

**THE ANALYSIS OF STUDENTS' ERROR CONDITIONAL SENTENCE  
TYPE III AT THE SECOND SEMESTER OF THE TWELFTH GRADE  
OF SMA YP UNILA BANDAR LAMPUNG  
IN THE ACADEMIC YEAR OF 2016/2017**



**A Thesis**

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

**By:**

**DEWI RUMAIDAH**

**NPM. 1311040225**

**Study Program : English Education**

**TARBIYAH AND TEACHER TRAINING FACULTY  
ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG  
2017**

## **ABSTRACT**

### **The Analysis of Students' Errors Conditional Sentences Type III at the Second Semester of the Twelfth Grade of SMA YP UNILA Bandar Lampung in the Academic Year of 2016/2017**

**By  
Dewi Rumaidah**

Error analysis is a process to investigate the students' error in learning second language. The objectives of this research are: (1) To find out the types of errors that the students made in using of conditional sentences type III based on Surface Strategy Taxonomy. (2) To find out the proportion (frequency and percentage) of errors encountered by the students in making type three conditional sentences.

This research was conducted based on descriptive qualitative research analysis. The subjects of the research were the students at the Second Semester of the Twelfth Grade of SMA YP UNILA Bandar Lampung in the Academic Year of 2016/2017, while as the sample is class XII MIPA 6 of SMA YP UNILA Bandar Lampung which are consists of 36 students. In data collecting technique, the writer used documentation of students' daily test that was given by their English Teacher. Then, the writer analyzed the students' errors in their sentences based on Surface Strategy Taxonomy, they are omission, addition, misformation, and misordering.

After analyzing the data, the writer found that there are 205 incorrect items of 360 sentences. The proportions (frequency and percentage) of the students' error in using conditional sentences type III are omission errors with 73 items or 35,60 %, addition errors with 33 items or 16,10 %, misformation errors with 91 items or 44,90 %, and the last is misordering errors with 8 items or 3,90 %. Therefore, the result of the research shows that misformation errors are the highest error that made by the students.

***Keyword:*** *Error Analysis, Error and Mistakes, Conditional Sentences, Type Three of Conditional Sentences.*



**KEMENTERIAN AGAMA RI**  
**UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG**  
**FAKULTAS TARBIYAH DAN KEGURUAN**

---

*Address : Jl. Let. Kol. H. Endro Suratmin Sukarame I Bandar Lampung Telp. (0721) 780887-74531*

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**APPROVAL**

Title : THE ANALYSIS OF STUDENTS' ERROR  
CONDITIONAL SENTENCE TYPE III AT THE  
SECOND SEMESTER OF THE TWELFTH GRADE OF  
SMA YP UNILA BANDAR LAMPUNG IN THE  
ACADEMIC YEAR OF 2016/2017.

Student's Name : DEWI RUMAIDAH

Student's Number : 1311040225

Study Program : English Education

Faculty : Tarbiyah and Teacher Training Faculty

**APPROVED**

Was tested and defended in the examination session at Tarbiyah and Teacher  
Training Faculty, The State University of Raden Intan Lampung

Advisor,

Co-Advisor,

**Meisuri, M.Pd**  
NIP. 1980 0515 2003 1220 04

**M. Ridho Kholid, S.S, M.Pd**  
NIP. 1985 0512 2015 0310 04

The Chairperson of  
English Education Study Program

**Meisuri, M.Pd**  
NIP.198005152003122004



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**FAKULTAS TARBIYAH DAN KEGURUAN**

---

*Address : Jl. Let. Kol. H. Endro Suratmin Sukarame I Bandar Lampung Telp. (0721) 780887-74531*

---

**ADMISSION**

A thesis entitled: "**THE ANALYSIS OF STUDENTS' ERROR CONDITIONAL SENTENCE TYPE III AT THE SECOND SEMESTER OF THE TWELFTH GRADE OF SMA YP UNILA BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2016/2017**", By: **DEWI RUMAIDAH, NPM: 1311040225, Study Program: English Education**, was tested and defended in the examination on: Friday, August 18<sup>th</sup> 2017

**Board of Examiners:**

Chairperson : Bambang Irfani, M.Pd (.....)

Secretary : Deri Herdawan, M.Pd (.....)

Primary Examiner : Dewi Kurniawati, M.Pd (.....)

Secondary Examiner : Meisuri, M.Pd (.....)

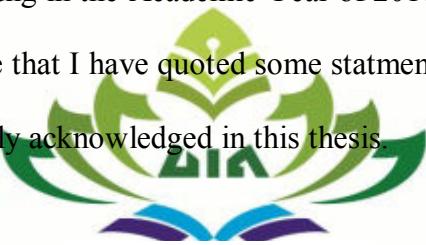
Co Advisor : M. Ridho Kholid, S.S M.Pd (.....)

**The Dean of**  
**Tarbiyah and Teacher Training Faculty**

**Dr. H. Chairul Anwar, M.Pd**  
NIP. 19560810 198703 1 001

## **DECLARATION**

I hereby declare that this thesis entitled “The Analysis of Students’ Errors Conditional Sentences Type III at the Second Semester of the Twelfth Grade of SMA YP UNILA Bandar Lampung in the Academic Year of 2016/2017” is completely my own work. I’m fully aware that I have quoted some statements and ideas from various sources and they are properly acknowledged in this thesis.



Bandar Lampung, August 2017

Declared by,

Dewi Rumaidah

## **DEDICATION**

This thesis is dedicated to:

1. My beloved parents Mr. Parji Utomo and Ms. Prapti who always give their endless love keeping and pray for my success.
2. My beloved brothers and sister Dhorianto, Lilik Wardoyo and Jumay Asih Kurnia Wati who always support and give me suggestion for my success.
3. My beloved almamater of UIN Raden Intan Lampung.

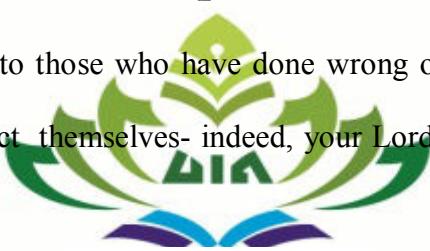


## MOTTO

رَّحِيمٌ لَغُورٌ بَعْدَهَا مِنْ رَبَّكَ إِنَّ وَأَصْلَحُوا ذَلِكَ بَعْدِ مِنْ تَابُوا ثُمَّ بِجَهَنَّمَ أَلْسُوَءَ عَمِلُ الظَّالِمِينَ رَبَّكَ إِنَّ ثُمَّ



“Then indeed your Lord, to those who have done wrong out of ignorance and then repent after that and correct themselves- indeed, your Lord. Thereafter, is Forgiving and Merciful”.<sup>1</sup>



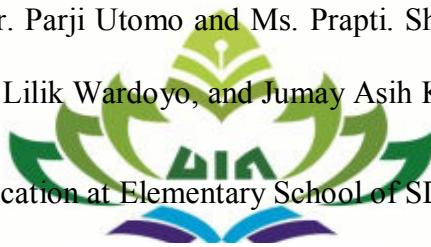
(Chapter: An- Nahl: 119)

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<sup>1</sup> Arabic Text with Urdu and English Translation Surah An- Nahl: 119, [ Online ], Available: <http://ahadess.com/englisharabicurdu-surah-annahl-119.html>, Accessed on: August 19<sup>th</sup> 2017 at 08.50 pm

## **CURRICULUM VITAE**

The name of the writer is Dewi Rumaiddah. She was born on December 16<sup>th</sup>, 1994 in Tanjung Jaya. She lives on Jl. Pemuda No. 01 Tanjung Jaya, Palas, South Lampung. She is the last child of Mr. Parji Utomo and Ms. Prapti. She has two Brothers and a sister, they are Dhorianto, Lilik Wardoyo, and Jumay Asih Kurnia Wati.



She started her formal education at Elementary School of SDN 1 Tanjung Jaya, Palas, South Lampung and graduated in 2006. She continued her study to Junior High School of MTs Maarif Bumirestu and graduated in 2009. Having graduated, she continued her study to Senior High School at SMA Maarif Bumirestu Palas, South Lampung and graduated in 2012. After finishing her study, she continued her education at UIN Raden Intan Lampung since 2013 then she decided to take S-1 in English education program of Tarbiyah and Teacher Training Faculty of the Stateof Islamic University of Raden Intan Lampung.

## **ACKNOWLEDGEMENT**

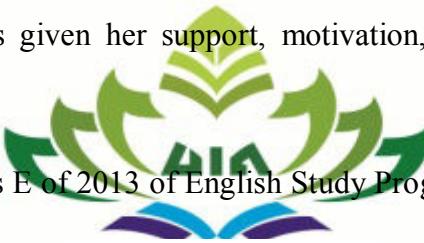
First of all, all praises be to Allah, the Most Merciful, the Most Beneficent for the blessing and mercy given to the writer during her study and in completing this final project. Then the best wishes and salutation be upon the great messenger prophet Muhammad peace be upon him.



This thesis is presented to the English Study Program of UIN Raden Intan Lampung in order to fulfill a part of students' task in partial fulfillment of the requirements to obtain S1-degree.

Then the writer would like to thank the following people for their ideas, time and guidance for this thesis:

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6. Her beloved sister mb Nia thanks for support and love.
  7. Her beloved best friends (Ita Hariana, mb Maslahatul Fitria, mb Nuril Yasmine, Mas Dwiyani Ardiansyah, S. Ap, and Novy Fatymah) for the best time in sadness and happiness.
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- 
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Finally, none is perfect and neither is this final project. Any correction, comments, and criticisms for the betterment of this final project are always wholeheartedly welcome.

Bandar Lampung, August 2017  
The Writer

Dewi Rumaiddah

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Problem**

The ability to communicate in multiple languages is becoming more important in globalization era. Without this ability, the people cannot adapt and get along with new people in various dialects, languages, and cultures. But there is important reason to be able to communicate in foreign language is enhancing one's opportunities in government, business, medicine, industry, marketing, law, technology, military, etc.

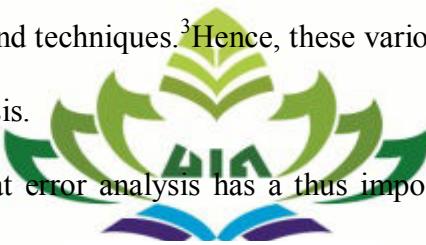
On the other hand, for most people study of foreign language is difficult. It happens because there is different aspect both first language and second language. Second language learners face so many difficulties mainly because of the negative interference of the mother tongue.<sup>2</sup> It means that, in first language there is a natural process. Some people never learn how to read or write but still speak the first language fluently based on their environment. As opposed to first language, second language is an active process, all humans pass the process of critical learning, they should learn grammar and vocabulary in order to achieve the goal in target language.

In fact, study of second language make the people or learner do some errors. There are four major sources of errors in learning second language. The first source is interference from mother tongue as the first language, this causes namely

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<sup>2</sup>Mohammed Rhalmi, *Second Language Learning Difficulties*, [Online], Available on: <http://www.myenglishpages.com/blog/second-language-learning-difficulties.htm>. accessed on 24/02/2017/ at 05.45 pm

interlingual errors. The second source is intralingual error. It can be attributed to intralingual and developmental factors. The third source is context of learning, this source because of misleading explanation from the teacher in deliver the material in the textbook. And the last source is communication strategies, this error because of related to learning styles and techniques.<sup>3</sup>Hence, these various of sources of error will be analyzed in error analysis.



There is no doubt that error analysis has a thus important Applied Linguistic.<sup>4</sup> Because, it provides insights into the complicated processes of language development as a systematic way for identifying, describing, and interpretingof students' errors in foreign language.<sup>5</sup>This processes may help the teachers to evaluate themselves whether they are successful or not in teaching process of second language. Whereas for the students, error analysis is needed to show them in what aspect in grammar which is difficult for them.<sup>6</sup>

In addition, error analysis has two major purposes: first, it gives the information of the nature of students' knowledge. From the data, the teachers are able to assume the causes of problem in the process of learning. Second, error analysis provides the information for the teachers to design and revise curriculum, syllabus or a plan. It

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<sup>3</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, fourth edition, (Longman: San Fransisco State University, 2000), pp. 223- 227

<sup>4</sup> Jack C. Richards, *Error Analysis: Perspective on Second Language Acquisition* (London: Longman, 1997), p. ix

<sup>5</sup> H. Douglas Brown, *Op. Cit.* p. 259

<sup>6</sup> Jack C. Richards, *Op. Cit.* p. ix

provides the teachers feedback on the effectiveness of their teaching methodologies and materials.<sup>7</sup>

As one of an area in error analysis, Grammar cannot be separated from materials of English subject. Because it involves some linguistic constituents. One of them is conditional sentences. According to Azar, Matties, and Hartle, conditional sentences are among the most useful forms for communicating suppositions about events or situations that are contrary to reality.<sup>8</sup> Conditional sentence or clause consist of an *if-clause*, named sub clause and this result found in the *main clause* that depends on the if-clause.

We use conditional sentences to say that one event depends on another event that something can only happen if something else happens first. According to Slamet there are 3 types of conditional sentences, conditional type I (future possible), type II (present unreal), type III (past unreal).<sup>9</sup> Conditional sentence type one may be easier to understand for the students since it has same the meaning in Indonesian, but conditional sentences type two and type three are more difficult because they have different meaning and condition in Indonesian. Moreover, in the third conditional is the most difficult conditional, due to there are a lot of auxiliary verbs which must be remembered and the structure is quite long. Another thing worth mentioning about

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<sup>7</sup>*Ibid.*

<sup>8</sup> Betty Schrampfer Azar, Barbara F. Matties, and Shelley Hartle, *Understanding and Using English Grammar; Teacher's Guide, third edition*, (London: Longman, 2001), p. 215

<sup>9</sup> Hadi Slamet, *English Map Concept*, (Kediri: BEC, 2003), p. 109

the third conditional is the number of times native English Speakers make mistakes with its construction.<sup>10</sup>

From the situation, in the conditional sentences type three, the students may do some errors and mistakes. While errors and mistakes are two different things as defined by some experts. Errors cannot be self-corrected by the learner while mistake can be.<sup>11</sup> Mistakes can only be corrected by their agent if their deviance is pointed out to him or her.<sup>12</sup> Therefore, in this research takes an important role to identify what kinds of errors that the students do the most in using type three of conditional sentences.

In the preliminary research at SMA YP UNILA Bandar Lampung, the writer asked Siti Rahmah as the English teacher about the students' capability in mastering English grammar, especially in conditional sentences. She said that most of the students are still confused and have difficulties in using conditional sentences especially in the form of type three. Besides, they made errors when they were asked to write type three of conditional sentences. This was possibly because their lack knowledge about grammatical and structure.<sup>13</sup> (*see the result of interview in Appendix 4*).

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<sup>10</sup> Stuart Cook, *Common Mistakes Learners Make When Forming Conditional Sentences* [Online], Available on:<http://speakspeak.com/grammar-articles/common-mistakes-learners-make-when-forming-conditional-sentences/htm>.accesed.on 05/03/2017/ at 05.45 pm

<sup>11</sup> H. Douglas Brown, *Op. Cit*, p. 217

<sup>12</sup> Carl James, *Errors in Language Learning and Use; Exploring Error Analysis* (Longman: London, 1998), p.83

<sup>13</sup> Siti Rahmah, *An Interview of English teacher at SMA YP UNILA Bandar Lampung*, December 2<sup>nd</sup>, 2016, Unpublished.

The writer gave some examples about the errors in using conditional sentences type three, here are the examples of wrong sentences which are often made by students in using conditional sentences type three.

First, “*if you had took an umbrella, you wouldn’t have gotten wet*” the sentence is wrong. There is an error of misformation in the use of irregular verb. The word “*took*” should be “*taken*”, because the formula of conditional sentence type three is (*if + past perfect( had+v3), past future perfect*). So, the correct sentence is “*if you had taken an umbrella, you wouldn’t have gotten wet*”.

The next example is “*she wouldn’t have ignored your calls if you had replied her text message*”, In the form of past participle tense is wrong because after “*have*” must be added “*been*”. This sentence is omission of to be. The correct sentence is “*she wouldn’t have been ignored your calls if you had replied her text message*”.

The other error sentence is “*if you had woken up earlier, you could have been seen the beautiful sunrise*”. This sentence is wrong because addition of to be “*been*” it should be omitted. The correct sentence is “*if you had woken up earlier, you could have seen the beautiful sunrise*”.

Those errors may be caused in Indonesian there is no change in verb especially in using conditional sentences type three. So, it is normal if the students still wrong when they use type three of conditional sentences. They may understand the syntactic changes and formula each type, but they may have difficulties to make it.

There are some previous research studies about error analysis as follows: the first studies conducted by Fitri Rahmawati (2014) discusses about An Analysis on

Students' Error in Using Conditional Sentences Type II. It was found that there were 133 error on students' in using conditional sentences. She was classified the students' errors in using conditional sentences type II into four types, omission 12 occurrence or 9,02%, addition 47 occurrence or 35,33%, misformation 73 occurrence or 54,89%, and misorder only 1 occurrence or 0,76%. The most dominant error was misformation, and it was followed by addition, omission, misordering.<sup>14</sup>



Secondly, Muhamad Ridho Pratama (2011) discusses about Errors Analysis on the Second Grade Students of Senior High School in Using Type Two of Conditional Sentences at SMA DUA MEI CIPUTAT. The result of the research shows that errors in using type two of conditional sentences are error of word choice 55, 8%, verb tense with 39,8%, omit a word with 1,94%, add a word with 0,97%, meaning not clear with 0,97%, a word form with 0,48 %.<sup>15</sup>

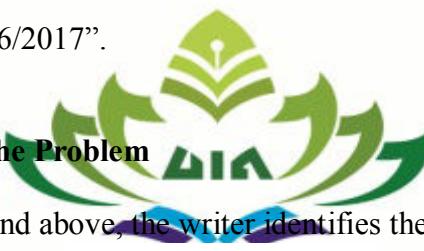
In contrast to previous studies, there are similarities in topic about error analysis especially in using conditional sentences. Well, the writer do not find the research that have a title "The Analysis of Students' Errors of Conditional Sentences Type III". Different from previous research, the writer only focused the type of error in using conditional sentences type III based on surface strategy taxonomy.

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<sup>14</sup>Fitri Rahmawati, *An Analysis on Student' Error In Using Conditional Sentences Type II*, S1 Thesis. Jakarta: UIN Syarif Hidayatullah Jakarta, 2014. [Online] Available On: repository.uinjkt.ac.id.dspace.bitstream. accesed on: August 20<sup>th</sup> 2017 at 06.20 AM

<sup>15</sup>Muhamad Ridho Pratama, *Error Analysis on Second Grade Students of Senior High School Dua Mei Ciputat in Using Conditional Sentences Type Two*, S1 Thesis. Jakarta: UIN Syarif Hidayatullah Jakarta, 2011. [Online] Available On: repository.uinjkt.ac.id.dspace.bitstream. accesed on: August 20<sup>th</sup> 2017 at 06.27 AM

From the explanations above, the writer is interested in analyzing students' errors in using conditional sentences type III. The writer would like to carry out a research under the title "The Analysis of Students' Errorsof Conditional Sentences Type III at the Second Semester of the Twelfth Grade of SMA YP UNILA Bandar Lampung in the Academic Year of 2016/2017".



### **B. Identification of the Problem**

Based on the background above, the writer identifies the problems as follows:

1. The students' grammatical masteryis still low.
2. The students are still confused and have difficulties in using conditional sentencestype III.

### **C. Limitation of the Problem**

Reffering to the problems in this research, the writer focuses on analyzing the students' grammatical errors in using conditional sentencestype III of based on Surface Strategy Taxonomy.

