistic SLA.

   c) Cognitive style

   Cognitive style is a term to use the manner in which people perceive, conceptualize, organize, and recall information. It talks about the process in receiving the information (understanding of SLA).

   d) Attitude and Motivation

   Gardner and Lambert (1972) in Ellis (1985) define ‘motivation’ in terms of the L2 learner's overall goal or orientation, and ‘attitude’ as the persistence shown by the learner in striving for a goal. If the learners have more or less motivation in learning L2, it will be shown in their attitude. Gardner and Lambert in Ellis (1985)
divide motivation into integrative and instrumental. Integrative motivation occurs for learners who want to maintain their mother tongue when they learn a L2. It means they naturally learn L2 for having knowledge. Instrumental motivation occurs for learners who want to learn L2 for functional such as passing an examination, furthering career opportunities or facilitating study of other subject.

   e) Personality

   Personality refers to personal traits. In psychology, personalities divide into:

   - Extroversion and Introversion: Extrovert learns L2 rapidly than introvert because they have more contacts with each other. The more we have contacts with others, the more we can use language practically and become habitual.

   - Social skills: According to Strong (1983) in Ellis (1985) there are seven social styles but only ‘talkativeness’ and responsiveness’ which more easy in learning L2 rapidly because they have interact with each other in using L2 practically.

   - Inhibition: Inhibition is negative factor stated by Guiora (1972a:1972b) in Ellis (1985). It determine the way of the learners in taking risk while learning L2 and turn leads to increased self-consciousness of learners in learning L2.

2.2 Grade XI

   In Indonesia, grade XI is the second grade in the senior high school. Students are typically 16 or 17 years old. The class is divided into two parts; Natural Science
and Social Science. Both of them have learned grammar about conditional sentences.

In SMA Cahaya Medan, there are six classes of grade XI that has been divided into 3 Natural Science classes and 3 Social Science classes. The total students of grade XI is 267 that can be described in the following table.

TABLE 2.1 The number of students in grade XI SMA Cahaya Medan

<table>
<thead>
<tr>
<th>Class</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>XI IPA-1</td>
<td>42</td>
</tr>
<tr>
<td>XI IPA-2</td>
<td>45</td>
</tr>
<tr>
<td>XI IPA-3</td>
<td>45</td>
</tr>
<tr>
<td>XI IPS-1</td>
<td>44</td>
</tr>
<tr>
<td>XI IPS-2</td>
<td>45</td>
</tr>
<tr>
<td>XI IPS-3</td>
<td>46</td>
</tr>
<tr>
<td>TOTAL</td>
<td>267</td>
</tr>
</tbody>
</table>

2.3 Conditional Sentences

According to Berry (2012:246), “Conditional sentences are generally equated with sentences with ‘if’, i.e. multiple complex sentences with a subordinate, adverbial clause introduced by ‘if’”. According to Greenbaum (1999), conditional sentences tells about a direct condition that indicate the truth of host clause is dependent on the condition of conditional clause is fulfilled or not.

Based on the handbook of students in grade XI of SMA Cahaya Medan, conditional sentences is divided into three as follows:
2.3.1 Future conditional (Conditional Sentence Type 1)

Future conditional or conditional sentence type 1 expresses the activity that might happen in the future if the condition is fulfilled.

Example:

a. I will go if he gives me money.

b. If he has a lot of money, he will build a house.

Here further explanation about future conditional:

According to Azar (1989:114), future conditional expresses the true and factual idea in the present or in the future (real or possible).

Djuharie (2007:73) said that conditional type 1 explains something probably occurs in the future or now if certain conditions are fulfilled.

Future conditional consist of two clauses; *if clause* and *main clause*. Here the basic form of future conditional by Djuharie (2007:73):

\[
\text{IF CLAUSE (SIMPLE PRESENT) + MAIN CLAUSE (PRESENT FUTURE)}
\]

NOTE: We use ‘comma’ if the *if clause* is in the beginning of the sentence.

OR

\[
\text{MAIN CLAUSE (PRESENT FUTURE) + IF CLAUSE (SIMPLE PRESENT)}
\]

NOTE: We don’t use ‘comma’ if the *main clause* is in the beginning of the sentence.
In the future conditional, the modal ‘will’ appears in the main clause and ‘V1’ appears in the if clause. Here are some examples:

• If you come with me for a joyride tonight, you will have a great fun.