### **D. Formulation of the Problem**

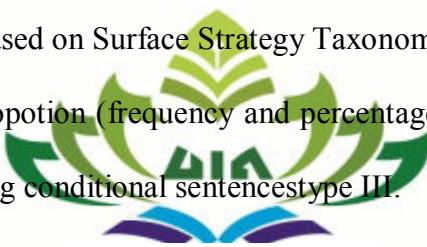
According to the background of problem, identification of problem, and limitation of problem above, the writer formulates the problems as follows:

1. What are the types of errors that the students made in using of conditional sentences type IIIbased on Surface Strategy Taxonomy?

2. What are the proportions (frequency and percentage) of errors committed by the students in using conditional sentences type III?

#### **E. Objectives of the Research**

1. To find out the types of errors that the students made in using conditional sentences type III based on Surface Strategy Taxonomy.
2. To find out the proportion (frequency and percentage) of errors committed by the students in using conditional sentences type III.



#### **F. Use of the Research**

It is hoped that the result of the research can be used as:

1. The information about the common errors usually made by students in using conditional sentences type III.
2. The contribution for the next research about error analysis especially concerning with the grammatical errors in using conditional sentences type III.

#### **G. Scope of the Research**

##### **1. Subject of the Research**

The subject of the research were the students at the Second Semester of the Twelfth grade of SMA YP UNILA Bandar Lampung in the Academic Year of 2016/2017.

##### **2. Object of the Research**

The object of the research was the students' grammatical errors in using of conditional sentences type III.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Concept of Error Analysis

The study of learners' errors and analysis are called error analysis. Ellis stated that Error Analysis (EA) provides a methodology for investigating learner language. For this reason EA constitutes an appropriate starting point for the study of learner language and L2 acquisition.<sup>16</sup> It means that error analysis is a procedure used by researchers and teachers to investigate the students' errors.

James defines error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language.<sup>17</sup> It can be stated that error analysis can be through information for the English teachers to students about error and how language is learnt and what strategies the learners are developing. This is emphasized by Brown that Error analysis is the fact that learners do make errors, and those errors can be observed, analyzed, and classified to reveal something of the system operating within the learners, led to surge of study of learners' error.<sup>18</sup>

On the other hand, Dulay, Burt, and Krashen stated that the error analysis can be characterized as an attempt to account for learner errors.<sup>19</sup> Error analysis has two

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<sup>16</sup> Rod Ellis, *Second Language Acquisition*, (Oxford: Oxford University Press, 2003), p .48

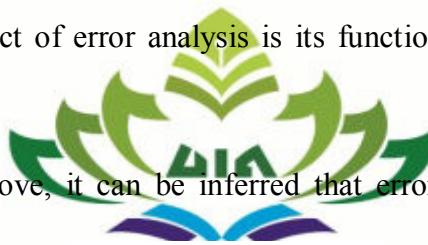
<sup>17</sup> Carl James, *Errors in Language Learning and Use; Exploring Error Analysis* (Longman: London, 1998), p. 1

<sup>18</sup> H. Doughlas Brown, *Principles of Language Learning and Teaching* (New York: Longman, 2007) p. 218

<sup>19</sup> Heidi, S. Dulay, Marina Burt, and Stephen Krashen, *Language Two*, (New York: Oxford University Press, 1982),p.141

functions. The first is theoretical one and the second is a practical one.<sup>20</sup> The explanation is below:

1. The theoretical aspect of error analysis is part of the methodology of investigating the language learning process.
2. The practical aspect of error analysis is its function in guiding the remedial action.<sup>21</sup>



Based on the theories above, it can be inferred that error analysis is a process to investigate the students' error in learning second language. As a result of error analysis, the teacher got an information about how far the goal of teaching is achieved and as consideration as whether the teacher needs to have remedial teaching or not.

## **B. Concept of Error and Mistake**

In teaching and learning English, the students often make error and mistake in their writing or speaking. Error and mistake are being wrong idea about something. For some people may have assumption that error and mistake have similar meaning, but they have difference in language. Many experts have tried to explain and make distinction both error and mistake.

### **1. Concept of Error**

In learning English, the students may often do error and mistake. Error and mistake are being wrong idea about something. Error is students' wrong utterance or sentence

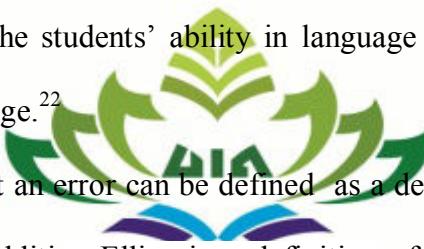
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<sup>20</sup>Stephen Pit Corder, *Op. Cit.* p. 45

<sup>21</sup>*Ibid.* p.45

in writing or speaking because they have lack of knowledge of English structure in language rules.

According to Corder states that errors will characteristically the errors of competence are systematic. Error is called systematic error that refers to the competence error. It is caused by the low of the students' ability in language system correctly in native speaker and second language.<sup>22</sup>



Moreover, Ellis stated that an error can be defined as a deviation from the norms of the target language.<sup>23</sup> In addition Ellis gives definition of error, if someone always uses the incorrect form and unable to try to correct his own deviantions are errors.<sup>24</sup> Furthermore, James defines error as an instance of language that is unintentionally deviant and is not self-corrigible by its author.<sup>25</sup> It means that if the students cannot self-corrected it is error.

Meanwhile, Chomsky quoted by Dulay, Burt, and Krashen errors are resulting from lack of knowledge of rules of the language.<sup>26</sup> Therefore, the students who learn a foreign language will make any errors if they are lack of structure. While Edge quoted by James stated that Errors are wrong forms that the pupil could not correct

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<sup>22</sup>Stephen Pit Corder, *Op. Cit.* p.10

<sup>23</sup>Rod Ellis, *Error Analysis and Interlanguage*, (Oxford, Oxford University Press, 1981), p.

<sup>24</sup>*Ibid.* p. 51

<sup>25</sup>Carl James, *Op. Cit.*, p. 78

<sup>26</sup>Heidi, S. Dulay, Marina Burt, and Stephen Krashen, *Op. Cit.* p. 139

even if their wrongness were to be pointed out.<sup>27</sup> As the result, the students unable to correct their wrongness by themselves.

From the theories above, it can be concluded that error is students' wrong utterance or sentence. It is caused by lack of knowledge of rules of the language and the low of the students' ability in language system correctly in native speaker and second language as a result they are unable to try to correct his own deviantions by themselves.



## 2. Concept of Mistake

James states mistakes is problematic criterion to apply in practice. Their author may be able to sense intuitively that something is wrong, while being unable to put it right.<sup>28</sup> All people make mistake, in both native speaker and second language situation. Native speakers are normally capable of deviciency in competence but the result of some sort breakdown or imperfection in the process of producing speech. These hesitations, slip of tongue, ungrammaticalities, and other performance lapses native speaker production also occur in second language speech.

In addition, Corder states that errors of performance will characteristically be unsystematic.<sup>29</sup> According to the definition above mistake is called unsystematic error that refers to the performance error. It is caused by hesitation or slip of the tongue to use language system correctly in native speaker and second language. Ellis defines mistake is uses the correct form and sometimes the wrong one in

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<sup>27</sup>Carl James, *Op. Cit.*, p. 80

<sup>28</sup>*Ibid*, p. 78

<sup>29</sup>Stephen Pit Corder, *Op. Cit.* p.10

performance. The learner successful and be able to try to correct by themselves.<sup>30</sup> It means as a teacher should be check the consistency of learner's performance if sometimes incorrect it is mistake and if always and often incorrect it is error.

An error is generally something that is repeated more than once by the students. However, a mistake is something that is done once by accident. For example, when learning a language, students can make an error because they do not understand the grammar, then an error is repeated in the other times. Whereas, the students who have understand the grammar but state a wrong thing it is called mistake, they understand it but they make a mistake.

Meanwhile, the explanation according to Dulay et.al, they state that the distinction between error (mistake) and competence error (error) is extremel important, but it is often difficult to determine the nature of a deviation without carrefully analysis. Therefore, they define error as any deviation from selected norm of language performance, no matter what the characteristics or causes of the deviation might be.<sup>31</sup> In addition, Dulay et.al. state that people cannot learn language without first systematically committing errors.<sup>32</sup> It means that, all of the language learners made errors when they learn the language, because that is including language acquisition process.

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<sup>30</sup>Rod Ellis, *Error Analysis and Interlanguage*, Op. Cit. p. 51

<sup>31</sup>Heidi, S. Dulay, Marina Burt, and Stephen Krashen, Op. Cit. p. 139

<sup>32</sup>*Ibid*, p. 138

We must collect all of the wrong sentences before we analyze it. The first job to do is identifying those errors. Whereas, in practically we cannot always tell the difference between error and mistake without careful analysis. Sometimes, if, on one or two occasions, an English learner states '*john cans sings*,' but on the other occasion says '*john can sing*,' it is difficult to determine whether '*cans*' is a mistake or an error. But in this case, the writer does not want to difference them. All of the deviations include error. This is emphasized by Dulay that we use error to refer to say deviation from selected norm of language performance, no matter what the characteristics or causes of the deviation might be.<sup>33</sup>In this research, practically, the writer holds on the idea proposed by Dulay,et.al.as the basis of determining the deviation produced by the subjects. In short, the writer would consider all of the students' deviation in using conditional sentences as an error not a mistake.



### C. Sources of Error

According to Brown, there are several causes of errors: inter-lingual transfer, intra-lingual transfer, context of learning, and communication strategies. For more detail, the explanationis below:

- a. Inter-lingual transfer

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<sup>33</sup>Ibid, p. 139

Inter-lingual transfer is cause of error from transferring knowledge or grammar into the target language. It means the native language interference the target language in terms of patterns, system or rules.<sup>34</sup>

b. Intra-lingual transfer

Intra-lingual transfer refers to errors caused by the lack competence of the language being learnt target language.<sup>35</sup>

c. Context of learning

A third major source of error, although it overlaps both types of transfer, it is the context of learning. “context” refers, for example, to the classroom with its teacher and its material in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context, the teacher or students often make errors because of misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was rottently memorized in a driil, but it is improperly contextualized. The textbook can lead the learner to make faulty hyphotheses about language. Here the students make errors caused by misleading explanation if the teacher. The faulty of presentation in a textbook either structure or word or misconception of the students.<sup>36</sup>

d. Communication Strategies

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<sup>34</sup>H. Douglas Brown, *Op. Cit.* p. 224

<sup>35</sup>*Ibid.*

<sup>36</sup>*Ibid.* p. 226

Communication strategies were defined and related to learning styles. Learners obviously use production strategies in order to enhance getting their messages across, but at times these techniques can themselves become a source of error.<sup>37</sup>

#### **D. Types of Taxonomies in Errors Analysis**

Dulay, Burt, and Krashen divided types of taxonomies in error analysis into four types. They are linguistic category, surface strategy, comparative analysis, and communicative effect.<sup>38</sup>



##### **1. Linguistic Category**

Many error taxonomies have been based on the linguistic item which is influenced by an error. The linguistic category classifies errors according to either or both the language component or the particular linguistic constituent the error effects.<sup>39</sup>

##### **2. Surface Strategy Taxonomy**

Surface strategy taxonomy emphasize on the way surface structures are changed. Students may *omit* necessary item or *add* unnecessary one, they may *misform* items or *misorder* them.<sup>40</sup>

##### **3. Comparative Taxonomy**

Comparative taxonomy is comparison between the structure of L2 errors and certain other types of construction. This type of error usually compares errors that

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<sup>37</sup>Ibid. pp. 223-227

<sup>38</sup>Heidi, S. Dulay, Marina Burt, Stephen Krashen, *Op. Cit.* pp. 146-193

<sup>39</sup>Ibid. p.146

<sup>40</sup>Ibid. p.150

made by children learning the target language as their first language and sentences in the learner's mother tongue.<sup>41</sup>

#### **4. Communicative Effect Taxonomy**

Communicative effect taxonomy focuses on distinguishing between errors that seem to cause miscommunication and those that don't.<sup>42</sup> There are two types of communicative effect taxonomy namely global error and local error.

Based on the theories above, to analyze the students' error in using type three of conditional sentences the writer only focused on the Surface Strategy Taxonomy because this taxonomy focus on aspects on the errors themselves and it emphasizes analyzing the way surface structure are changed.

#### **E. Concept of Surface Strategy Taxonomy**

James States that surface strategy taxonomy is classification system "based on the ways in which the learner's erroneous version is different from the presumed target version".<sup>43</sup> It highlights by using surface strategy taxonomy the error classification can give clear description about cognitive process that underline the learner's reconstruction of the new language or language being learned. It also makes us aware that learners' errors result from their active way in using the interim principles to produce the target language. Furthermore, James states that under this category,

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<sup>41</sup>*Ibid.* p. 163

<sup>42</sup>*Ibid.* p. 189

<sup>43</sup>Carl James, *Op. Cit.*,p.106

errors can be classified in to five types: omission, addition, misformation, misordering, and blends.<sup>44</sup>

On the other hand, Dulay et.al states surface strategy taxonomy emphasize on the way surface structures are changed. Students may *omit* necessary item or *add* unnecessary one, they may *misform* items or *misorder* them.<sup>45</sup> The errors which they made are not a result of laziness or sloppy thinking, but the use of temporary principle to procedure a new language. It is a part of cognitive process.<sup>46</sup> In surface strategy taxonomy more than specific analysis in error than other taxonomies, because shows the cognitive process that underlined the students' reconstruction of the new language. It also makes that students' errors are some logic.

Different with James, Dulay et.al classifies errors based on surface strategy taxonomy into four types: omission, addition, misformation and misordering. The explanation each type is below:

### **1. Omission**

Omission errors are characterized by the absence of an item which must appear in a well formed utterance.<sup>47</sup> Content morphemes carry the bulk of the referential meaning of a sentence: nouns, verbs, adjectives, adverbs.

For example, in the sentence

Incorrect : *If I had driven my motorcycle carrefully, I wouldn't gotten an accident.*

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<sup>44</sup>*Ibid.* p. 106

<sup>45</sup>*Ibid.* p.150

<sup>46</sup>*Ibid.* pp.150-154

<sup>47</sup>*Ibid.* p. 154

Correct : *If I had driven my motorcycle carrefully, I wouldn't have gotten an accident.*

## 2. Additions

Addition is the presence of an extra item which must not appear in a well-formed utterance.<sup>48</sup> For example:

Incorrect : *If he had bought a ticket earlier, we would have be gotten it.*

Correct : *If he had bought a ticket earlier, we would have gotten it.*

Addition errors usually occur in the late stages of L2 acquisition, when the learner has already acquired some target language. In fact, addition errors result from the all-too-faithful use of certain rules. There are three types of addition errors, namely double markings, regularizations, and simple addition.<sup>49</sup>

### a) Double markings

Double markings are two items rather than one are marked for the same feature<sup>50</sup>. For example:

Incorrect : if Angel had been gone there, I would have been sad.

Correct : if Angel had gonethere, I would have been sad

### b) Regularizations

Regularization is a marker that is typically applies to a linguistic items, such as the class main verbs or the class of nouns<sup>51</sup>. The example of this error can be seen in the

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<sup>48</sup>*Ibid.* p.156

<sup>49</sup>*Ibid.*

<sup>50</sup>*Ibid.*

<sup>51</sup>*Ibid.* p. 157

term of regular, an irregular forms and construction in a language. The learner often applies the rules to produce the regular one to those that are irregular. For example,

Incorrect : If she had eated noodle, she wouldn't have cooked rice.

Correct : If she had eaten noodle, she wouldn't have cooked rice.

c) Simple additions

Simple addition is the use of an item which should not appear in well-formed utterance.<sup>52</sup> For example:



Incorrect : If the apple had been in there, she would have eaten it.

Correct : if an apple had been in there, she would have eaten it.

### 3. Misformation

Misformation is the use of the wrong form of the morpheme or structure.<sup>53</sup>

For example:

Incorrect : *If she had ate rice, she wouldn't have been hungry.*

Correct : *If she had eaten rice, she wouldn't have been hungry.*

As in the case of additions, misformations are usually not random. Thus far, three types of misformation have been frequently reported in the literature: 1) regularizations; 2) archi-forms; and 3) alternating forms.<sup>54</sup>

For example:

1) Regularazation

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<sup>52</sup>*Ibid.* p. 158

<sup>53</sup>*Ibid.*

<sup>54</sup>*Ibid.* pp. 158-161

Errors that belong to this category are those in which a regular marker is used in place of an irregular.<sup>55</sup>

For example:

Incorrect : She would have rode a car, if the day had been rain.

Correct : She would have ridden a car, if the day had been rain.

## 2) Archi- forms



Archi- forms are the selection of one member of a class of forms to represent others in the class is common ~~chara~~acteristic, of all stages to tenth language acquisition.<sup>56</sup> The forms selected by the learner is called archi-form.

Incorrect : if this books had been mine, I would have been happy.

Correct : if these books had been mine, I would have been happy.

This type of misformation errors has been called archi-formed. *That* should be followed by singular form, while *these* should be followed by plural.

## 3) Alternating forms

Alternating forms are caused by the use of archi-forms that often gives way to the apperiantly fairly free alternation of various members of class with each other. The students know more about various members of a class of words and the different usages among them. However, the fact sometimes makes them confused in its usages correctly.<sup>57</sup>

For example:

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<sup>55</sup>*Ibid.* p. 159

<sup>56</sup>*Ibid.* p. 160

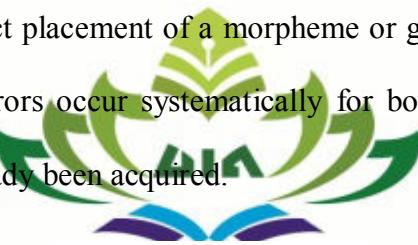
<sup>57</sup>*Ibid.* p. 161

*He would have saw you on his birthday if you had see him.*

The utterances above have incorrect use of the verbs see and saw instead of saw and seen respectively.

#### **4. Misordering**

Misordering is the incorrect placement of a morpheme or group of morphemes in an utterance.<sup>58</sup> Misordering errors occur systematically for both L2 and L1 learners in construction that have already been acquired.



For example:

Incorrect : *if I had written poem, I would been have a winner*

Correct : *if I had written poem, I would have been a winner*

Referring to the explanation above, the writer analyze this research based on Surface Strategy Taxonomy according to Dulay et.al.

#### **F. Concept of Grammar**

Grammar is actually quite engaging when properly understood. Linguists, of course, are concerned with describing language, not prescribing how to talk. They are not responsible for the artificial strictures enforced by would-be grammar police. While grammar does require the learning of many forms, the same is true of lexicon, which inspires much less dread and is often a source of wonder and amusement.<sup>59</sup>

Meanwhile, Graham stated that grammar is viewed as a resource for creating meaning in spoken and written discourse. In addition, he defines grammar as a set of rules

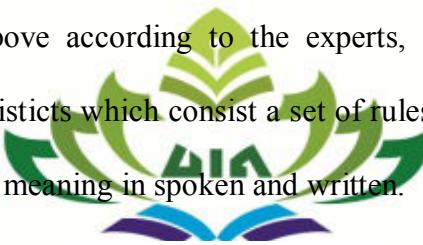
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<sup>58</sup>*Ibid*, p. 162

<sup>59</sup>Ronald W. Langacker, *Cognitive Grammar; A Basic Introduction* (New York: Oxford University Press, 2008), p. 3

which specify all the possible grammatical structures of the language.<sup>60</sup> It means by using grammar, people can construct and arrange sentence well and it makes the students be able to understand and develop in producing production skills improved such as writing and speaking.

Based on the theories above according to the experts, it can be concluded that grammar is a part of linguistics which consists a set of rules how to arrange the words to be sentences for creating meaning in spoken and written.