• If you don’t have any money, you may borrow from me.

• You must study hard if you want to enter favorite university.

• If we finish the assignment today, we can have a free time next week.

• If you leave now, you’ll be able to catch the 5 o’clock train.

• We will need more chairs if we are going to invite so many people to the performance.

Table 2.2 Form of future conditional and the examples

<table>
<thead>
<tr>
<th>Situation</th>
<th>If Clause</th>
<th>Main Clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time in the present/future</td>
<td>Simple Present</td>
<td>Present Future</td>
</tr>
<tr>
<td>If</td>
<td>Subject + Verb 1 / be + Object/Complement,</td>
<td>Subject + Modal (will, can, shall) + Verb 1 + Object/Complement</td>
</tr>
<tr>
<td>If we finish the assignment today,</td>
<td>we can have a free time next week</td>
<td></td>
</tr>
</tbody>
</table>

According to Surayin (2009:328), there are variant forms of future conditional as follows:
Variant of main clause.

A. IF + PRESENT + MAY/MIGHT

If the rain gets heavier the rice, fields may/might be flooded.

If the dry season becomes longer, the famine may/might happen.

B. IF + PRESENT + MAY / CAN

If your documents are in order, you may/can leave at once.

If it stops raining, we can go out.

C. IF + PRESENT + MUST, SHOULD

If you want to lose weight, you must/should eat less bread.

If you want to lose weight, you had better eat less bread.

If you want to lose weight, eat less bread.

D. IF + PRESENT + ANOTHER PRESENT TENSE

If you heat ice, it turns to water.

If there is a shortage of any product, prices of that product go up.

Variant of If clause.

A. IF + PRESENT CONTINUOUS

If you are waiting for a bus, you’d better join the queue.

If you are looking for Peter, you’ll find him upstairs.
If you are staying for another night, I’ll ask the manager to give you a better room.

B. IF + PRESENT PERFECT

If you have finished dinner, I’ll ask the waiter for the bill.

If he has written the letter, I’ll post it.

According to Martin Parrot (2006:232), there are some functions of future conditional which is explained as follows:

a. To express aspects of persuasion, giving warning and making threats.

Persuasion: I’ll take the children to the party if you collect them from school.

Warning: If you try to take a short cut, you’ll get lost.

Threat: If you poke your brother again, I’ll thrash you.

b. To give advice or instruction.

IF + PRESENT, IMPERATIVE

If you go to the supermarket, bring back a carton of milk please.

c. To arranged future.

IF + PRESENT CONTINUOUS

We’re staying at home on Wednesday if the transport strike goes ahead.
d. To plan future events.

IF + GOING TO

They’re going to take their mother to the old house if she remembers where it is.

IF + PRESENT PERFECT

If it hasn’t rained by the weekend, we’ll have to water the garden.

IF + PRESENT CONTINUOUS

If they’re watching TV, they won’t hear you.

2.3.1 Present Conditional (Conditional Sentence Type 2)

A present conditional or conditional sentence type 2 expresses the activity which is contrary to the fact in the present time.

Example:

a. I would go if he gave me money.

b. If he had a lot of money, he would build a house.

Here further explanation about present conditional:

According to Parrot (2006:233), present conditional refer to something that is (or that we perceive to be) impossible or ‘contrary to fact’.
According to Djuharie (2007:74), present conditional explains something that is contrary to what is/is happening now or later.

Here the basic form of present conditional by Djuharie (2007:74):

\[
\text{IF CLAUSE (SIMPLE PAST)} + \text{MAIN CLAUSE (PAST FUTURE)}
\]

OR

\[
\text{MAIN CLAUSE (PAST FUTURE)} + \text{IF CLAUSE (SIMPLE PAST)}
\]

NOTE: We only use ‘were’ to all subject.

In present conditional, the modal ‘would’ appears in the main clause and ‘V2’ appears in the if clause. Here are some examples:

• If I had time, I would go to the beach with you this weekend.

• He would tell you about it if he were here.

<table>
<thead>
<tr>
<th>Situation</th>
<th>If Clause</th>
<th>Main Clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time in Past/Future</td>
<td>If S + Verb 2 / be + Object/Complement</td>
<td>S + Modal (would, could, should) + Verb 1 + Object/Complement</td>
</tr>
<tr>
<td>If I knew they were honest</td>
<td>I would gladly lend them the money.</td>
<td></td>
</tr>
</tbody>
</table>
According to Surayin (2009:331), there are variant forms of *if clause* in present conditional as follows:

A. **IF + PAST CONTINUOUS**

   *If we were going by boat,* I would feel much happier.

   *If my car was working,* I would/could drive you to the station.

B. **IF + PAST PERFECT**

   *If he had taken my advice,* he would be a rich man now.

Here some functions of present conditional as follows:

a. To an unlikely or hypothetical condition and its probable result.

   *If the weather wasn't so bad,* we would go to the park. (But the weather is bad so we can't go.)

   *If I was the Queen of England,* I would give everyone a chicken. (But I am not the Queen.)

b. To expresses an unfinished or continuing action or situation.

   *I would be working in Italy if I spoke Italian.* (But I don't speak Italian, so I am not working in Italy)

   *She wouldn't be living with Jack if she lived with her parents.* (But she is living with Jack and not with her parents).
2.3.2 Past Conditional (Conditional sentence type 3)

A past conditional or conditional sentence type 3 expresses the activity which is contrary to the fact in the past time.

a. I would have gone if he had given me a lot of money.

b. If he had had a lot of money, he would have built a house.

Here further explanation about past conditional:

According to Parrot (2006:235), past conditional sentence is to speculate past events, and about how things that happened or didn’t happen might have affected other things.

According to Djuharie (2007:75), past conditional sentence explain something that is contrary to what has happened / something that has passed.

Past conditional consist of two clauses; if clause and main clause. Here the basic form of present conditional by Djuharie (2007:75):

\[
\text{IF CLAUSE (PAST PERFECT) + MAIN CLAUSE (PAST FUTURE PERFECT)}
\]

\[
\text{OR}
\]

\[
\text{MAIN CLAUSE (PAST FUTURE PERFECT) + IF CLAUSE (PAST PERFECT)}
\]

In past conditional, the modal ‘would’ appears in the main clause and ‘V3’ appears in the if clause. Here are some examples:
• If I had known you were there, I would have written you a letter.

• If you had asked me, I would have told you the whole story.

Table 2.4 Form of past conditional and the examples

<table>
<thead>
<tr>
<th>Situation</th>
<th>If Clause</th>
<th>Main Clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time in Past</td>
<td>If Clause</td>
<td>Main Clause</td>
</tr>
<tr>
<td>Perfect/Future</td>
<td>Past Perfect</td>
<td>Past Future Perfect</td>
</tr>
<tr>
<td>If</td>
<td>Subject + had V3/been + Object/Complement</td>
<td>Subject + Modal (would, could, should) + have V3/been + Object/Complement</td>
</tr>
<tr>
<td>If</td>
<td>I had known that you were in Bandung</td>
<td>I would have written you a letter.</td>
</tr>
</tbody>
</table>

According to Surayin (2009:332), there are the possible variations of basic form that can be seen below:

A. Could or might be used instead of would.

If we had found him earlier, we could have saved his life. (Ability)

If we had found him earlier, we might have saved his life. (Possibility)

If our document had been in order, we could have left at once. (Ability or Permission)
B. The continuous form of the perfect conditional may be used.

At the time of the accident I was sitting in the back of the car, because Tom’s little boy was sitting beside him in front. “If Tom’s boy had not been there I would have been sitting in front.”

C. We can use the past perfect continuous in the if clause.

I was wearing a seat belt. “If I hadn’t been wearing one, I would have been seriously injured.”

D. A combination of type 2 and 3 is possible.

The plane I intended to catch crashed and everyone was killed. “If I had caught that plane, I would be dead now or I would have been killed.”

If I had worked harder at school, I would be sitting in a comfortable office now; I wouldn’t be sweeping the streets.

E. ‘Had’ can be placed first and the if omitted.

If you had obeyed orders, this disaster would not have happened.