## **G. Concept of Conditional Sentences**

### **1. Definition of Conditional Sentences**

Conditional sentence is the part of English Grammar. So that, it is important to understand conditional sentence well, consciously or not in daily lives, because we often imagine about something, wish or dream. To express these feelings we have to use conditional statements, for example: *If I had had some money, I would have bought a plane.*

Conditional sentences are one of fundamental parts of English grammar. Azar defines conditional sentence as often used to talk about situations that are contrary to fact, i.e., situations that are the opposites of the true situation.<sup>61</sup> To make a good composition of sentences in grammar, we have to learn conditional sentences.

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<sup>60</sup>Graham Lock, *Functional English Grammar; An Introduction for Second Language Teachers* (New York: Cambridge University Press, 1996), pp. xi- 1

<sup>61</sup>Betty Schramper Azar, *Understanding and Using English Grammar* (London: Prentice-Hall, 1992) p. 347

A Conditional sentence contains two clauses: a dependent clause begining with *if* (or another conjunction performing the same general function) and a main clause. The main clause gives the result of the *if* clause.<sup>62</sup> Furthermore, Abbas in his journal stated that “Conditional sentences are used to show the action in the main clause (without *if*) can only take place if a certain condition ( in the clause with *if* ) is fullfilled”.<sup>63</sup> Conditional sentences have two parts: the if-clause and the main clause in the sentence as in:



*If it rains, I shall stay at home.* ‘*If it rains*’ is the if-clause and ‘*I shall stay at home*’ is the main clause.

The if- clause can come first or last in the sentence without change the meaning.

Notice that when *if* clause comes first, it is followed by a comma;

*If I study hard, I will get high score* or *I will get high score if I study hard*

*If I study hard* is the if-clause

*I will get high score* is the main clause

*The door will open if you press the button* or *if you press the button the door will open*

Moreover, Frank devides the conditional sentence are into three; (a.) Real conditions that are possible to be realized. They often refer to one event in future, (b.)

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<sup>62</sup>George E. Wishon and Julia Burks, *Let's Write English*. (New York: American Book Company, 1980), p. 249

<sup>63</sup>Abbas Mustafa Abbas, *Conditional Sentences in English and Kurdish: A Contrastive Study*. Al- Fatih Journal No. 50 August 2012 (University of Sulaimani, 2012), p. 41 [Online] Available on: <http://www.iasj.net/iasj?func=fulltext&aId=61277.htm> accesed.on 02/02/2016 at 07.34 pm

Real conditions may be used in general statement about repeated events, (c.) Such conditions are either impossible to realize or are not likely to be realized in the near future.<sup>64</sup>

From the explanation above we can conclude that conditional sentence is often used to express situations that are the opposites of the true situation. The condition or action that might come true or not. Conditional sentences consist of two clauses a main clause and clause begining with *if*.

## 2. The Use of Conditional Sentences

Eastwood in Abbas stated Conditional sentences can be used in a number of ways. As in:

- a. To request

*If you are going into town, could you post this letter for me?*

- b. To advice

*If you need more information, you should see your careers teachers.*

- c. To criticize

*If you hadn't forgotten your passport, we shouldn't be in such a rush.*

- d. To suggest:

*We can go for a walk if you like.*

- e. To offer:

*If I win the prize, I will share it with you.*

- f. To warn

*If you are walking along the cliff top, don't go near the edge.*

- g. To threaten:

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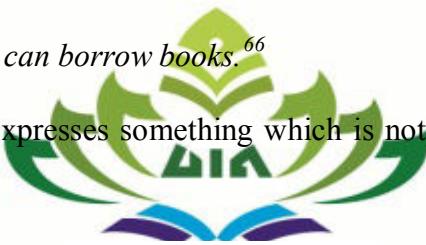
<sup>64</sup>MarcellaFrank, *Modern English : exercises for non-native speakers*. (Englewood Cliff-New Jersey 1972) p.31

*If you don't leave immediately, I will call the police.<sup>65</sup>*

In addition Eastwood stated Conditional sentences can also be used to express different degrees of reality. For example, a condition can be open or unreal. An open condition expresses something which may be true or may become true. For example:

*If you join the library, you can borrow books.<sup>66</sup>*

An unreal condition expresses something which is not true or is imaginary. For example:



*If you would arrive ten minutes later, we would have closed.*

### **3. The Types of Conditional Sentences**

According to George and Julia there are three different types of conditional sentences.

Each type is composed of a different combination of tenses.<sup>67</sup>

#### **1. Conditional sentence type I (future possible condition)**

This conditional is used to talk about future events that might happen. It uses the present tense to discuss the possible future event.<sup>68</sup> George and Julia stated that A sentence that expresses a future-possible condition refers to an action that may not take place in the future. The present tense of the verb is used in the *if* clause, and the future tense is used in the main clause.<sup>69</sup> It can be concluded that conditional sentences type I refers to the future. An action in the future will only happen if a

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<sup>65</sup>Abbas Mustofa Abbas, *Op. Cit*, pp. 42-43

<sup>66</sup>*Ibid.*

<sup>67</sup>George E. Wishon and Julia M. Burks, *Op. Cit.* p. 249

<sup>68</sup>Abas Mustofa Abas, *Op. Cit.* p. 44

<sup>69</sup>George E. Wishon and Julia M. Burks, *Op. Cit.* p. 149

certain condition is fulfilled by that time. We don't for sure whether the condition actually will be fulfilled or not, but the conditions seems rather realistic, so we think it is likely happen.

Formula for conditional type I is:

Table 1 Formula of Conditional Type I <sup>70</sup>		
Meaning of the "If Clause"	Verb Form in the "if clause"	Verb Form in the "Result clause"
True in the future tense	Simple present	Simple present tense Simple future

Example:

*If* we study hard, we *will* get success.  
He *will* not go the picnic if it *rains*.

## 2. Conditional Sentences type II (present unreal)

Conditional sentence, type II is used to express something present happen which is contrary of the fact. According to George and Julia this kind of conditional sentence describes a situation which does not exist or is unreal. We do not expect the condition in the *if* clause to become a fact.<sup>71</sup> Conditional sentences type II refers to situations in the present. An action could happen if the present situation were different.

In addition, Abas stated this type of conditional is used to talk about unreal possibility or impossible events; they establish the course of action that would follow, welse something to happen hypothetically.<sup>72</sup> In the simple word, this

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<sup>70</sup>Betty Schramper Azar, *Op. Cit.*p. 347

<sup>71</sup>*Ibid.*p. 250

<sup>72</sup>Abas Mustofa Abas, *Op. Cit.*, p.46

conditional expresses a wish or expectation that contradicts to what is happening now or in the future.

The past tense of the verb is used in the *if* clause in the sentences, and the modals *would*, *should*, *could*, and *might* are used in the main clause. This *if* clause is what is traditionally called a subjunctive.<sup>73</sup> Formula of conditional sentence type II is:

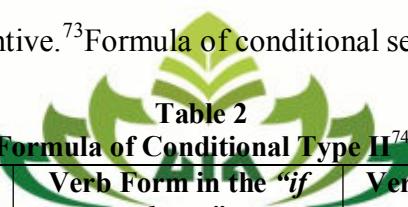


Table 2 Formula of Conditional Type II <sup>74</sup>		
Meaning of the "If Clause"	Verb Form in the "if clause"	Verb Form in the "Result clause"
<i>untrue in the present/future tense</i>	<i>Simple past</i>	<i>Would + Simple form</i>

Example:

a. *If my mother came here, I would kiss her*

(fact: she doesn't come here)

b. *I would give you something if you came to my house yesterday*

(fact : you don't come to my house yesterday, so I don't give you something)

### 3. Conditional sentence type III (past unreal condition)

This conditional talks about the past, unlike the first and second which discuss events in the real or unreal past. These conditions, too, are therefore impossible, because they have either already occurred or might have occurred but won't anymore. The verb in the *if*-clause is in the past perfect tense, the verb in the main clause is in the perfect conditional. The time is past and the conditional cannot

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<sup>73</sup>George E. Wishon and Julia Burk, *Op. Cit.*, p.250

<sup>74</sup>Betty Schrampf Azar, *Op. Cit.*p. 347

be fulfilled because the action in the if clause didn't happen.<sup>75</sup> It means that with conditional type III we talk about past. We talk about a condition in the past that did not happen. That is why there is no possibility for this condition. The third conditional is also like a dream, but with no possibility of the dream coming true.

Formula of conditional type III is:

Table 3 Formula of Conditional Type III <sup>76</sup>		
Meaning of the "If Clause"	Verb Form in the "if clause"	Verb Form in the "Result clause"
untrue in the past perfect	Past perfect	Would have + past participle

Example:

*If I had driven my car carefully, I wouldn't have gotten an accident*

(fact : I got an accident because I didn't drive my car carefully)

*I would have called you if I had known your telephone number.*

(fact : I didn't call you because I don't know your telephone number)

In this research, the writer only focuses on analyzing students in using conditional sentences type III. It causes in this conditional is the most difficult conditional, due to there are a lot of auxiliary verbs which must be remembered and the structure is quite long. Another thing worth mentioning about the third conditional is the number of times native English Speakers make mistakes with its construction.

## H. Concept of Conditional Sentences Type III

### 1. Definition of Conditional Sentences Type III

This kind of conditional sentences indicates past time, unreal, and unfulfilled situation the past. The past perfect tense is used in the *if* clause, and *would have*, *should have*, *could have*, and *might have* are used in the main clause. Notice that the

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<sup>75</sup>Abas Mustofa Abas, *Op. Cit*, p.48

<sup>76</sup>Betty Schrampf Azar, *Op. Cit*, p. 347

order of the clauses can be reserved.<sup>77</sup> This conditional refers to situations in the past.

An action could have happened in the past if a certain condition had been fulfilled.

Things were different then, however. We just imagine, what would have happened if the situation had been fulfilled.

From the explanation above conditional sentences type III also states a contrary to the fact condition. It expresses that something mentioned in the if- clause did not occur in the past. The main clauses uses *would have*, *should have*, *could have*, *might have*, plus the third form of a verb or past participle. Following example below:

If she *had had* more time, she *could have* finished the exam.

(fact: She did not have enough time)

*If* can be replaced by *but for*, *provided (that)*, *supposing (that)*, and so on, in both present-unreal and past-unreal sentences.<sup>78</sup>

a) *If it had not been for your kidness, I might have become discouraged.*

*But for your kidness, I might have become discouraged.*

b) *If you do all the required work, you can take the exam early.*

*Provided you do allthe required work, you can take the exam early.*

c) *If there were no water, what would the world be like?*

*Supposing there were no water, what would the world be like?*

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<sup>77</sup>George E. Wishon and Julia Burk, *Op. Cit*, p. 251

<sup>78</sup>*Ibid.*

### 3. The Form of Conditional Sentences Type III

**Table 4**  
**The Formula of Conditional Sentences of Type III started from  
if clause ended with main clause<sup>79</sup>**

If Clause	Main Clause
<i>If+ S1+ had+ past perfect</i>	<i>S2+ would+ have+ past participle</i>

*If we had not waste time*  *We would not have missed the train*

**Table 5**  
**The Formula of Conditional Sentences of Type III started from main clause  
ended with if Clause<sup>80</sup>**

Main Clause	If Clause
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<i>S+ would + have+ past participle</i>	<i>If+ S1+ had+ past perfect</i>
---	----------------------------------

*I would have been more sympathetic*      *If she had not accused me of lying*

The type III conditional refers to an impossible condition in the past and its probable result in the past. Furthermore, the following will be described each of the formula mentioned below.

The formula of positive conditional sentence type III is:

**Table 6**  
**Formula of Positive Conditional Sentence Type III<sup>81</sup>**

<i>If – clause (past perfect tense), S + should/would + have + V<sub>3</sub></i>
--

*Or*

<i>S + should/would + have + V<sub>3</sub> + if – clause (past perfect tense)</i>
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Example:

<sup>79</sup>Educational First, *Form in a Type 3 conditional sentences*, [Online], Available on <http://www.ef.com/english-resources/english-grammar/type-3-conditional/.htm> accessed on 24/02/2017/ at 05.15 pm

<sup>80</sup>*Ibid.*

<sup>81</sup>*Ibid.*

- a) *If you had studied hard before, you would have passed CPNS test.*  
 (fact: You did not pass CPNS test because you did not study hard before)
- b) *He would have taken you in the station if you had come in Lampung.*  
 (fact: He did not take you in the station because you did not come in Lampung).

The formula of negative conditional sentence type III is:

  
**Table 7**  
**Formula of Negative Conditional Sentence Type III<sup>82</sup>**

<i>If – clause (past perfect tense) + not + S + should/would + not have + V<sub>3</sub></i> <i>Or</i> <i>S + should/would + not have + V<sub>3</sub> + if – clause (past perfect tense)</i>
---

Example:

- a) *If I had not broken my leg, I would have taken part in the contest.*  
 (fact: I broke my leg, so I wouldn't take part in the contest)
- b) *He would not have passed the exam if he had not prepared his lesson.*  
 (fact: He passed his exam because he prepared his lesson)

The formula of interrogative conditional sentence type III is:

**Table 8**  
**Formula of Interrogative Conditional Sentence Type III<sup>83</sup>**

<i>Should/would + S + have + V<sub>3</sub> + if – clause (past perfect tense)?</i>
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Example:

- a) *Would you have join the tour to Jakarta if you had had the time in holiday?*  
 b) *Would you have written a letter to me if you had known my address?*

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<sup>82</sup>Ibid.

<sup>83</sup>Ibid.

### **3.Inversion in Conditional clauses**

Contracted negative forms are not possible when we use an inverted word order to talk about an unreal or impossible situation in the past. This is actually the inverted form of the sentence. Of course, contracted negative forms are possible when we use normal word order. The *third conditional sentences* are used to talk about things that might have happened, but didn't. Note that here we use a *past perfect tense* in the if-clause and *would/could have + past participle* in the main clause.<sup>84</sup>

1. ‘*If she had not helped me I would have been in bad trouble*’.
2. *Had shenot helped* me I would have been in bad trouble. (*NOT Hadn’t she helped me I would have been in bad trouble.*)
3. *Had it not rained* yesterday, we would have finished painting the walls.
4. *If it had not rained* yesterday, we would have finished painting the walls. OR  
*If it hadn’t rained* yesterday, we would have finished painting the walls.
5. If you *hadn’t been* so stupid as to reject that job offer, you *could have attained* financial independence now.
6. *If it hadn’t rained* yesterday, we *would have hosted* the party in the garden.

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<sup>84</sup>English Grammar, *Inversion in Conditional Sentences*, [Online], Available on : [www.englishgrammar.org](http://www.englishgrammar.org) Accesed on: August 21th 2017 at 01.18 Am.

## **CHAPTER II** **THEORETICAL FRAMEWORK**

### **A. Concept of Error Analysis**

The study of learners' errors and analysis are called error analysis. Ellis stated that Error Analysis (EA) provides a methodology for investigating learner language. For this reason EA constitutes an appropriate starting point for the study of learner language and L2 acquisition.<sup>85</sup> It means that error analysis is a procedure used by researchers and teachers to investigate the students' errors.

James defines error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language.<sup>86</sup> It can be stated that error analysis can be through information for the English teachers to students about error and how language is learnt and what strategies the learners are developing. This is emphasized by Brown that Error analysis is the fact that learners do make errors, and those errors can be observed, analyzed, and classified to reveal something of the system operating within the learners, led to surge of study of learners' error.<sup>87</sup>

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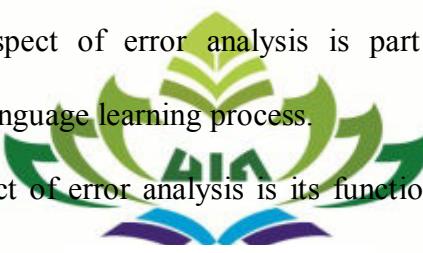
<sup>85</sup> Rod Ellis, *Second Language Acquisition*, (Oxford: Oxford University Press, 2003), p .48

<sup>86</sup> Carl James, *Errors in Language Learning and Use; Exploring Error Analysis* (Longman: London, 1998), p. 1

<sup>87</sup> H. Doughlas Brown, *Principles of Language Learning and Teaching* (New York: Longman, 2007) p. 218

On the other hand, Dulay, Burt, and Krashen stated that the error analysis can be characterized as an attempt to account for learner errors.<sup>88</sup> Error analysis has two functions. The first is theoretical one and the second is a practical one.<sup>89</sup> The explanation is below:

3. The theoretical aspect of error analysis is part of the methodology of investigating the language learning process.
4. The practical aspect of error analysis is its function in guiding the remedial action.<sup>90</sup>



Based on the theories above, it can be inferred that error analysis is a process to investigate the students' error in learning second language. As a result of error analysis, the teacher got an information about how far the goal of teaching is achieved and as consideration as whether the teacher needs to have remedial teaching or not.

## **B. Concept of Error and Mistake**

In teaching and learning English, the students often make error and mistake in their writing or speaking. Error and mistake are being wrong idea about something. For some people may have assumption that error and mistake have similar meaning, but they have difference in language. Many experts have tried to explain and make distinction both error and mistake.

### **4. Concept of Error**

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<sup>88</sup>Heidi, S. Dulay, Marina Burt, and Stephen Krashen, *Language Two*, (New York: Oxford University Press, 1982), p.141

<sup>89</sup>Stephen Pit Corder, *Op. Cit.* p. 45

<sup>90</sup>*Ibid.* p.45

In learning English, the students may often do error and mistake. Error and mistake are being wrong idea about something. Error is students' wrong utterance or sentence in writing or speaking because they have lack of knowledge of English structure in language rules.

According to Corder states that errors will characteristically the errors of competence are systematic. Error is called systematic error that refers to the competence error. It is caused by the low of the students' ability in language system correctly in native speaker and second language.<sup>91</sup>

Moreover, Ellis stated that an error can be defined as a deviation from the norms of the target language.<sup>92</sup> In addition Ellis gives definition of error, if someone always uses the incorrect form and unable to try to correct his own deviantions are errors.<sup>93</sup> Furthermore, James defines error as an instance of language that is unintentionally deviant and is not self-corrigible by its author.<sup>94</sup> It means that if the students cannot self-corrected it is error.

Meanwhile, Chomsky quoted by Dulay, Burt, and Krashen errors are resulting from lack of knowledge of rules of the language.<sup>95</sup> Therefore, the students who learn a foreign language will make any errors if they are lack of structure. While Edge quoted by James stated that Errors are wrong forms that the pupil could not correct

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<sup>91</sup>Stephen Pit Corder, *Op. Cit.* p.10

<sup>92</sup>Rod Ellis, *Error Analysis and Interlanguage*, (Oxford, Oxford University Press, 1981), p.

<sup>93</sup>*Ibid.* p. 51

<sup>94</sup>Carl James, *Op. Cit.*, p. 78

<sup>95</sup>Heidi, S. Dulay, Marina Burt, and Stephen Krashen, *Op. Cit.* p. 139

even if their wrongness were to be pointed out.<sup>96</sup> As the result, the students unable to correct their wrongness by themselves.

From the theories above, it can be concluded that error is students' wrong utterance or sentence. It is caused by lack of knowledge of rules of the language and the low of the students' ability in language system correctly in native speaker and second language as a result they are unable to try to correct his own deviantions by themselves.



## 5. Concept of Mistake

James states mistakes is problematic criterion to apply in practice. Their author may be able to sense intuitively that something is wrong, while being unable to put it right.<sup>97</sup> All people make mistake, in both native speaker and second language situation. Native speakers are normally capable of deviciency in competence but the result of some sort breakdown or imperfection in the process of producing speech. These hesitations, slip of tongue, ungrammaticalities, and other performance lapses native speaker production also occur in second language speech.

In addition, Corder states that errors of performance will characteristically be unsystematic.<sup>98</sup> According to the definition above mistake is called unsystematic error that refers to the performance error. It is caused by hesitation or slip of the tongue to use language system correctly in native speaker and second language. Ellis defines mistake is uses the correct form and sometimes the wrong one in

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<sup>96</sup>Carl James, *Op. Cit.*, p. 80

<sup>97</sup>*Ibid*, p. 78

<sup>98</sup>Stephen Pit Corder, *Op. Cit.* p.10

performance. The learner successful and be able to try to correct by themselves.<sup>99</sup> It means as a teacher should be check the consistency of learner's performance if sometimes incorrect it is mistake and if always and often incorrect it is error.