Here some functions of Past Conditional:

a. To express the impossible condition in the past and its probable result in the past.

If I had worked harder I would have passed the exam. (But I didn't work hard, and I didn't pass the exam.)
If I had known you were coming I would have baked a cake. (But I didn't know and I didn't bake a cake.)

b. To express criticism or regret.

Criticism: If you had driven more carefully, you would not have had an accident. (You had an accident because you didn’t drive carefully)

Regret: If we had played a little better, we could have won the game. (We didn’t play well, so we lost the game.)

2.4 Test

According to Ellis (1985:112), the purpose of test is to measure the abilities of learners, to discriminate the meaningful sounds of language, to associate sounds with written symbols, and to identify the grammatical regularities of a language. Through the test, students can know how good their ability in learning foreign languages, especially in understanding grammar of conditional sentences in order to students can improve their performance to become expert.

According to U.S Congress (1992:5), “A test is an estimate. It is based on sampling what the test taker knows or can do. For example, by asking a sample of questions (drawn from all the material that has been taught), a biology test is used to estimate how much biology that student has learned. Tests can provide valuable information about an individual’s competence, knowledge, skill, or behavior”
As stated by Depdikbud, Dirjen Dikti, 1983/1994, PPS, & 15 with its guidelines “To determine whether students are regarded successful, at least 75% must get score 60 or more if less than 75% students get this score, they are considered to have failed”. Then the results of the test compared to the Department of Education standardization.

2.4.1 Kinds of Test

According to Lado (1961:32), there are 5 types of tests as follows:

1. Translation

Translation test a test to test the skill of transfer meaning from one language to another language. Examiner will give a text in the form of paragraphs and then examinees should translate the source language into the target language or the target language into the source language. Translation test are used to measure general achievement in foreign language courses, as a measure of proficiency to determine entrance in school that require a foreign language. A translation test is a valid test of ability to translate. In scoring a translation can be made objective if those people trust the translation test as the best testing device.

2. Essay

Essay or composition test is a test that require students to answer a question in the form of describing, explaining, discussing, comparing, giving reasons, and other similar forms by using words and language itself. Examinees will be given a few questions that must be done in a way to express ideas in a narrative text.
Characteristic of the test is the answer not provided by the people who construct the items, but supplied by the examinees. Examinees are free to construct the answer. Each participant tests can select, connect, or convey their ideas by using their own words. Essay is used as a test of the ability to write essays.

3. Dictation

Dictation is a test which the examiner dictates a text and examinees rewrite the text which is read out. Examiner will read out sentence by sentence slowly then he/she gives a break while the examinees rewrite a text which is heard. The reading material is usually used in the form of a narrative text. In this test, participants practice listening and writing skill such as letter formation to spelling, punctuation and lay-out, vocabulary, syntax, and grammar.

4. Objective Tests

Objective tests is a test that consist of questions that can be answered by the examinees by selecting one or more of several possible answers that have been attached to the each items or by the way of writing the answer in a space that has been provided. Objective test is also known as short answer test, yes-no test and new type test. Objective test examine the entire range of the sound system of a language, or the major grammatical patterns, or representative sample of the vocabulary for short in time which is taught during a whole year or several year. They can score easily.
Generally, the objective tests can be divided into six kinds namely:

a. **Completion test**: Completion test is a test which ask student to complete/fill the test. Completion test consists of sentences that some parts had been removed (already eliminated). It was replaced by space (....). The space should be filled or completed or perfected by examinees.

b. **Short answer**: The short answer test is kind of test which the items can be answered by statements with a single word, a phrase, a number or a formula.

c. **True-false**: True-false test is a test which the items is given in a statement; there is a true statement and false statement. Then examinees will be asked to determine which statements is true or false.

d. **Multiple choice**: Multiple choice test is a test that consists of possible answers or alternatives which is sorted by a, b, c, d. Examinees will be asked to choose which one is the right answer.

e. **Matching**: Matching test is a test which consist of a series of items and a series of answers. Examinees ask to find the right answer and match to the right item.

f. **Rearrangement exercise**: Rearrangement test is a test which consist of some sentences are not arranged coherently, so that the original form unrecognizable. Examinees are asked to rearrange the sentence in accordance with the correct sequence.
5. Auditory Comprehension Tests

Auditory comprehension test is a test to practice listening skill. Examinees are required to listen paragraphs or sentences or an essay which is read out loudly by the examiner then examinees choose the right answer of multiple choice responses.