An error is generally something that is repeated more than once by the students. However, a mistake is something that is done once by accident. For example, when learning a language, students can make an error because they do not understand the grammar, then an error is repeated in the other times. Whereas, the students who have understand the grammar but state a wrong thing it is called mistake, they understand it but they make a mistake.

Meanwhile, the explanation according to Dulay et.al, they state that the distinction between error (mistake) and competence error (error) is extremel important, but it is often difficult to determine the nature of a deviation without carrefully analysis. Therefore, they define error as any deviation from selected norm of language performance, no matter what the characteristics or causes of the deviation might be.<sup>100</sup> In addition, Dulay et.al. state that people cannot learn language without first systematically committing errors.<sup>101</sup> It means that, all of the language learners made errors when they learn the language, because that is including language acquisition process.

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<sup>99</sup>Rod Ellis, *Error Analysis and Interlanguage*, Op. Cit. p. 51

<sup>100</sup>Heidi, S. Dulay, Marina Burt, and Stephen Krashen, Op. Cit. p. 139

<sup>101</sup>*Ibid*, p. 138

We must collect all of the wrong sentences before we analyze it. The first job to do is identifying those errors. Whereas, in practically we cannot always tell the difference between error and mistake without careful analysis. Sometimes, if, on one or two occasions, an English learner states '*john cans sings*,' but on the other occasion says '*john can sing*,' it is difficult to determine whether '*cans*' is a mistake or an error. But in this case, the writer does not want to difference them. All of the deviations include error. This is emphasized by Dulay that we use error to refer to say deviation from selected norm of language performance, no matter what the characteristics or causes of the deviation might be.<sup>102</sup> In this research, practically, the writer holds on the idea proposed by Dulay,et.al.as the basis of determining the deviation produced by the subjects. In short, the writer would consider all of the students' deviation in using conditional sentences as an error not a mistake.

### C. Sources of Error

According to Brown, there are several causes of errors: inter-lingual transfer, intra-lingual transfer, context of learning, and communication strategies. For more detail, the explanationis below:

- e. Inter-lingual transfer

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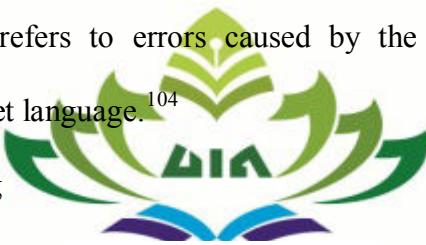
<sup>102</sup>Ibid, p. 139

Inter-lingual transfer is cause of error from transferring knowledge or grammar into the target language. It means the native language interference the target language in terms of patterns, system or rules.<sup>103</sup>

f. Intra-lingual transfer

Intra-lingual transfer refers to errors caused by the lack competence of the language being learnt target language.<sup>104</sup>

g. Context of learning



A third major source of error, although it overlaps both types of transfer, it is the context of learning. “context” refers, for example, to the classroom with its teacher and its material in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context, the teacher or students often make errors because of misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was rottently memorized in a driil, but it is improperly contextualized. The textbook can lead the learner to make faulty hyphotheses about language. Here the students make errors caused by misleading explanation if the teacher. The faulty of presentation in a textbook either structure or word or misconception of the students.<sup>105</sup>

h. Communication Strategies

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<sup>103</sup>H. Douglas Brown, *Op. Cit.* p. 224

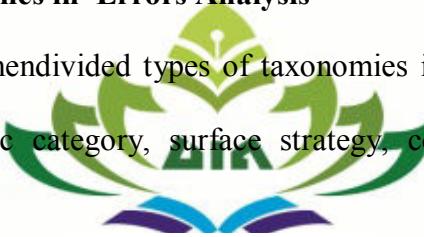
<sup>104</sup>*Ibid.*

<sup>105</sup>*Ibid.* p. 226

Communication strategies were defined and related to learning styles. Learners obviously use production strategies in order to enhance getting their messages across, but at times these techniques can themselves become a source of error.<sup>106</sup>

#### **D. Types of Taxonomies in Errors Analysis**

Dulay, Burt, and Krashen divided types of taxonomies in error analysis into four types. They are linguistic category, surface strategy, comparative analysis, and communicative effect.<sup>107</sup>



##### **5. Linguistic Category**

Many error taxonomies have been based on the linguistic item which is influenced by an error. The linguistic category classifies errors according to either or both the language component or the particular linguistic constituent the error effects.<sup>108</sup>

##### **6. Surface Strategy Taxonomy**

Surface strategy taxonomy emphasize on the way surface structures are changed. Students may *omit* necessary item or *add* unnecessary one, they may *misform* items or *misorder* them.<sup>109</sup>

##### **7. Comparative Taxonomy**

Comparative taxonomy is comparison between the structure of L2 errors and certain other types of construction. This type of error usually compares errors that

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<sup>106</sup>*Ibid.* pp. 223-227

<sup>107</sup>Heidi, S. Dullay, Marina Burt, Stephen Krashen, *Op. Cit.* pp. 146-193

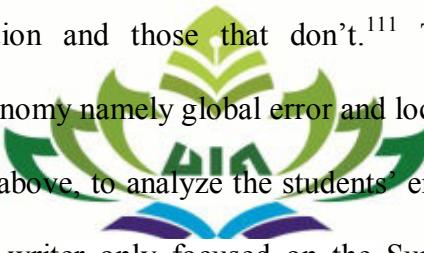
<sup>108</sup>*Ibid.* p.146

<sup>109</sup>*Ibid.* p.150

made by children learning the target language as their first language and sentences in the learner's mother tongue.<sup>110</sup>

## **8. Communicative Effect Taxonomy**

Communicative effect taxonomy focuses on distinguishing between errors that seem to cause miscommunication and those that don't.<sup>111</sup> There are two types of communicative effect taxonomy namely global error and local error.



Based on the theories above, to analyze the students' error in using type three of conditional sentences the writer only focused on the Surface Strategy Taxonomy because this taxonomy focus on aspects on the errors themselves and it emphasizes analyzing the way surface structure are changed.

## **E. Concept of Surface Strategy Taxonomy**

James States that surface strategy taxonomy is classification system "based on the ways in which the learner's erroneous version is different from the presumed target version".<sup>112</sup> It highlights by using surface strategy taxonomy the error classification can give clear description about cognitive process that underline the learner's reconstruction of the new language or language being learned. It also makes us aware that learners' errors result from their active way in using the interim principles to produce the target language. Furthermore, James states that under this category,

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<sup>110</sup>Ibid. p. 163

<sup>111</sup>Ibid. p. 189

<sup>112</sup>Carl James, *Op. Cit.*,p.106

errors can be classified in to five types: omission, addition, misformation, misordering, and blends.<sup>113</sup>

On the other hand, Dulay et.al states surface strategy taxonomy emphasize on the way surface structures are changed. Students may *omit* necessary item or *add* unnecessary one, they may *misform* items or *misorder* them.<sup>114</sup> The errors which they made are not a result of laziness or sloppy thinking, but the use of temporary principle to procedure a new language. It is a part of cognitive process.<sup>115</sup> In surface strategy taxonomy more than specific analysis in error than other taxonomies, because shows the cognitive process that underlined the students' reconstruction of the new language. It also makes that students' errors are some logic.

Different with James, Dulay et.al classifies errors based on surface strategy taxonomy into four types: omission, addition, misformation and misordering. The explanation each type is below:

## 5. Omission

Omission errors are characterized by the absence of an item which must appear in a well formed utterance.<sup>116</sup> Content morphemes carry the bulk of the referential meaning of a sentence: nouns, verbs, adjectives, adverbs.

For example, in the sentence

Incorrect : *If I had driven my motorcycle carrefully, I wouldn't gotten an accident.*

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<sup>113</sup>*Ibid.* p. 106

<sup>114</sup>*Ibid.* p.150

<sup>115</sup>*Ibid.* pp.150-154

<sup>116</sup>*Ibid.* p. 154

Correct : *If I had driven my motorcycle carrefully, I wouldn't have gotten an accident.*

## 6. Additions

Addition is the presence of an extra item which must not appear in a well-formed utterance.<sup>117</sup> For example:

Incorrect : *If he had bought a ticket earlier, we would have be gotten it.*

Correct : *If he had bought a ticket earlier, we would have gotten it.*

Addition errors usually occur in the late stages of L2 acquisition, when the learner has already acquired some target language. In fact, addition errors result from the all-too-faithful use of certain rules. There are three types of addition errors, namely double markings, regularizations, and simple addition.<sup>118</sup>

### d) Double markings

Double markings are two items rather than one are marked for the same feature<sup>119</sup>.

For example:

Incorrect : if Angel had been gone there, I would have been sad.

Correct : if Angel had gonethere, I would have been sad

### e) Regularizations

Regularization is a marker that is typically applies to a linguistic items, such as the class main verbs or the class of nouns<sup>120</sup>. The example of this error can be seen in the

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<sup>117</sup>*Ibid.* p.156

<sup>118</sup>*Ibid.*

<sup>119</sup>*Ibid.*

<sup>120</sup>*Ibid.* p. 157

term of regular, an irregular forms and construction in a language. The learner often applies the rules to produce the regular one to those that are irregular. For example,

Incorrect : If she had eated noodle, she wouldn't have cooked rice.

Correct : If she had eaten noodle, she wouldn't have cooked rice.

f) Simple additions

Simple addition is the use of an item which should not appear in well-formed utterance.<sup>121</sup> For example:



Incorrect : If the apple had been in there, she would have eaten it.

Correct : if an apple had been in there, she would have eaten it.

## 7. Misformation

Misformation is the use of the wrong form of the morpheme or structure.<sup>122</sup>

For example:

Incorrect : *If she had ate rice, she wouldn't have been hungry.*

Correct : *If she had eaten rice, she wouldn't have been hungry.*

As in the case of additions, misformations are usually not random. Thus far, three types of misformation have been frequently reported in the literature: 1) regularizations; 2) archi-forms; and 3) alternating forms.<sup>123</sup>

For example:

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<sup>121</sup>*Ibid.* p. 158

<sup>122</sup>*Ibid.*

<sup>123</sup>*Ibid.* pp. 158-161

#### 4) Regularazation

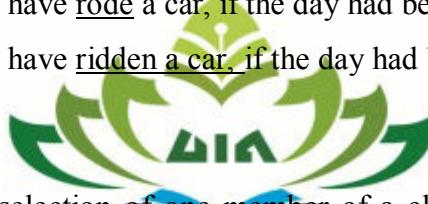
Errors that belong to this category are those in which a regular marker is used in place of an irregular.<sup>124</sup>

For example:

Incorrect : She would have rode a car, if the day had been rain.

Correct : She would have ridden a car, if the day had been rain.

#### 5) Archi- forms



Archi- forms are the selection of one member of a class of forms to represent others in the class is common characteristic, of all stages to tenth language acquisition.<sup>125</sup> The forms selected by the learner is called archi-form.

Incorrect : if this books had been mine, I would have been happy.

Correct : if these books had been mine, I would have been happy.

This type of misformation errors has been called archi-formed. *That* should be followed by singular form, while *these* should be followed by plural.

#### 6) Alternating forms

Alternating forms are caused by the use of archi-forms that often gives way to the apparently fairly free alternation of various members of class with each other. The students know more about various members of a class of words and the different

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<sup>124</sup>Ibid. p. 159

<sup>125</sup>Ibid. p. 160

usages among them. However, the fact sometimes makes them confused in its usages correctly.<sup>126</sup>

For example:

*He would have saw you on his birthday if you had see him.*

The utterances above have incorrect use of the verbs see and saw instead of saw and seen respectively.



## 8. Misordering

Misordering is the incorrect placement of a morpheme or group of morphemes in an utterance.<sup>127</sup> Misordering errors occur systematically for both L2 and L1 learners in construction that have already been acquired.

For example:

Incorrect : *if I had written poem, I would been have a winner*

Correct : *if I had written poem, I would have been a winner*

Referring to the explanation above, the writer analyze this research based on Surface Strategy Taxonomy according to Dulay et.al.

## F. Concept of Grammar

Grammar is actually quite engaging when properly understood. Linguists, of course, are concerned with describing language, not prescribing how to talk. They are not responsible for the artificial strictures enforced by would-be grammar police. While

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<sup>126</sup>*Ibid*, p. 161

<sup>127</sup>*Ibid*, p. 162

grammar does require the learning of many forms, the same is true of lexicon, which inspires much less dread and is often a source of wonder and amusement.<sup>128</sup>

Meanwhile, Graham stated that grammar is viewed as a resource for creating meaning in spoken and written discourse. In addition, he defines grammar as a set of rules which specify all the possible grammatical structures of the language.<sup>129</sup> It means by using grammar, people can construct and arrange sentence well and it makes the students be able to understand and develop in produce production skills improved such as writing and speaking.



Based on the theories above according to the experts, it can be concluded that grammar is a part of linguistics which consist a set of rules how to arrange the word to be sentence for creating meaning in spoken and written.

## **G. Concept of Conditional Sentences**

### **4. Definition of Conditional Sentences**

Conditional sentence is the part of English Grammar. So that, it is important to understand conditional sentence well, consciously or not in daily lives, because we often imagine about something, wish or dream. To express these feeling we have to use conditional statement, for example: *If I had had some money, I would have bought a plane.*

Conditional sentences are one of fundamental parts of English grammar. Azar defines conditional sentence is often used to talk about situations that are contrary to

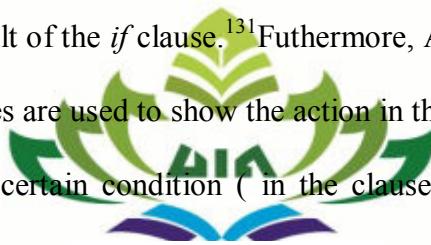
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<sup>128</sup>Ronald W. Langacker, *Cognitive Grammar; A Basic Introduction* (New York: Oxford University Press, 2008), p. 3

<sup>129</sup>Graham Lock, *Functional English Grammar; An Introduction for Second Language Teachers* (New York: Cambridge University Press, 1996), pp. xi- 1

fact, i.e., situations that are the opposites of the true situation.<sup>130</sup> To make a good composition of sentences in grammar, we have to learn conditional sentences.

A Conditional sentence contains two clauses: a dependent clause begining with *if* (or another conjunction performing the same general function) and a main clause. The main clause gives the result of the *if* clause.<sup>131</sup> Furthermore, Abbas in his journal stated that “Conditional sentences are used to show the action in the main clause (without *if*) can only take place if a certain condition ( in the clause with *if* ) is fullfilled”.<sup>132</sup>



Conditional sentences have two parts: the if-clause and the main clause in the sentence as in:

*If it rains, I shall stay at home.* 'If it rains' is the if-clause and 'I shall stay at home' is the main clause.

The if- clause can come first or last in the sentence without change the meaning. Notice that when *if* clause comes first, it is followed by a comma;

*If I study hard, I will get high score* or *I will get high score if I study hard*

*If I study hard* is the if-clause

*I will get high score* is the main clause

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<sup>130</sup>Betty Schramper Azar, *Understanding and Using English Grammar* (London: Prentice-Hall, 1992) p. 347

<sup>131</sup>George E. Wishon and Julia Burks, *Let's Write English*. (New York: American Book Company, 1980), p. 249

<sup>132</sup>Abbas Mustofa Abbas, *Conditional Sentences in English and Kurdish: A Contrastive Study*. Al- Fatih Journal No. 50 August 2012 (University of Sulaimani, 2012), p. 41 [Online] Available on: <http://www.iasj.net/iasj?func=fulltext&aid=61277.htm>.htm.accesed.on 02/02/2016 at 07.34 pm

*The door will open if you press the button or if you press the button the door will open*

Moreover, Frank devides the conditional sentence are into three; (a.) Real conditions that are possible to be realized. They often refer to one event in future, (b.) Real conditions may be used in general statement about repeated events, (c.) Such conditions are either impossible to realize or are not likely to be realized in the near future.<sup>133</sup>



From the explanation above we can conclude that conditional sentence is often used to express situations that are the opposites of the true situation. The condition or action that might come true or not. Conditional sentences consist of two clauses a main clause and clause begining with *if*.

## **5. The Use of Conditional Sentences**

Eastwood in Abbas stated Conditional sentences can be used in a number of ways. As in:

- a. To request

*If you are going into town, could you post this letter for me?*

- b. To advice

*If you need more information, you should see your careers teachers.*

- c. To criticize

*If you hadn't forgotten your passport, we shouldn't be in such a rush.*

- d. To suggest:

*We can go for a walk if you like.*

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<sup>133</sup>MarcellaFrank, *Modern English : exercises for non-native speakers.* (Englewood Cliff-New Jersey 1972) p.31

e. To offer:

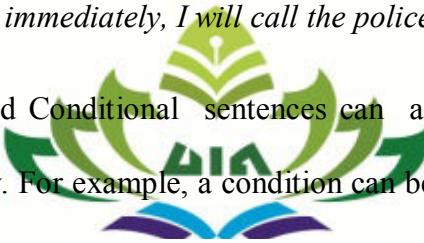
*If I win the prize, I will share it with you.*

f. To warn

*If you are walking along the cliff top, don't go near the edge.*

g. To threaten:

*If you don't leave immediately, I will call the police.<sup>134</sup>*



In addition Eastwood stated Conditional sentences can also be used to express different degrees of reality. For example, a condition can be open or unreal. An open condition expresses something which may be true or may become true. For example:

*If you join the library, you can borrow books.<sup>135</sup>*

An unreal condition expresses something which is not true or is imaginary. For example:

*If you would arrive ten minutes later, we would have closed.*

## 6. The Types of Conditional Sentences

According to George and Julia there are three different types of conditional sentences.

Each type is composed of a different combination of tenses.<sup>136</sup>

### 4. Conditional sentence type I (future possible condition)

This conditional is used to talk about future events that might happen. It uses the present tense to discuss the possible future event.<sup>137</sup> George and Julia stated that A sentence that expresses a future-possible condition refers to an action that may

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<sup>134</sup>Abbas Mustofa Abbas, *Op. Cit*, pp. 42-43

<sup>135</sup>*Ibid.*

<sup>136</sup>George E. Wishon and Julia M. Burks, *Op. Cit.* p. 249

<sup>137</sup>Abas Mustofa Abas, *Op. Cit.* p. 44

not take place in the future. The present tense of the verb is used in the *if* clause, and the future tense is used in the main clause.<sup>138</sup> It can be concluded that conditional sentences type I refers to the future. An action in the future will only happen if a certain condition is fulfilled by that time. We don't for sure whether the condition actually will be fulfilled or not, but the conditions seems rather realistic, so we think it is likely happen.



Formula for conditional type I is:

**Table 1**  
**Formula of Conditional Type I**<sup>139</sup>

<i>Meaning of the “If Clause”</i>	<i>Verb Form in the “if clause”</i>	<i>Verb Form in the “Result clause”</i>
<i>True in the future tense</i>	<i>Simple present</i>	<i>Simple present tense</i> <i>Simple future</i>

Example:

*If* we study hard, we *will* get succes.  
He *will* not go the picnic if it *rains*.

## 5. Conditional Sentences type II (present unreal)

Conditional sentence, type II is used to express something present happen which is contrary of the fact. According to George and Julia this kind of conditional sentence describes a situation which does not exist or is unreal. We do not expect the condition in the *if* clause to become a fact.<sup>140</sup> Conditional sentences type II refers to situations in the present. An action could happen if the present situation were different.

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<sup>138</sup>George E. Wishon and Julia M. Burks, *Op. Cit.* p. 149

<sup>139</sup>Betty Schramper Azar, *Op. Cit.*p. 347

<sup>140</sup>*Ibid.*p. 250

In addition, Abas stated this type of conditional is used to talk about unreal possibility or impossible events; they establish the course of action that would follow, were something to happen hypothetically.<sup>141</sup> In the simple word, this conditional expresses a wish or expectation that contradicts to what is happening now or in the future.

The past tense of the verb is used in the *if* clause in the sentences, and the modals *would*, *should*, *could*, and *might* are used in the main clause. This *if* clause is what is traditionally called a subjunctive.<sup>142</sup> Formula of conditional sentence type II is:

**Table 2**  
**Formula of Conditional Type II<sup>143</sup>**

<b>Meaning of the “If Clause”</b>	<b>Verb Form in the “if clause”</b>	<b>Verb Form in the “Result clause”</b>
<i>untrue in the present/future tense</i>	<i>Simple past</i>	<i>Would + Simple form</i>

Example:

a. *If my mother came here, I would kiss her*

(fact: she doesn't come here)

b. *I would give you something if you came to my house yesterday*

(fact : you don't come to my house yesterday, so I don't give you something)

## 6. Conditional sentence type III (past unreal condition)

This conditional talks about the past, unlike the first and second which discuss events in the real or unreal past. These conditions, too, are therefore

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<sup>141</sup>Abas Mustofa Abas, *Op. Cit*, p.46

<sup>142</sup>George E. Wishon and Julia Burk, *Op. Cit*, p.250

<sup>143</sup>Betty Schramper Azar, *Op. Cit*.p. 347

impossible, because they have either already occurred or might have occurred but won't anymore. The verb in the *if*-clause is in the past perfect tense, the verb in the main clause is in the perfect conditional. The time is past and the conditional cannot be fulfilled because the action in the if clause didn't happen.<sup>144</sup> It means that with conditional type III we talk about past. We talk about a condition in the past that did not happen. That is why there is no possibility for this condition. The third conditional is also like a dream, but with no possibility of the dream coming true.



Formula of conditional type III is:

**Table 3  
Formula of Conditional Type III<sup>145</sup>**

<b>Meaning of the "If Clause"</b>	<b>Verb Form in the "if clause"</b>	<b>Verb Form in the "Result clause"</b>
<i>untrue in the past perfect</i>	<i>Past perfect</i>	<i>Would have + past participle</i>

Example:

*If I had driven my car carefully, I wouldn't have gotten an accident*  
(fact : I got an accident because I didn't drive my car carefully)

*I would have called you if I had known your telephone number.*

(fact : I didn't call you because I don't know your telephone number)

In this research, the writer only focuses on analyzing students in using conditional sentences type III. It causes in this conditional is the most difficult conditional, due to there are a lot of auxiliary verbs which must be remembered and the structure is quite long. Another thing worth mentioning about the third conditional is the number of times native English Speakers make mistakes with its construction.

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<sup>144</sup>Abas Mustofa Abas, *Op. Cit*, p.48

<sup>145</sup>Betty Schramper Azar, *Op. Cit*, p. 347

## **H. Concept of Conditional Sentences Type III**

### **1. Definition of Conditional Sentences Type III**

This kind of conditional sentences indicates past time, unreal, and unfulfilled situation the past. The past perfect tense is used in the *if* clause, and *would have*, *should have*, *could have*, and *might have* are used in the main clause. Notice that the order of the clauses can be reserved.<sup>146</sup> This conditional refers to situations in the past. An action could have happened in the past if a certain condition had been fulfilled. Things were different then, however. We just imagine, what would have happened if the situation had been fulfilled.

From the explanation above conditional sentences type III also states a contrary to the fact condition. It expresses that something mentioned in the if- clause did not occur in the past. The main clauses uses *would have*, *should have*, *could have*, *might have*, plus the third form of a verb or past participle. Following example below:

If she *had had* more time, she *could have* finished the exam.

(fact: She did not have enough time)

*If* can be replaced by *but for*, *provided (that)*, *supposing (that)*, and so on, in both present-unreal and past-unreal sentences.<sup>147</sup>

d) *If it had not been for your kindness, I might have become discouraged.*

*But for your kidness, I might have become discouraged.*

e) *If you do all the required work, you can take the exam early.*

*Provided you do allthe required work, you can take the exam early.*

f) *If there were no water, what would the world be like?*

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<sup>146</sup>George E. Wishon and Julia Burk, *Op. Cit*, p. 251

<sup>147</sup>*Ibid.*

*Supposing* there were no water, what would the world be like?

## **2. The Form of Conditional Sentences Type III**

Table 4

## **The Formula of Conditional Sentences of Type III started from if clause ended with main clause<sup>148</sup>**

<b>If Clause</b>	<b>Main Clause</b>
<i>If+ S1+ had+ past perfect</i>	<i>S2+ would+ have+ past participle</i>
<i>If we had not waste time</i>	<i>We would not have missed the train</i>

**Table 5**

**The Formula of Conditional Sentences of Type III started from main clause ended with if Clause<sup>149</sup>**

Main Clause	If Clause
<i>S+ would + have+ past participle</i>	<i>If+ S1+ had+ past perfect</i>
<i>I would have been more sympathetic</i>	<i>If she had not accused me of lying</i>

The type III conditional refers to an impossible condition in the past and its probable result in the past. Furthermore, the following will be described each of the formula mentioned below.

The formula of positive conditional sentence type III is:

**Table 6**  
**Formula of Positive Conditional Sentence Type III<sup>150</sup>**

If-clause (past perfect tense), S + should/would + have + V<sub>3</sub>  
Or  
S + should/would + have + V<sub>3</sub> + if-clause (past perfect tense)

<sup>148</sup>Educational First, *Form in a Type 3 conditional sentences*, [Online], Available on <http://www.ef.com/english-resources/english-grammar/type-3-conditional/.htm> acsesed on 24/02/2017/ at 05.15 pm

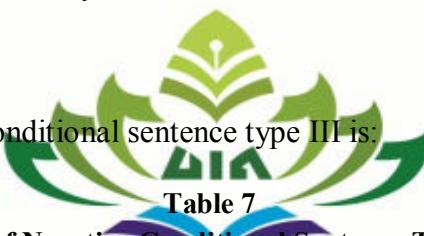
<sup>149</sup> *Ibid.*

150 *Ibid.*

Example:

- c) *If you had studied hard before, you would have passed CPNS test.*  
(fact: You did not pass CPNS test because you did not study hard before)
- d) *He would have taken you in the station if you had come in Lampung.*  
(fact: He did not take you in the station because you did not come in Lampung).

The formula of negative conditional sentence type III is:



**Table 7**

**Formula of Negative Conditional Sentence Type III<sup>151</sup>**

*If-clause (past perfect tense) + not + S + should/would + not have + V<sub>3</sub>*  
*Or*  
*S + should/would + not have + V<sub>3</sub> + if-clause (past perfect tense)*

Example:

- c) *If I had not broken my leg, I would have taken part in the contest.*  
(fact: I broke my leg, so I wouldn't take part in the contest)
- d) *He would not have passed the exam if he had not prepared his lesson.*  
(fact: He passed his exam because he prepared his lesson)

The formula of interrogative conditional sentence type III is:

**Table 8**

**Formula of Interrogative Conditional Sentence Type III<sup>152</sup>**

*Should/would + S + have + V<sub>3</sub> + if-clause (past perfect tense)?*

Example:

- c) *Would you have join the tour to Jakarta if you had had the time in holiday?*

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<sup>151</sup>Ibid.

<sup>152</sup>Ibid.

- d) *Would you have written a letter to me if you had known my address?*

### **3.Inversion in Conditional clauses**

Contracted negative forms are not possible when we use an inverted word order to talk about an unreal or impossible situation in the past. This is actually the inverted form of the sentence. Of course, contracted negative forms are possible when we use normal word order. The *third conditional sentences* are used to talk about things that might have happened, but didn't. Note that here we use a *past perfect tense* in the if-clause and *would/could have + past participle* in the main clause.<sup>153</sup>

- a. '*If she had not helped me I would have been in bad trouble*'.
- b. *Had shenot helped me I would have been in bad trouble. (NOT Hadn't she helped me I would have been in bad trouble.)*
- c. *Had it not rained yesterday, we would have finished painting the walls.*
- d. *If it had not rained yesterday, we would have finished painting the walls. OR If it hadn't rained yesterday, we would have finished painting the walls.*
- e. *If you hadn't been so stupid as to reject that job offer, you could have attained financial independence now.*
- f. *If it hadn't rained yesterday, we would have hosted the party in the garden.*

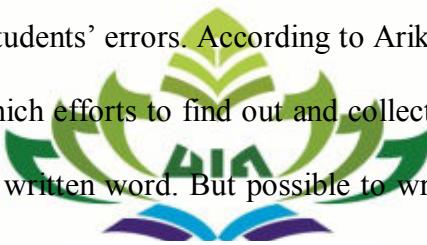
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<sup>153</sup>English Grammar, *Inversion in Conditional Sentences*, [Online], Available on : [www.englishgrammar.org](http://www.englishgrammar.org) Accesed on: August 21th 2017 at 01.18 Am.

## **CHAPTER III** **RESEARCH METHODOLOGY**

### **A. Research Design**

In conducting this research, the writer used descriptive qualitative research to analyze and describe the students' errors. According to Arikunto, Qualitative research is a research procedure which efforts to find out and collects data answer of problem and describes them in the written word. But possible to write them in number form.



Between the models in the qualitative research known in Indonesia is naturalistic research.<sup>154</sup> The qualitative research shows that the research happened naturally and unmanipulated. Therefore, in this research, the writer gathered the data from students' daily test in using conditional sentences type III then analyzed, classified and described the grammatical based on Surface Strategy Taxonomy(omission, addition, misformation and misordering).

### **B. Research Subject**

The subject of the research was the students of the twlefh grade at the second semester of SMA YP UNILA Bandar Lampung in Academic Year 2016/2017. There were six classes of MIPA program in SMA YP UNILA Bandar Lampung, each class consists of 33- 37 students and the total students of twelefth rade are 210 studnts. The total of the students in MIPA Program in every class can be seen in the following table:

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<sup>154</sup>Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: PT Renika Cipta, 2006), p. 12

**Table 9**  
**The Number of Students at the second Semester**  
**of the Twelfth Grade in Science Program of SMA YP UNILA Bandar Lampung**  
**in the Academic Year of 2016/2017**

No	Class	Gender		Total Students
		Male	Female	
1	XII MIPA 1	7	26	33
2	XII MIPA 2	12	22	34
3	XII MIPA 3	11	26	37
4	XII MIPA 4	14	21	35
5	XII MIPA 5	15	20	35
6	XII MIPA 6	9	27	36
<b>Total</b>		<b>68</b>	<b>142</b>	<b>210</b>

(Source: Document of SMA YP UNILA Bandar Lampung)<sup>155</sup>

In order to get the representative data, the sampling technique of this study is purposive sampling technique. Fraenkel and Wallen stated that purposive sampling is different from convenience sampling in that researchers do not simply study whoever is available but rather used their judgment to select a sample that they believe, based on prior information, was provided the data they need.<sup>156</sup> The writer took one class as a sample of this research it is appropriate with purposive sampling,

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<sup>155</sup> The number of students at the second semester of the Twelfth Grade in Science Program of SMA YP UNILA Bandar Lampung in the Academic Year of 2016/2017

<sup>156</sup> Jack Fraenkel and Nourman E Wallen, *How to Design and Evaluate Research in Education, seventh edition*, (New York: McGraw Hill, 2009), p. 99

that explain sampling is based on a specific purpose. So in this research sample is chosen based on purposive sampling technique.

In this research, the writer chose the class that got a lowest score to be analyzed, the writer as a researcher chose class XII MIPA 6 class as the sample of the research. It can be seen in the following table:



**Table 10  
Students' English Score of the Twelfth Grade in Science Program  
of SMA YP UNILA Bandar Lampung at the First Semester  
in the Academic Year of 2016/2017**

NO	Score	Class						Total	Percentage
		XII	XII	XII	XII	XII	XII		
		MIPA	MIPA	MIPA	MIPA	MIPA	MIPA		
1	$\geq 80$	28	31	22	24	27	20	153	72,86 %
2	$\leq 80$	5	3	14	11	8	16	57	27,14 %
<b>Total</b>		<b>33</b>	<b>34</b>	<b>37</b>	<b>35</b>	<b>35</b>	<b>36</b>	<b>210</b>	<b>100%</b>

(Source: Document of SMA YP UNILA Bandar Lampung)<sup>157</sup>

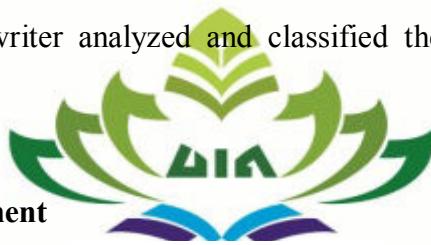
### C. Data Collecting Technique

Data collecting technique is the first main step in the research, because the main purpose of the research is to get the data.<sup>158</sup> In the research process, there is no scoring in their test because the writer only analyze the students' sentences. The writer used

<sup>157</sup> Students' Average Score of the Twelfth Grade in Science Program of SMA YP UNILA Bandar Lampung at the First Semester in the Academic Year of 2016/2017 (Document of SMA YP UNILA Bandar Lampung)

<sup>158</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif Kualitatif dan R & d* (Bandung: Alfabeta, 2015), p.224

documentation of students' task then analyze from their sentences in using type III of conditional sentences. First time, the teacher refresh their subject about conditional sentences especially in type III and then the teacher asked the students to make ten sentences in the conditional sentences type III based on the vocabularies provided. After got the data, the writer analyzed and classified the error by using Surface Strategy Taxonomy.



#### D. Research Instrument

In order to collect the data, the writer used documentation. According to Arikunto, documentation derived from the word document means written subject.<sup>159</sup> It means that the documentation data can be found in the written record of subject. Furthermore, Setiyadi states that there were many variations of documents, from the very personal document up to the formal document. The very personal document can be photograph, diary, personal letter and story told by someone. Meanwhile, formal one can be mark of certain lesson, report book, final exam score, semester score and official letter.<sup>160</sup>

In this research, the writer used one of formal document. It was students' daily test (Uji Blog) in KD (Kompetensi Dasar) conditional sentences (Kalimat Pengandaian) that was given by their English teacher as the instrument to get the data of error. In these data, each student has ten different sentences in the form of conditional

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<sup>159</sup> Suharsimi Arikunto, *Op. Cit.*, 231

<sup>160</sup> Bambang Setyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing*, (Yogyakarta: Graham Ilmu, 2006), p. 249

sentences type III, and there are 36 of the students in XII MIPA 6 so the total of the sentences are 360 sentences.

## **E. Research Procedure**

The writer used procedure of collecting data as follows:



1. Asking permission to the Headmaster of SMA YP UNILA Bandar Lampung.
2. Determining the subject of the research. In this case the subject of the research are the students in XII MIPA 6 of SMA YP UNILA Bandar Lampung by using purposive sampling technique.
3. Determining the focus of the research. Focus of the research was students' error in using conditional sentences type III.
4. Collecting data of error through documentation from the students' daily test in using conditional sentences type III as the instruments of the research .
5. Analyzing the data by identified, classified, and calculated the percentage of the data.
6. Reporting the result of the analysis. In this step, the writer as the researcher wrote all of the information of the research to include in the research findings.

## **F.Data Analysis**

In analyzing the students' error in using conditional sentences type III, the writer use some techniques as follows:

1. Collecting the data from the students' work.
2. Identifying and classifying the data of students' errors by numbering the items based on Surface Strategy Taxonomy. In this steps, the writer use code: A (Addition), O (Omission), MF (Misformation), and MD (Misordering).
3. Calculating the percentage of each type of students' errors by using the following formula:



$$P = \frac{F}{N} \times 100$$

P= Percentage;

F= Frequency of error's occurrence;

N= Number of total errors.<sup>161</sup>

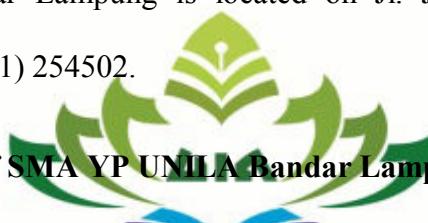
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<sup>161</sup> Anas Sudijana, *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2005), p.43

## **CHAPTER IV** **RESULT AND DISCUSSION**

### **A. The Description of SMA YP UNILA Bandar Lampung**

SMA YP UNILA Bandar Lampung is located on Jl. Jend. R. Suprapto No.88 Tanjungkarang Telp. (0721) 254502.



#### **1. The Brief Story of SMA YP UNILA Bandar Lampung**

SMA YP UNILA (Sekolah Menengah Atas Yayasan Pembina Universitas Lampung) was established in 1981. This school is under the auspices of the Education Foundation of Yayasan Pembina Unila.

#### **2. Circumstance and Education Facilities**

SMA YP UNILA Bandar Lampung has had a permanent building condition and in good working order. The details can be seen in the table below:

**Table 10**  
**The Building of SMA YP UNILA Bandar Lampung**  
**in 2016/2017**

#### **1. Rooms**

<b>No</b>	<b>The Name of room</b>	<b>Total</b>	<b>Broad</b>	<b>Condition</b>
1	The Headmaster room	1	64m <sup>2</sup>	Verry Good
2	The Co-Headmaster room (Curriculum, Students and Equipment)	3	52 m <sup>2</sup>	Good
3	Administration room	1	97m <sup>2</sup>	Good
4	Conseling room	1	45m <sup>2</sup>	Good



5	Classes	33	1793m <sup>2</sup>	Good
6	Teachers room	3	344m <sup>2</sup>	Good
7	Computer Lab.	1	180m <sup>2</sup>	Good
8	Language Lab.	1	96m <sup>2</sup>	Good
9	Multimedia Room	1	96m <sup>2</sup>	Good
10	Science Lab.	1	96m <sup>2</sup>	Good
11	Skill room	1	96m <sup>2</sup>	Good
12	UKS Room	1	45m <sup>2</sup>	Good
13	Pramuka Room	1	45m <sup>2</sup>	Good
14	Mosque	2	180m <sup>2</sup>	Good
15	Library	1	96m <sup>2</sup>	Good
16	Security's room	2	90m <sup>2</sup>	Good
17	Hall room	1	180m <sup>2</sup>	Good
18	Inn	1	45m <sup>2</sup>	Good
19	Cooperative room	1	45m <sup>2</sup>	Good
20	Horty Park	1	80m <sup>2</sup>	Good

Source: Documentation of SMA YP UNILA Bandar Lampung

## 2. Support Facilities

**Table 11**  
**Data of Support Facilities in SMA YP UNILA Bandar Lampung**

No	The Name of room	Total	Broad	Condition
1	Headmaster's Toilet	1	6m <sup>2</sup>	Good
2	Teacher's Toilet	4	24 m <sup>2</sup>	Good
3	Student's toilet	35	210m <sup>2</sup>	Good

4	Tennis field	1	45m <sup>2</sup>	Good
5	Badminton field	3	180m <sup>2</sup>	Good
6	Footsal field	1	260m <sup>2</sup>	Good
7	Long jump field	1	60m <sup>2</sup>	Good
8	Basket ball field	1	180m <sup>2</sup>	Good

*Source: Documentation of SMA YP UNILA Bandar Lampung*



### **3. Situation of the Teacher and Staffs of SMA YP UNILA Bandar Lampung**

The situation of students of SMA YP UNILA Bandar Lampung in academic year of 2016/2017 has 1202 students, while the teacher and staff have 139 persons, they are

**Table 12**  
**The Data of Teacher and Staff in SMA YP UNILA Bandar Lampung in the Academic Year of 2016/2017**

No	Position	Total
1	The Headmaster	1 person
2	The Co- Headmaster	1 person
3	The Teacher	111 persons
4	The administration Staff	13 persons

5	Librarian	3 persons
6	Cleaning Service	4 persons
7	Security	6 persons

*Source: Document of SMA YP UNILA Bandar Lampung*

Based on the table above, it can be said that the teachers and staff in SMA YP UNILA Bandar Lampung were complete when compared to the total number of students which are supported with good facilities and classrooms. This means possible to held the learning process to reach the goal of SMA YP UNILA Bandar Lampung according to the curriculum.