In testing student's ability, there are two ways that can be used to obtain the baseline data. In this research, the researcher uses two kind of test that consist of multiple choice and completion test.

The examples of conditional sentences on multiple choice:

Future conditional

“What if your father asks you about the scratch on his new car?”
“I____ that it’s my fault.”
(A) simply told him
(B) am simply telling him
(C) will simply tell him
(D) would simply told him
(E) would simply have told him
The correct answer is (C).

Present conditional

If you were going to participate in a big athletic contest or give an important business presentation, you _____ the same way.
(A) will feel
(B) had felt
(C) would feel
(D) feel
(E) felt
The correct answer is (C)

*Past conditional*

If he _____ more confident during the interview, he might have got the job he wanted.
(A) were  
(B) would be  
(C) could have been  
(D) had been  
(E) was being

The correct answer is (D)

*The examples of conditional sentences in completion test:*

*Future conditional*

If they _____ (come) on time, I will talk to them.
The correct answer: If they come, I will talk to them.

*Present conditional*

If I _____ (fail) in my present job, I would think about another career.
The correct answer: If I failed in my present job, I would think about another career.

*Past conditional*

If I _____ (know) that she was in the hospital, I would have visit her.
The correct answer: If I had known that she was in the hospital, I would have visited her.
2.4.2 Criteria of Test

According to Lado (1961:30), criteria to evaluate language tests describe as follows:

a. Validity

According to Lado (1961:30), “Validity in language tests depends on the linguistic content of the test and on the situation or technique used to test this content.” and “Validity can be achieved and verified indirectly by correlating the scores on a test with those of another test or criterion which is valid.” It means that the items which is formulated should be suitable with the level of examinees' ability. Due to the reason, the items should have components that can be answered by examinees who have studied the material. In addition, tests is valid, if all examinees have the opportunity to demonstrate the knowledges, skills, and attitudes which they have understood.

b. Reliability

Reliability is one of the characteristics of good test. It refers to the consistency of the measurement. Lado (1961:31) says, “Reliability is measured by a correlation between the scores of the same set of students on two consecutive administrations of the test.” It means that if the scores of the students which are applied are stable by different people or on different occasions then it can be concluded that the test is reliable. But, if the score tends to fluctuate too much, the test is unreliable.
c. Scorability

Scorability is the most basic thing to determine which evaluation is valid. It means that which a test can be score accurately so that the results which are obtained are valid. In the evaluation test, examiner should be careful in giving score. According to Lado (1961:31), “Objective tests are easy to score.” Evaluation can be made objectively by eliminating the personal opinion of the examiner. If a test gets evaluation results steadily, with the same result, does not change even if the evaluation was to be performed by different examiners, the test is valid.

d. Economy

Lado (1961:31) said that it will be practical and economical if the test measures what is needed in a reasonable time with consider the situation. In giving a test, the researcher should have consider a reasonable time; it is not too fast and not too long. The test should provide sufficient information in accordance with the time which is given in order to obtain the result which is expected.

e. Administrability

Lado (1961:32) states, “Can the test be given under the condition that prevail and by the personnel that is available? That is, if we do not have a record player, a test on record cannot be administered.” It means that the test should have the instruments in order to the test can be administered.
2.5 A Case Study

Hasan (2002:15) says, “A case study is a research on the status of the study subjects related to a specific phase or typical of the whole personality.” It means that case study aims to describe the subject which is examined as a 'case'.

Case study focuses on one particular subject as a case to be studied deeply to answer the reality of phenomenon. In this case the subject can be individuals, groups, organizations and communities. Case study concern on certain cases specifically such as certain phenomena in a certain place and a certain time. The advantage of the case studies can be used as a reference to develop investigation of subject’s background, emphasizing the studied approach in understanding the subjects or can be useful to solve problems or it could be used to define the kind of difficulties or problems of subjects.