## B. Result of the Research

The main instrument of this research was documentation, the writer asked the data of the students in using conditional sentences especially in type III from the English teacher. In collecting the data, the writer identified 360 sentences from thirty six students in XII MIPA 6 of SMA YP UNILA Bandar Lampung. Then, after checking the students' sentences, the writer found that there are 205 error items.

## C. Types of Students Grammatical Errors in Using Conditional Sentences

### Type III

Following are several samples of students grammatical errors in using conditional sentences type III based on Surface Strategy Taxonomy. The types of students' error can be seen in the appendix (*See Appendix 6*).

#### a. The Data of Students' Omission Errors

Omission errors are characterized by the absence of an item which must appear in a well formed utterance. In this research, the writer as a researcher found 73 items of errors. The following data presents the samples of the errors committed by the students. Therefore, the whole of data omission errors can be seen in Appendix 7.

**Table 13**  
**Examples of Students' Omission Errors**

No	The Student's Errors	Explanation	Corrections
1	If he called you	The word “had” should be added after subject “he”	If he <u>had</u> called you
2	You would go	The word “have” should be added after “would”	You would <u>have</u> gone
3	If I had money	The word “had” should be added after <i>to be</i> “had”	If I had <u>had</u> money
4	If I had smart	“been” should be added before word “smart”	If I had <u>been</u> smart
5	People wouldn’t left me	The word “have” should be added after “wouldn’t”	People wouldn’t <u>have</u> left me
6	If you met with King Salman	<i>to be</i> “had” should be added before subject “you”	If you <u>hadmet</u> with King Salman
7	I would not <u>have late</u> to course	“been” should be added before word “late”	I would not <u>have been late</u> to course
8	If there had vegetable	“been” should be added before word “vegetable”	If there had <u>been</u> vegetable
9	If I bought some food	<i>To be</i> “had” should be added after subject “I”	If I <u>have</u> bought some food
10	If I known him	<i>To be</i> “had” should be	If I <u>had</u> known him

added after subject “I”

### b. The Data of Students’ Addition Errors

Addition errors are characterized by the presence of an extra item which must not appear in a well-formed utterance. In this research, the students added unnecessary item in the form of the documentation and there were 33 items of addition errors. The following data presents examples of errors when they use conditional sentences type III. Therefore, the whole of data addition errors can be seen in Appendix 7.

**Table 14**  
**Examples of Students’ Addition Errors**

No	The Student’s Errors	Explanations	Corrections
1	I would have <u>been</u> felt so sad	Addition of “ <i>been</i> ”, it should be ommited	I would have felt so sad
2	I would have met you <u>everyday</u>	The word “ <i>everyday</i> ” is the time signal for present tense, it should be ommited	I would have met you
3	I would have <u>been</u> remembered you	Addition of “ <i>been</i> ”, it should be ommited	I would have remembered you
4	I would have <u>been</u> known it	Addition of “ <i>been</i> ”, it should be ommited	I would have known it
5	I would have <u>always</u> visited you	The word “ <i>always</i> ” is the time signal for present tense, it should be ommited	I would have visited you
6	We wouldn’t have <u>been</u> asked Stephen	Addition of “ <i>been</i> ”, it should be ommited	We wouldn’t have asked Stephen

7	I would have <u>to</u> given	Addition of “ <i>to</i> ”, it should be ommited	I would have given
8	I would have <u>to</u> invited him to the party	Addition of “ <i>to</i> ”, it should be ommited	I would have invited him to the party
9	I would have <u>to</u> shared it	Addition of “ <i>to</i> ”, it should be ommited	I would have shared it
10	I would have <u>been</u> attended your party	Addition of “ <i>been</i> ”, it should be ommited	I would have attended your party



### c. The Data of Students' Misformation Errors

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. In this research, the students did misformation error in using conditional sentences type III. It had found there were 91 items of misformation errors, See the appendix 7 for the whole data of misformation errors. The following data presents samples of the misformation errors when the students making type three of conditional sentences.

**Table 15**  
**Examples of Students' Misformation Errors**

No	The Student's Errors	Explanation	Corrections
1	If I had <u>rang</u>	The word “ <i>rang</i> ” should be replaced by “ <i>rung</i> ”	If I had <u>rung</u>
2	If I had have money	The word “ <i>have</i> ” should be replaced by “ <i>had</i> ”	If I had had money
3	I would have <u>go</u> home	The word “ <i>go</i> ” should be replaced by “ <i>gone</i> ”	I would have <u>gone</u> to home

4	You would have <u>take</u> a rest	The word “ <i>take</i> ” should be replaced by “ <i>taken</i> ”	You would have <u>taken</u> a rest
5	You would have <u>understand</u>	The word “ <i>understand</i> ” should be replaced by “ <i>understood</i> ”	You would have <u>understood</u>
6	I would have <u>be</u> happy	To be “ <i>be</i> ” should be replaced by “ <i>been</i> ”	I would have <u>been</u> happy
7	I would have <u>ate</u> much	The word “ <i>ate</i> ” should be replaced by “ <i>aten</i> ”	I would have <u>eaten</u> much
8	You would <u>wake</u> up	The word “ <i>wake</i> ” should be replaced by “ <i>woken</i> ”	You would <u>woken</u> up
9	I would <u>buy</u> a pizza	After “ <i>would</i> ” should be added “ <i>have</i> ” and the word “ <i>buy</i> ” should be replaced by “ <i>bought</i> ”	I would have <u>bought</u> a pizza
10	Cooking <u>will</u> be fun	“ <i>will</i> ” should be replaced by “ <i>would</i> ” then it should be added with “ <i>have been</i> ”	Cooking <u>would</u> <u>have been</u> fun

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#### d. The Data of Students' Misordering Errors

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. In this research, the students did misorder in their sentences. It had found there were 8 items of misordering errors. The following data were the sample of errors in making type three of conditional sentences.

**Table 16**  
**Examples of Students' Misordering Errors**

No	The Student's Errors	Explanations	Corrections
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1	If my Phone <u>not had</u> rung	Incorrect placemet of negative form. “not” should be placed after to be “had”	If my Phone <u>had not</u> rung
2	<u>If had the alarm</u> ring in the phone	Incorrect placement of subject. “the alarm” should be placed before <i>to be</i> “had”	If the alarm had rung in the phone
3	Ani <u>would have not</u> gone to Jakarta	Incorrect placement of negative form. “not” should be placed after “would”	Ani <u>would not have</u> gone to Jakarta
4	If the <u>had alarm</u> rung	subject “alarm” should be placed before <i>to be</i> “had”	If <u>the alarm had</u> rung
5	I woud <u>have not</u> felt sad	Incorrect placement of negative form. “not” should be placed after “would”	I woud not <u>have</u> felt sad
6	If <u>had Putri</u> come to Germany	Incorrect placement of subject. Subject “Putri” should be placed before <i>to be</i> “had”	If <u>Putri had</u> come to Germany
7	If I <u>had been not</u> remebered you	Incorrect placement of negative form. “not” should be placed after <i>to be</i> “had”	If I <u>had not been</u> remebered you
8	You <u>would have not</u> gone to Jakarta	Incorrect placement of negative form. “not” should be placed after “would”	You <u>would not have</u> gone to Jakarta

**Table 17**  
**The Classification of the Errors Committed by Each Students**

Sample Number of Students	Kind of Students' Sentences Errors				
O	A	MF	MD	$\Sigma$ Errors	

S1	2	-	5	-	7
S2	1	1	3	-	5
S3	7	-	10	-	17
S4	2	-	2	-	4
S5	2	-	1	-	3
S6	2	2	4	-	8
S7	4	-	3	-	7
S8	1	1	3	-	5
S9	2	-	3	-	5
S10	3	1	1	1	6
S11	3	1	2	-	6
S12	1	2	2	2	7
S13	1	-	1	-	2
S14		2	3	-	5
S15		-	4	1	5
S16	1	-	-	1	2



S17	1	-	3	-	4
S18	2	2	2	-	6
S19	1	-	2	-	3
S20	1	-	-	-	1
S21	6	3	2	-	11
S22	-	1	3	-	4
S23	2	1	3	-	6
S24	2	-	3	-	5
S25	1	1	-	-	2
S26	1	2	1	-	4
S27	2	1	4	-	7
S28	-	-	2	-	2
S29	-	-	-	-	-
S30	-	-	1	-	2
S31	4	-	4	1	9
S32	2	2	3	-	7

S33	1	2	4	-	7
S34	3	3	4	-	10
S35	1	-	2	1	4
S36	2	1	1	1	5
<b><math>\Sigma</math> Errors</b>	<b>73</b>	<b>33</b>	<b>91</b>	<b>8</b>	<b>205</b>



Source: Data Analysis

Explanation:

O : Omission errors

A : Addition errors

MF : Misformation errors

MD : Misordering errors

#### D. The Percentage of Students' Grammatical Errors in Using Conditional Sentences Sentences

After collecting the data of students in making type three of conditionl sentences. The writer identified 10 sentences from each students by using Surface Strategy Taxonomy. They are: omission, addition, misformation, and misordering. Then she classified the types of errors and determined the frequency of them. To calculate the percentage of errors, the writer used the following formula:<sup>162</sup> (*See Appendix 7*).

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<sup>162</sup> Anas Sudijana, *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2005), p.43

$$P = \frac{F}{N} \times 100$$

Explanation:

P= Percentage;

F= Frequency of error's occurrence;

N= Number of total errors.

Based on the analysis, The total number of errors is 205 items. They were 33 items of addition errors, 73 items of omission errors, 91 items misformation errors, and 8 items of misordering items. After getting the data, the writer made the percentage of the result of analysis. The result of this analysis showed that the highest percentage of errors is misformation (44,50 %). The lowest one is misordering (3,90 %), while the other types of errors were omission (35,60%), and addition (16,10%). To be clearer see the table below:

**Table 18**  
**The Percentage of Students' Errors**

<b>Kinds of Error</b>	<b>Frequency</b>	<b>Percentage</b>
Omission	73	35,60%
Addition	33	16,10%
Misformation	91	44,50%
Misordering	8	3,90%
<b>Total</b>	<b>205</b>	<b>100%</b>

*Source: Data Analysis*

## **E. Discussion**

After collecting the data from the students, the writer got types of errors from their sentences based on Surface Strategy Taxonomy, they are omission, addition, misformation, and misordering. After identifying and classifying the types of errors, then proportions (frequency and percentage) were determined.

Based on the result of the research above, the writer found that the highest frequency of errors made by students in using conditional sentences type III based on Surface Strategy Taxonomy is misformation with 44,50%, meanwhile the lowest one is misordering with 3,90%. Then the other types of errors are omission with 35,60%, addition with 16,10%.

### **a. Misformation**

Furthermore, in this research, the students made a lot of errors in the form of misformation. As we know that misformation is the use of the wrong form of the morpheme or structure. Then, the students are still confused and have difficulties in using type three of conditional sentences because in this type using past participle and seldom used by the students. For example:

- a. If I had have money, I would gone to Mekah*

This sentence is an error of misselection of morphology in irregular past tense. It is substitution of simple non-past. The word *have* (non-past or present) should be substituted for *had* (past).

b. *If she spoken English, You would have understand.*

In this sentence, there is an error of misselection of morphology in irregular past tense. It is substitution of simple non-past. The word *understand* (non-past or present) should be substituted for *understood* (past).

c. *You would have know it*

In words “*have know*” is the auxiliary system’s error after *have*. It is misformation of past future perfect. “*have know*” should be “*have known*”.

### **b. Omission**

In this case, the students made error 73 items or 35,60%. In this case the students did such errors because they do not understand the use of grammar. Therefore, the omitted the important part in structure of the sentences. Following examples below:

a. *If I had much money*

It is omission of main verb. We should add the verb “*had*” as the main verb before “*much*”. It becomes :*if I had had much money*.

b. *I would have sad*

It is omission of to be. To be *been* should be added after *have*. It becomes: *I Would have been sad*.

c. *If I listened you*

It is omission of *had*. The word *had* should be added after subject. It becomes *If I had listened you.*

### c. Addition

As we know that addition is the presence of an extra item which must not appear in well-formed. In this case, the students made a lot of errors in their sentences, there are 33 items or 16, 10 % of addition errors. They Add some items that should be no appear. Following examples below:

- a. *I would have to eaten with Devi*

“*to*” is Addition Error in infinitive. Infinitive *to* should be omitted. It becomes *I would have eaten with Devi.*

- b. *I would have been attended your party*

In this sentences is addition of tobe *been*. It should be omitted. The sentences becomes *I would have attended your party.*

- c. *I would have been known*

In this sentences is addition of tobe *been*. It should be omitted. The sentences becomes *I would have known.*

In this sentence is addition error in verbs, because there are two items of verbs. Word “*go*” after “*gone*” should be omitted. So, the sentence becomes *If I had gone go to the Jakarta.*

### d. Misordering

The writer has found the total numbers of misordering error are 8 items or 3,90 %, as we know that misordering is incorrect placement of a morpheme or a group of morpheme or word utterance. Following examples below:

- a. *I would have not felt sad*

The sentence is incorrect placement of negative form. *Not* should be placed after modal “*would*”. It becomes: *would not have felt sad.*



- b. *If had Putri come to Germany*

This is incorrect placement of subject. “*Putri*” as a subject should be placed before “*had*”. It becomes: *If Putri had come to Germany.*

- c. *If I had been not remembered you*

This is incorrect placement of negative form. *Not* should be placed before “*besssen*”. It becomes: *If I had not been remembered you.*

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

The objectives of this research were to find out the kinds of errors, frequency and percentage of errors made by students in making type three of conditional sentences based on Surface Strategy Taxonomy at the second semester of the Twelfth grade of SMA YP UNILA Bandar Lampung in the academic year of 2016/2017.

Based on the analysis of the data, the writer concluded that there were types of errors made by the students in using conditional sentencestyp III based on Surface Strategy Taxonomy. They are in the form of: omission, addition, misformation and misordering. Then, the total numbers of errors committed by 36 students are 205items.

Moreover, from 205 items of errors the proportions (frequency and percentage) of the students' error in making type three of conditional sentences are omission errors with 73 items or 35,60 %, addition errors with 33 items or 16,10 %, misformation errors with 91 items or 44,50 %, and the last is misordering errors with 8 items or 3,90 %. Therefore, the result of the research shows that misformation errors are the highest error that made by the students.

## **B. Suggestion**

Based on the conclusion above, the writer tries to give suggestions as follows:

### **1. For the English Teacher**

The teacher should explain as clear as possible about each type of conditional sentences, especially in conditional sentences type III, not only the meaning and formula but also the usage. So, the students will not misunderstand and do some errors in using each type of conditional sentences. In addition, the teacher should pay attention to students' errors to minimize those error with find the appropriate techniques in teaching type three of conditional sentences to make the students interest and easy to comprehend the material.

### **2. For the Students**

The students should more active and pay attention in every particular material in learning English especially each type of conditional sentences. Then, at the end of the lesson they may be able to increase their understanding in construction conditional sentences especially in using of conditional sentences type III.

### **3. For other researchers**

It is necessary to the other researcher to conduct further research with the same object and different perspective in other grammatical pattern of English because many students have lack of grammar. Then, the writer recommends to conduct and concern the research about another types of error analysis in English tenses.

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# APPENDICES

## **Appendix 1 Sample of the Research**

<b>No</b>	<b>Code</b>	<b>Data of Sample</b>
		<b>Class: XII MIPA VI</b>
1	S1	Adika Nirmala Dewi
2	S2	Ainun Ika Nurjanah
3	S3	Allia Shafira
4	S4	Andika Ihza Mahendra
5	S5	Anggi Marta Dwi S
6	S6	Annisa Katleya I
7	S7	Arief Renaldi W
8	S8	Athallah Zaidan
9	S9	Ayu Marantika
10	S10	Bunga Wulandari
11	S11	Clarizka Nurita Nanda
12	S12	Devi Rida Oktashafa
13	S13	Diah Suty Astanty
14	S14	Dicky Wahyu
15	S15	Erika Oktaviani
16	S16	Ersa nike Amalia
17	S17	Faisal Radhiansyah
18	S18	Fiana Bros
19	S19	Fitroh Galih Prayogo
20	S20	Indah Parwatih
21	S21	Izzati Iswara
22	S22	Kevin Akbar

- 23 S23 M. Athaya Atha  
24 S24 M. Reza Anggara  
25 S25 Made Sherly  
26 S26 Mayang Andini  
27 S27 Mira Amelia  
28 S28 Mozalia Nanda P.P  
29 S29 Nabila Ramadhani  
30 S30 Nadia Putri  
31 S31 Natasya Maharani  
32 S32 Nurulita Indriani  
33 S33 Revi Tri Diana  
34 S34 Ridho Fathur Rizki S.  
35 S35 Shinta Widyawati  
36 S36 Tirga Danur Rivan



## **Appendix 2 Syllabus**

### **Kalimat Pengandaian/ Conditional Sentences (KD 3.9)**

SILABUS SMA/MA

MATA PELAJARAN : BAHASA INGGRIS - WAJIB

Kelas :XII / II

Kompetensi Inti\*

KI1:Menghayati dan mengamalkan ajaran agama yang dianutnya

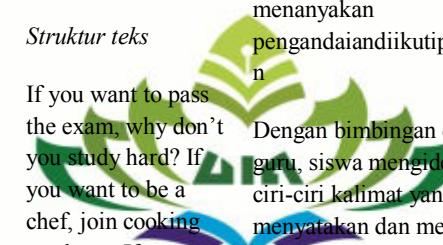


KI2:Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI4: Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai dengan kaidah keilmuan.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber belajar
3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian diikutipertah/saran, n diikuti oleh perintah/saran, sesuai dengan konteks penggunaan	Teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian diikutipertah/saran	Mengamati Siswa mendengarkan dan membaca banyak kalimat pengandaian diikutipertah/saran, dalam berbagai konteks.	KRITERIA PENILAIAN: Tingkat ketercapaian fungsi sosial pengandaian diikutipertah/saran	2 JP  Tingkat	Suara guru  Audio CD/ kaset

KompetensiDasar	MateriPembelajaran	KegiatanPembelajaran	Penilaian	AlokasiWaktu	Sumber belajar
nnya. 4.14 Menyusun teks lisand antul isuntu k menyatakan dan menanyakan teks ntang pengandaian diikut perintah/saran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<p><i>Fungsi sosial</i></p> <p>Menyatakan dan menanyakan pengandaian diikut perintah/saran untuk menyarankan dan memerintah.</p> <p><i>Struktur teks</i></p> <p>If you want to pass the exam, why don't you study hard? If you want to be a chef, join cooking academy. If you want to make your cake look gorgeous, put some cherry on it.</p> <p><i>Unsur kebahasaan</i></p> <p>Kallimat imperative diawali If.. ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p> 	<p>Siswa mengikuti interaksi tentang pengandaian diikut perintah/saran selama proses pembelajaran, dengan bimbingan guru.</p> <p>Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan pengandaian diikut perintah/saran</p> <p>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan pengandaian diikut perintah/saran (fungsi sosial, struktur teks, dan unsur kebahasaan).</p> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan pengandaian diikuti perintah/saran yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan</p>	<p>kelengkapan dan keruntutan struktur teks pengandaian diikut perintah/saran</p> <p>Tingkat ketepatan unsur kebahasaan: tatabahasa, kosa kata, ucapan, tekanan kata, intonasi</p> <p>Tingkat kesesuaian format penulisan/ penyampaian</p> <p>CARA PENILAIAN:</p> <p>Tes Lisan: Kuis</p> <p>Tes Tertulis:</p> <p>Membuat kalimat Pengandaian</p> <p>Observasi:</p> <p>Untuk tujuan memberi balikan. Sasaran penilaian:</p> <p>Upaya menggunakan bahasa Inggris untuk menyampaikan dan menanyakan pengandaian diikut perintah/saran</p>	Waktu	<a href="http://www.dailyenglish.com">www.dailyenglish.com</a>

KompetensiDasar	MateriPembelajaran	KegiatanPembelajaran	Penilaian	AlokasiWaktu	Sumber belajar
	<i>Topik</i> Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.	ungkapan lain, dsb. Mengeksplorasi Siswa menyatakan dan menanyakan pengandaian dan perintah/saran dalam bahasa Inggris dalam konteks <i>simulasi</i> dan kegiatan lain yang terstruktur.	Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab, dalam melaksanakan komunikasi Kesungguhan siswa dalam proses pembelajaran dan dalam setiap tahapan		
			Siswa berusaha menyatakan dan menanyakan pengandaian dan perintah/saran dalam bahasa Inggris dalam proses pembelajaran.	Penilaian Diri dan Penilaian Sejawat	
		Mengasosiasi	Bentuk: diary, jurnal, komentar, atau bentuk penilaian lain		
		Siswa membandingkan ungkapan pengandaian dan perintah/saran yang telah dipelajari dengan ungkapan-ungkapan lainnya.			
		Siswa membandingkan antara ungkapan pengandaian dan perintah/saran dalam bahasa Inggris dengan ungkapan pengandaian dan perintah/saran dalam bahasa ibu atau bahasa			

KompetensiDasar	MateriPembelajaran	KegiatanPembelajaran	Penilaian	AlokasiWaktu	Sumber belajar
		Indonesia.			
		Mengomunikasikan			
		Siswa menyatakan dan menanyakan pengandaian dan ikut perintah/saran dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan pengandaian dan ikut perintah/saran dalam jurnal belajarnya.			
Mengetahui, Januari 2017 Kepala SMA YP UNILA				Bandar Lampung, Guru Mata Pelajaran	



Mengetahui,  
Januari 2017  
Kepala SMA YP UNILA

Drs. Berchah Pitoewas, M.H

Siti Rahmah, S.Pd

## **Appendix 4 Interview for the English Teacher**

### **Appendix 4.A Interview Guidelines for the English Teacher in the Pre-Research**

Interviewer : Dewi Rumaidah

Interviewee : Siti Rahmah (English Teacher)

Location of Interview : SMA YP UNILA Bandar Lampung

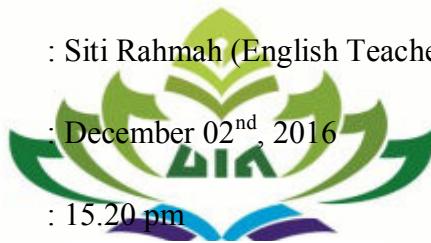
Interview Topic : Conditional Sentence Type Three



1. How are the students' grammar ability in class XII MIPA?
2. What are the difficulties that the students mostly face in grammar material about Conditional sentences especially in using type three of Conditional Sentences?
3. Can the students differentiate between type I, type II, and type III of conditional sentences?
4. Can the students use and make type three of conditional sentences?

#### **Appendix 4.B Transcript of Interview with the English Teacher in Pre- Research**

Interviewer : Dewi Rumaidah  
Interviewee : Siti Rahmah (English Teacher)  
Date of Interview : December 02<sup>nd</sup>, 2016  
Start Time of Interview : 15.20 pm  
End Time of Interview : 16.15 pm  
Location of Interview : SMA YP UNILA Bandar Lampung  
Interview Topic : Conditional Sentence Type Three



- Dewi** : Hello, good afternoon mrs. Rahmah, how are you today?
- Rahmah** : Yeahh good afternoon. Just fine.How about you?
- Dewi** : I'm very well thanks.By the way,Are you busy? I have a business with you miss.
- Rahmah** :No, ok what about?
- Dewi** : emm.I have some questions for you about my research.
- Rahmah** : OK. please.
- Dewi** : How long have you been teaching in twelve grade of SMA YP UNILA Bandar Lampung?
- Rahma** : For about eight years, before that I only teach in ten and eleven grade.

**Dewi** : How many classes that you teach in twelve grade in this Year?

**Rahma** : Seven classes. They are XII MIPA 1 until MIPA 6, and XII Lintas

Minat.

**Dewi** : So, how about the students' grammar ability in class XII MIPA?

**Rahmah:** Mostly still low, because they commit many errors in structure when they produce.



**Dewi** : What are the difficulties that the students mostly face in grammar?

**Rahmah** : Their lack knowledge about grammatical. Moreover, some students have good capability in grammar, but for the other students have lack of knowledge about structure especially in material about Conditional sentences. The students are still confused and have difficulties in using type three of conditional sentences because in this type using past participle and seldom used by the students.

**Dewi** : Can the students differentiate between type I, type II, and type III of conditional sentences?

**Rahmah** : They can differentiate both type I and type II, and easy to change the conditional sentences into the fact. But between type II and type III are almost same so the students face the problems when differentiate and use both of them.

**Dewi** : Can the students use and make type three of conditional sentences?

**Rahmah** : Many students cannot use and make type three of conditional sentences in well form. They still do errors in their sentences.

**Dewi** : How do you assess the students' ability in using conditional sentences?

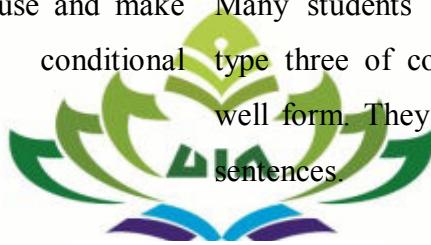
**Rahma** : I usually, asked them to make sentences in conditional sentences type I, II, and III with the fact.

#### **Appendix 4.C The Result of the Interview for the English Teacher in the Pre-Research**

No	Question	Answer
1	How are the students' grammar ability in class XII MIPA?	Still low, because they commit many errors in structure when they produce.
2	What are the difficulties that the students mostly face in grammar?	Their lack knowledge about grammatical. Moreover, Some of students have good capability in grammar, but for the other students have lack of knowledge about structure especially in material about Conditional sentences. The students are still confused and have difficulties in using type three of conditional sentences because in this type using past participle and seldom used by the students.
4	Can the students differentiate between type I, type II, and type III of conditional sentences?	They can differentiate both type I and type II, and easy to change the conditional sentences into the fact. But between type II and type III are almost same so the students face the problems

when differentiate and use both of them.

- 4 Can the students use and make type three of conditional sentences?

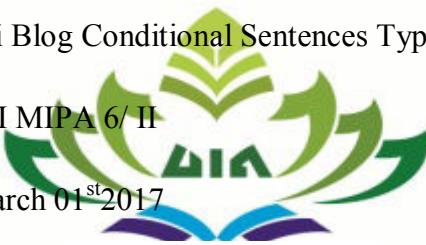


Many students cannot use and make type three of conditional sentences in well form. They still do errors in their sentences.

## **Appendix 5 Documentation of Instruction from the English Teacher**

### **a. Information**

Subject : English  
Teacher : Siti Rahmah, S.Pd  
Sub Subject Matter : Uji Blog Conditional Sentences Type III  
Class/ Semester : XII MIPA 6/ II  
Month/ Date/ Year : March 01<sup>st</sup> 2017  
Time Allocation : 80 Minutes



### **b. Instructions:**

*Make 10 sentences in the form of conditional type III based on vocabularies below, and change it into the fact!*

- |           |              |
|-----------|--------------|
| 1. Go     | 6. Speak     |
| 2. Listen | 7. Feel      |
| 3. Cook   | 8. Know      |
| 4. Buy    | 9. Ring      |
| 5. Call   | 10. Remember |

## Appendix 6

### The Types of Students' Errors

#### Sample No. 1

No	The Student's Errors	Corrections	Types of Errors
1	You <u>would can</u> pass the exam	You would have been pass the exam	MF
2	If I <u>had diligent</u> ...	If I had been diligent	O
3	If I had <u>diligent saving</u>	If I had been diligent save	MF
4	I <u>would buying</u> a bike	I would have bought a bike	MF
5	I would <u>calling</u> him tonight	I would have <u>called</u> him tonight	MF
6	I would have been <u>give</u> it to you	I would have <u>given</u> it to you	MF
7	We <u>would asked</u> Stephen	We would <u>have asked</u> Stephen	O

#### Sample No. 2

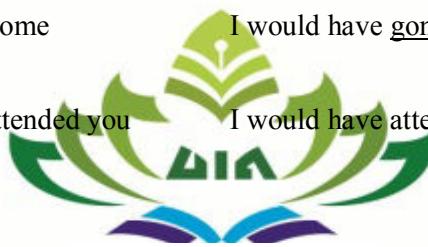
No	The Student's Errors	Corrections	Types of Errors
8	I would <u>have bicyle</u> arround the town	I would <u>have driven bicycle</u>	O

arround the town

9 I would have been feel so sad I would have felt so sad MF

10 If the bell had ring If the bell had rung MF

11 I would have go to home I would have gone to home MF



12 I would have been attended you I would have attended you A

### Sample No. 3

No	The Student's Errors	Corrections	Types of Errors
13	If he gone	If he <u>had</u> gone	O
14	I would <u>buy</u> a pizza	I would have <u>bought</u> a pizza	MF
15	If I <u>listened</u> you	If I <u>had</u> listened you	O
16	You would <u>give</u> me a pizza	you would have <u>given</u> me a pizza	MF
17	If you <u>come</u>	If you <u>had</u> come	O
18	I would <u>cook</u> some food	I would have <u>cooked</u> some food	MF

19	If <u>she bought</u>	If she <u>had</u> bought	O
20	If <u>he called</u> you	If he <u>had</u> called you	O
21	You should <u>go</u>	You should have <u>gone</u>	MF
22	If you <u>know</u> my felt	If you had <u>known</u> my feel	MF
23	If you know my <u>felt</u>	If you had known my <u>feel</u>	MF
24	Cooking <u>will</u> be fun	Cooking <u>would</u> have <u>been</u> fun	MF
25	If <u>he know</u> how to cook	If he <u>had</u> known how to cook	O
26	If he <u>know</u> how to cook	If he had <u>known</u> how to cook	MF
28	You wouldn't <u>be</u> sad	You wouldn't have <u>been</u> sad	MF
29	You would <u>wake</u> up	You would have <u>woken</u> up	MF
30	If you rung the alarm	If you <u>had</u> rung the alarm	O

[

#### Sample No. 4

No	The Student's Errors	Corrections	Types of Errors
31	If he gone	If he <u>had</u> gone	O

32	I would <u>buy</u> a pizza	I would have <u>bought</u> a pizza	MF
33	If you called me	If you <u>had</u> called me	O
34	If she had <u>have</u> much vegetable	If she had <u>had</u> much vegetable	MF

### Sample No. 5

No	The Student's Errors	Corrections	Types of Errors
35	If I had souce	If he had <u>had</u> sauce	O
36	If I had money	If I had <u>had</u> money	O
37	I would have been <u>remember</u> it	I would have <u>remembered</u> it	MF

### Sample No. 6

No	The Student's Errors	Corrections	Types of Errors
38	If he had been souce	If he had <u>had</u> sauce	O
39	If I had <u>been</u> souce	If he had <u>had</u> sauce	MF
40	If I had a million dollars	If I had <u>had</u> million dollars	O
41	I would've use the money .....	I would've used the money .....	MF
42	I would've <u>been</u> felt happy	I would've felt happy	A

43	I would've <u>been</u> known	I would've known	A
44	It would've been <u>ring</u>	It would've <u>rung</u>	MF
46	I would've been <u>remember</u> it	I would've remembered it	MF

**Sample No. 7**



No	The Student's Errors	Corrections	Types of Errors
47	If I cooked	If I <u>had</u> cooked	O
48	I wouldn't known everything	I wouldn't known everything	O
49	I would you <u>tell</u> you everything	I would have <u>told</u> you everyhting	MF
50	She would <u>understand</u>	She would have <u>understood</u>	MF
52	You would <u>give</u> a present	You would have <u>given</u> a present	MF
51	If I had alarm	If I had <u>had</u> alarm	O
52	I wouldn't have late to course	I wouldn't have <u>been</u> late to course	O

### Sample No. 8

No	The Student's Errors	Corrections	Types of Errors
53	If I had much money	If I had <u>had</u> much money	O
54	If my mother had been much vegetable	If my mother had <u>had</u> much vegetable	MF
55	I would have been <u>give</u> it you	I would have <u>given</u> it you	MF
56	If he had <u>remember</u>	If he had <u>remembered</u>	MF
57	We wouldn't have <u>been</u> asked Stephen	We wouldn't have asked Stephen	A



### Sample No. 9

No	The Student's Errors	Corrections	Types of Errors
58	If I had <u>go</u> to India	If I had <u>gone</u> to India	MF
59	If I had <u>cook</u> the noodle	If I had <u>cooked</u> the noodle	MF
60	If I <u>have</u> known that the old has still good	If I <u>had</u> known that the old has still good	MF
61	I would have my phone damaged	I would have <u>been</u> my phone	O

damaged

62	If she met with King Salman	If she <u>had</u> met with King Salman	O
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**Sample No. 10**



No	The Student's Errors	Corrections	Types of Errors
63	You would have <u>be</u> happy	You would have <u>been</u> happy	MF
64	I would have my Phone damaged	I would have <u>been</u> my Phone damaged	O
65	If she met tourist in her village	If she <u>had</u> met tourist in her village	O
66	If I had <u>been</u> felt afraid	If I had felt afraid	A
67	If my Phone <u>not had</u> rung	If my Phone <u>had not</u> rung	MD
69	I would have sad	I would have <u>been</u> sad	O

### **Sample No. 11**

No	The Student's Errors	Corrections	Types of Errors
70	You would have <u>been</u> felt happy	You would have felt happy	A
71	I <u>would known</u> everything	I would have <u>known</u> everything	O
72	I would tell you everything	I would <u>have told</u> you everything	O
73	I would <u>tell</u> you everything	I would have <u>told</u> you everything	MF
74	I would have <u>wearing</u> sweater	I would have <u>worn</u> the sweater	MF
75	I would not have late	I would not have <u>been</u> late	O



### **Sample No. 12**

No	The Student's Errors	Corrections	Types of Errors
76	I would have <u>to</u> shared it	I woud have shared it	A
77	If you had <u>speak</u> English	If you had <u>spoken</u> English	MF

78	I would have <u>been</u> felt so bad	I would <u>have felt</u> so bad	A
79	If <u>had the alarm</u> ring in the phone	If the alarm had rung in the phone	MD
80	If had the alarm <u>ring</u> in the phone	If the alarm had <u>rung</u> in the	MF
81	I would not <u>have late</u> to course	I would not have <u>been</u> late to course	O
82	An i <u>would have not gone</u> to Jakarta	<u>Ani</u> <u>would not have gone</u> to Jakarta	MD

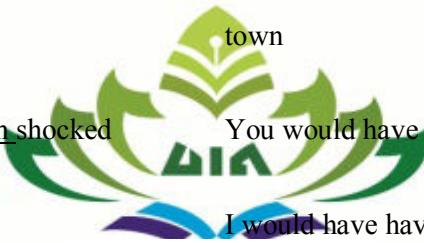


### Sample No. 13

No	The Student's Errors	Corrections	Types of Errors
83	I would have <u>bicycle</u> around the town	I woud have <u>driven</u> bicycle around the town	O
84	I would have been <u>remember</u>	I would have <u>remembered</u>	MF

### **Sample No. 14**

No	The Student's Errors	Corrections	Types of Errors
85	I would have been <u>drive</u> around the town	I would have <u>driven</u> around the town	MF
86	You would have <u>been</u> shocked	You would have shocked	A
87	I would <u>be</u> late	I would have <u>have been</u> late	MF
88	I would have <u>been</u> attended your party	I would have <u>been</u> attended your party	A
89	I would <u>had</u> visited you	I would <u>have</u> visited you	MF



### **Sample No. 15**

No	The Student's Errors	Corrections	Types of Errors
90	If I <u>have</u> cooked	If I <u>had</u> cooked	MF
91	If he had <u>know</u>	If he had <u>known</u>	MF

92	If the <u>had alarm</u> rung	If the <u>alarm had</u> rung	MD
93	If <u>she</u> had alarm rung	If <u>the</u> alarm had rung	MF
94	she would <u>wake up</u>	She would have <u>woken up</u>	MF



**Sample No. 16**

No	The Student's Errors	Corrections	Types of Errors
95	If there had vegetable	If there had <u>been</u> vegetable	O
96	I woud <u>have not</u> felt sad	I would <u>not have</u> felt sad	MD

**Sample No. 17**

No	The Student's Errors	Corrections	Types of Errors
97	I would have <u>ate</u> much	I would have eaten much	MF
98	I would gotten everything	I would <u>have</u> gotten everything	O
99	You would have <u>know</u> it	You would have <u>known</u> it	MF
100	You wouldn't have to <u>talk</u> to me	You wouldn't have talked to	MF

me

### Sample No. 18

No	The Student's Errors	Corrections	Types of Errors
101	If I had money	If I had <u>had</u> money	O
102	You would have <u>to</u> gone to home	You would have gone to home	A
103	If you met with King Salman	If you <u>had</u> met with King Salman	O
104	If the bell had <u>ring</u>	If the bell had <u>rung</u>	MF
105	I would have <u>go</u> to home	I would have <u>gone</u> to home	MF
106	I would have <u>been to</u> come	I would have come	A

### Sample No. 19

No	The Student's Errors	Corrections	Types of Errors
107	If I <u>have</u> cook the rice....	If I <u>had</u> cooked the rice....	MF
108	If I have <u>cook</u> the rice....	If I had <u>cooked</u> the rice....	MF
109	People wouldn't left me	People wouldn't <u>have</u> left me	O

**Sample No. 20**

No	The Student's Errors	Corrections	Types of Errors
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110	If I <u>had</u> money	If I <u>had had</u> money	O
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**Sample No. 21**

No	The Student's Errors	Corrections	Types of Errors
----	----------------------	-------------	-----------------

111	I would have <u>to</u> given	I would have given	A
-----	------------------------------	--------------------	---

112	If I bought some food	If I <u>had</u> bought some food	O
-----	-----------------------	----------------------------------	---

113	I would have <u>to eaten</u> with Devi	I would have <u>eaten</u> with Devi	A
-----	--	-------------------------------------	---

114	If I he seen the girl	If I he <u>had</u> seen the girl	O
-----	-----------------------	----------------------------------	---

115	If I known his rich	If I <u>had</u> known his rich	O
-----	---------------------	--------------------------------	---

116	I would have <u>to</u> invited him to the party	I would have invited him to the party	A
-----	---	---------------------------------------	---

117	If I called my mom	If I <u>had</u> called my mom	O
-----	--------------------	-------------------------------	---

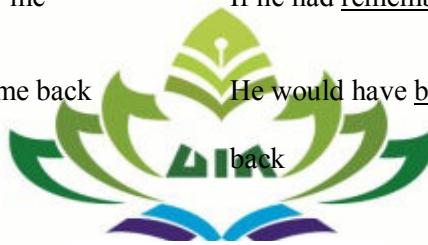
118	If I had <u>ring</u> alarm in my phone	If I had <u>ring</u> alarm in my	MF
-----	--	----------------------------------	----

phone

119 I wouldn't have late to course I wouldn't have been late to O  
course

120 If he had remember me If he had remembered me MF

121 He would have text me back He would have been text me O  
back

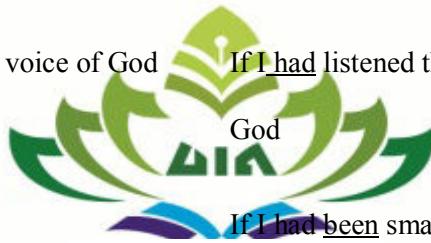


### Sample No. 22

No	The Student's Errors	Corrections	Types of Errors
122	I would have been <u>drive</u> around town	I would have <u>driven</u> around town	MF
123	I would have been <u>feel</u> so sad	I would have <u>felt</u> so sad	MF
124	I would have go home	I would have <u>gone</u> to home	MF
125	I would have <u>been</u> attended your party	I would have attended you party	A

**Sample No. 23**

No	The Student's Errors	Corrections	Types of Errors
126	If I had gone <u>go</u> to the Jakarta	If I had gone to the Jakarta	A
127	If I have listened the voice of God	If I <u>had</u> listened the voice of God	MF
128	If I had smart	If I <u>had been</u> smart	O
129	If you <u>have</u> called me	If you <u>had</u> called me	MF
130	I would have always <u>visit</u> you	I would have <u>visited</u> you	MF
131	I would have late	I would have <u>been</u> late	O



**Sample No. 24**

No	The Student's Errors	Corrections	Types of Errors
132	If I had money	If I had <u>had</u> money	O
133	If I known him	If I <u>had</u> known him	O
134	I would have <u>call</u> his name	I would have <u>called</u> his name	MF
135	I would have go home	I would have <u>gone</u> to home	MF

137	I would been <u>attend</u> your graduate	I would have <u>attended</u> your graduate	MF
-----	--	---	----

### Sample No. 25

No	The Student's Errors	Corrections	Types of Errors
138	I would have <u>been</u> felt so sad	I would have felt so sad	A
139	I would have late to School	I would have <u>been</u> late to School	O

### Sample No. 26

No	The Student's Errors	Corrections	Types of Errors
140	If I had money	If I had <u>had</u> money	O
141	I would have <u>to</u> come	I would have come	A
150	She would <u>understand</u>	She would have <u>understood</u>	MF
151	I would have <u>been</u> to come	I would have <u>been</u> to come	A

**Sample No. 27**

No	The Student's Errors	Corrections	Types of Errors
152	If I had have money	If I had <u>had</u> money	MF
153	I would gone <u>to shopping</u>	I would have gone <u>to shop</u>	MF
154	She bought this house	She <u>would have</u> bought this house	O
155	I would have been <u>feel</u>	I would have <u>felt</u>	MF
156	I wouldn't done it	I wouldn't have done it	O
157	If I had <u>rang</u>	If I had <u>rung</u>	MF
158	I would have <u>been</u> remembered	I would have remembered	A



**Sample No. 28**

No	The Student's Errors	Corrections	Types of Errors
159	You would have been <u>feel</u> shock	You would have <u>felt</u> shock	MF
160	If I had been <u>remember</u>	If I had <u>remembered</u>	MF

**Sample No. 29**

No	The Student's Errors	Corrections	Types of Errors
-	-	-	-

**Sample No. 30**



No	The Student's Errors	Corrections	Types of Errors
-	-	-	-

161 I would have been remember I would have remembered MF

**Sample No. 31**

No	The Student's Errors	Corrections	Types of Errors
-	-	-	-

162 If he called you If he had called you O

163 You would go You would have gone MF

164 I would money I would have money O

165 If had Putri come to Germany If Putri had come to Germany MD

167 If you felt tired If you had felt tired O

168 You would have take a rest you would have taken a rest MF

169	If the bell rang	If the bell <u>had</u> rung	O
170	If the bell <u>rang</u>	If the bell had <u>rung</u>	MF
171	I will go home	I would have <u>gone</u> to home	MF

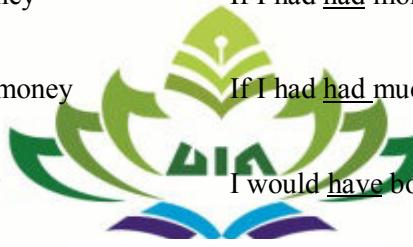
**Sample No. 32**



No	The Student's Errors	Corrections	Types of Errors
172	You would have understand	You would have <u>understood</u>	MF
173	If I had at home	If I had <u>been</u> at home	O
174	I would have met you <u>everyday</u>	I would have met you <u>everyday</u>	A
175	If he had sick	If he had <u>been</u> sick	O
176	I would have been <u>feel</u> so sad	I would have <u>felt</u> so sad	MF
177	I would have been <u>know</u> it	I would have known it	MF
178	I would have <u>been</u> remembered you	I would have remembered you	A

### Sample No. 33

No	The Student's Errors	Corrections	Types of Errors
179	If I had <u>have</u> the money	If I had <u>had</u> money	MF
180	If I had <u>have</u> much money	If I had <u>had</u> much money	MF
181	I would bought a car	I would <u>have</u> bought a car	O
182	I would have been <u>feel</u> so sad	I would have <u>felt</u> so sad	MF
183	I would have <u>been</u> known it	I would have known it	A
185	I would have <u>been</u> woken up early	I would have <u>woken</u> up early	A
186	I would have been <u>remember</u> it	I would have <u>remembered</u> it	MF



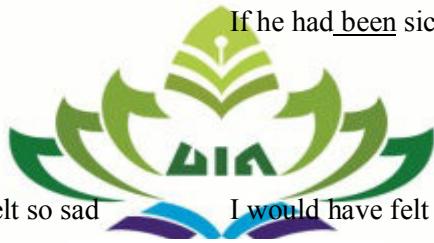
### Sample No. 34

No	The Student's Errors	Corrections	Types of Errors
187	You would have <u>understand</u>	You would have <u>understood</u>	MF
188	If I had been at <u>the</u> home	If I had <u>been</u> at home	A

189 I would have be happy I would havebeen happy MF

190 If I had talk with my mother If I had talked with my mother MF

191 If he had sick If he hadbeen sick O



192 I would have been felt so sad I would have felt so sad A

193 If you given information If you had given information O

194 I would have been known it I would have known it A

195 If I had your Photo If I had had your photo O

196 I would have been remember it I would have remembered it MF

### Sample No. 35

No	The Student's Errors	Corrections	Types of Errors
197	I would haveate much	I would have <u>eaten</u> much	MF
198	I would gotten everything	I would <u>have</u> gotten everything	O

199	She would have speak Japanese	She would have <u>spoken</u> Japanese	MF
200	If I had been not remembered you	If I had not been remembered you	MD



**Sample No. 36**

No	The Student's Errors	Corrections	Types of Errors
201	She would have careful	She would have <u>been</u> careful	O
202	If I had money	If I had <u>had</u> money	O
203	You <u>would have not</u> gone to Jakarta	You <u>would not have</u> gone to Jakarta	MD
204	If the bell had ring	If the had rung	MF
205	I would have <u>been</u> attended you party	I would have attended you party	A

## Appendix 7

### The Data of Errors

#### 1. Ommision Errors

#### The Data of the Student's Omission Errors

No	The Student's Errors	Explanation	Correction
1	If I <u>had</u> diligent ...	Omission of “been”	If I had <u>been</u> diligent
2	We <u>would asked</u> Stephen	Omission of “have”	We would <u>have</u> asked Stephen
3	I would <u>have bicyle</u> arround the town	Omission of “been”	I would <u>have</u> <u>driven bicycle</u> arround the town
4	If he gone	Omission of “had”	If he had gone
5	If I <u>listened</u> you	Omission of “had”	If I <u>had</u> listened you
6	If <u>you come</u>	Omission of “subject”	If you <u>had</u> come
7	If <u>she bought</u>	Omission of “had”	If she <u>had</u> bought
8	If <u>he called</u> you	Omission of “had”	If he <u>had</u> called you
9	You <u>should go</u>	Omission of “have”	You should <u>have</u> gone
10	If <u>you know</u> my felt	Omission of “had”	If you <u>had</u> known my feel
11	If you rung the alarm	Omission of “had”	If you <u>had</u> rung the alarm
12	If he gone	Omission of “had”	If he gone

13	If you called me	<i>Omission of “had”</i>	If you <u>had</u> called me
14	If I had souce	<i>Omission of “had”</i>	If he had <u>had</u> sauce
15	If I had money	<i>Omission of “had”</i>	If I had <u>had</u> money
16	If I had souce	<i>Omission of “had”</i>	If he had <u>had</u> sauce
17	If I had a million dollars	<i>Omission of “had”</i>	If I had <u>had</u> million dollars
18	If I cooked	<i>Omission of “had”</i>	If I <u>had</u> cooked
19	I wouldn't known everything	<i>Omission of “have”</i>	I wouldn't known everything
20	If I had alarm	<i>Omission of “had”</i>	If I had <u>had</u> alarm
21	I wouldn't have late to course	<i>Omission of “been”</i>	I wouldn't have <u>been</u> late to course
22	If I had much money	<i>Omission of “had”</i>	If I had <u>had</u> much money
23	I would have my phone damaged	<i>Omission of “been”</i>	I would have <u>been</u> my phone damaged
24	If she met with King Salman	<i>Omission of “had”</i>	If she <u>had</u> met with King Salman
25	I would have my Phone damaged	<i>Omission of “have”</i>	I would have <u>been</u> my Phone damaged
26	If she met tourist in her village	<i>Omission of “had”</i>	If she <u>had</u> met tourist in her

village

27	I would have sad	<i>Omission of “been”</i>	I would have <u>been</u> sad
28	I <u>would known</u> everything	<i>Omission of “have”</i>	I would have <u>known</u> evertything
29	I would not have late	 <i>Omission of “been”</i>	I would not <u>have</u> <u>been</u> late
30	I would not <u>have late</u> to course	 <i>Omission of “been”</i>	I would not <u>have</u> <u>been late</u> to course
31	I <u>would be</u> late	<i>Omission of “have”</i>	I <u>would have</u> <u>beenlate</u>
32	If there had vegetable	<i>Omission of “been”</i>	If there had <u>been</u> vegetable
33	I would gotten everything	<i>Omission of “have”</i>	I <u>would</u> <u>havegotten</u> everything
34	If I had money	<i>Omission of “had”</i>	If I had <u>had</u> money
35	If you met with King Salman	<i>Omission of “had”</i>	If you <u>had</u> met with King Salman
36	People wouldn't left me	<i>Omission of “have”</i>	People <u>wouldn’t</u> <u>haveleft</u> me
37	If I <u>had</u> money	<i>Omission of “had”</i>	If I <u>hadhad</u> money
38	If I bought some food	<i>Omission of “had”</i>	If I <u>had</u> bought some food

39	If I seen the girl	<i>Omission of “had”</i>	If I <u>had</u> seen the girl
40	If I known him rich	<i>Omission of “had”</i>	If I <u>had</u> known his rich
41	If I called my mom	<i>Omission of “had”</i>	If I <u>had</u> called my mom
42	I wouldn't have late to course	<i>Omission of “have”</i>	I wouldn't have been late to course
43	He would have text me back	<i>Omission of “been”</i>	He would <u>have</u> <u>been</u> text me back
44	I would have go home	<i>Omission of infinitive “to”</i>	I would have gone <u>to</u> home
45	If I had smart	<i>Omission of “been”</i>	If I <u>had</u> <u>been</u> smart
46	I would have late	<i>Omission of “been”</i>	I would <u>have</u> <u>been</u> late
47	If I had money	<i>Omission of “had”</i>	If I had had money
48	If I known him	<i>Omission of “had”</i>	If I <u>had</u> known him
49	I would have late to School	<i>Omission of “been”</i>	I would have been late to School
50	If I had money	<i>Omission of “had”</i>	If I had had money
51	She bought this house	<i>Omission of “would have”</i>	She <u>would have</u> bought this house
52	I wouldn't done it	<i>Omission of “have”</i>	I wouldn't have done it

53	If he called you	<i>Omission of “had”</i>	If he had called you
54	I would money	<i>Omission of “have”</i>	I would have money
55	If you felt tired	<i>Omission of “had”</i>	If you had felt tired
56	If the bell rang	<i>Omission of “had”</i>	If the bell had rung
57	If I had at home	<i>Omission of “been”</i>	If I had <u>been</u> at home
58	If he had sick	<i>Omission of “been”</i>	If he had <u>been</u> sick
60	I would bought a car	<i>Omission of “have”</i>	I would <u>have</u> bought a car
61	If he had sick	<i>Omission of “been”</i>	If he had <u>been</u> sick
62	If you given information	<i>Omission of “had”</i>	If you <u>had</u> given information
63	If I had your Photo	<i>Omission of “had”</i>	If I had had your Photo
64	I would gotten everything	<i>Omission of “have”</i>	I would have gotten everything
65	She would have careful	<i>Omission of “been”</i>	She would have been careful
66	If I had money	<i>Omission of “had”</i>	If I had had money
67	I would bought a car	<i>Omission of “have”</i>	I would <u>have</u> bought a car
68	She bought this house	<i>Omission of “would have”</i>	She <u>would have</u> bought this house

69	I would not have late	<i>Omission of “been”</i>	I would not have been late
70	If I had smart	<i>Omission of “been”</i>	If I had been smart
71	If I had alarm	<i>Omission of “been”</i>	If I had been alarm
72	If I bought some food	<i>Omission of “been”</i>	If I bought some food
73	If he had sick	<i>Omission of “been”</i>	If he had been sick



## 2. Addition Errors

### The Data of the Student's Addition Errors

No	The student's Errors	Explanation	Corrections
1	I would <u>have been give</u> it to you	Addition of “been”, it should be ommited	I would <u>have given</u> it to you
2	I would have <u>been attended</u> you	Addition of “been”, it should be ommited	I would have attended you
3	I would've <u>been felt</u> happy	Addition of “been”, it should be ommited	I would've felt happy
4	I would've <u>been known</u>	Addition of “been”, it should be ommited	I would've known
5	We wouldn't have <u>been asked</u> Stephen	Addition of “been”, it should be ommited	We wouldn't have asked Stephen
6	If I had <u>been felt</u> afraid	Addition of “been”, it should be ommited	If I had felt afraid
7	You would have <u>been felt</u> happy	Addition of “been”, it should	You would have

		be ommited	felt happy
8	I would have <u>to</u> shared it	Addition of infinitive “ <i>to</i> ”, it should be ommited	I would have shared it
9	I would have <u>been</u> felt so bad	Addition of “ <i>been</i> ”, it should be ommited	I would have felt so bad
10	I would have <u>been</u> remember	Addition of “ <i>been</i> ”, it should be ommited	I would have remembered
11	You would have <u>been</u> shocked	Addition of “ <i>been</i> ”, it should be ommited	You would have shocked
12	I would have <u>been</u> attended your party	Addition of “ <i>been</i> ”, it should be ommited	I would have <u>been</u> attended your party
13	You would have <u>to</u> gone to home	Addition of infinitive “ <i>to</i> ”, it should be ommited	You would have gone to home
14	I would have <u>been to</u> come	Addition of “ <i>been</i> ”, it should be ommited	I would have come
15	I would have <u>to</u> given	Addition of infinitive “ <i>to</i> ”, it should be ommited	I would have given
16	I would have <u>to eaten</u> with Devi	Addition of infinitive “ <i>to</i> ”, it should be ommited	I would have <u>eaten</u> with Devi
17	I would have <u>to</u> invited him to the party	Addition of infinitive “ <i>to</i> ”, it should be ommited	I would have invited him to the party
18	I would have <u>been</u> attended your party	Addition of “ <i>been</i> ”, it should be ommited	I would have attended

your party

19	I would <u>been</u> attend your graduate	Addition of “ <i>been</i> ”, it should be ommited	I would have attended your graduate
20	I would have <u>been</u> felt so sad	Addition of “ <i>been</i> ”, it should be ommited	I would have felt so sad
21	I would have <u>to</u> come	Addition of infinitive “ <i>to</i> ”, it should be ommited	I would have come
22	I would have <u>been to</u> come	Addition of “ <i>been and to</i> ”, it should be ommited	I would have <u>been</u> come
23	I would have <u>been</u> remembered	Addition of “ <i>been</i> ”, it should be ommited	I would have remembered
24	I would have <u>been</u> known it	Addition of “ <i>been</i> ”, it should be ommited	I would have known it
25	I would have <u>been</u> remembered you	Addition of “ <i>been</i> ”, it should be ommited	I would have remembered you
26	I would have <u>been</u> feel so sad	Addition of “ <i>been</i> ”, it should be ommited	I would have felt so sad
27	I would have <u>been</u> known it	Addition of “ <i>been</i> ”, it should be ommited	I would have known it
28	I would have been <u>woken</u> up early	Addition of “ <i>been</i> ”, it should be ommited	I would have <u>woken</u> up early
29	If I had at the home	Addition of “ <i>the</i> ”, it should be ommited	If I had at home
30	I would have <u>been</u> felt so sad	Addition of “ <i>been</i> ”, it should	I would have felt so sad

31	I would have <u>been</u> known it	be ommited Addition of “ <u>been</u> ”, it should be ommited	I would have known it
32	I would have <u>beenremembered</u> it	Addition of “ <u>been</u> ”, it should be ommited	I would have remembered it
33	I would have <u>been</u> attended you party	Addition of “ <u>been</u> ”, it should be ommited	I would have attended you party



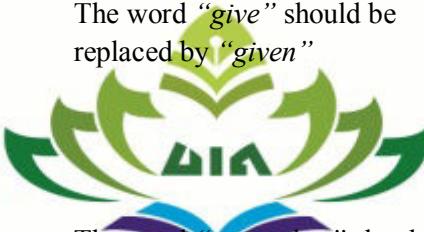
### 3. Misformation Errors

#### The Data of the Students' Misformation Errors

No	The Student's Errors	Explanation	Correction
1	If I had <u>diligent</u> <u>saving</u>	The word “ <i>saving</i> ” should be replaced by “ <i>save</i> ”	If I had been diligent save
2	I <u>would buying</u> a bike	The word “ <i>buy</i> ” should be replaced by “ <i>bought</i> ”	I <u>would have bought</u> a bike
3	If I had found <u>him</u> number	The word “ <i>him</i> ” should be replaced by “ <i>his</i> ”	If I had found <u>hisnumber</u>
4	I would <u>calling</u> him tonight	The word “ <i>calling</i> ” should be replaced by “ <i>called</i> ”	I would have <u>called</u> him
5	I would have been <u>give</u> it to you	The word “ <i>give</i> ” should be replaced by “ <i>given</i> ”	I would have <u>given</u> it to you
6	I would have been <u>feel</u> so sad	The word “ <i>feel</i> ” should be replaced by “ <i>felt</i> ”	I would have felt so sad
7	If the bell had <u>ring</u>	The word “ <i>ring</i> ” should be replaced by “ <i>rung</i> ”	If the bell had <u>rung</u>
8	I would have <u>go to</u> home	The word “ <i>go</i> ” should be replaced by “ <i>gone</i> ”	I would have <u>gone to</u> home
9	I would <u>buy</u> a pizza	The word “ <i>buy</i> ” should be replaced by “ <i>bought</i> ”	I would have <u>bought</u> a

		pizza
10	You would <u>give</u> me a pizza	The word “give” should be replaced by “given”
11	I would <u>cooks</u> ome food	The word “cook” should be replaced by “cooked”
12	You should <u>go</u>	The word “go” should be replaced by “gone”
13	If you <u>know</u> my felt	The word “know” should be replaced by “known”
14	If you <u>know</u> my <u>felt</u>	The word “feel” should be replaced by “felt”
15	Cooking <u>will</u> be fun	The word “wil be” should be replaced by “would have been”
16	If he <u>know</u> how to cook	The word “know” should be replaced by “known”
17	You wouldn’t <u>be</u> sad	The word “be” should be replaced by “been”
18	You would <u>wake</u> up	The word “wake” should be replaced by “woken”
19	I would <u>buy</u> a pizza	The word “buy” should be replaced by “bought”
20	If she had <u>have</u> much vegetable	The word “have” should be replaced by “had”
21	I would have been <u>remember</u> it	The word “remember” should be replaced by “remembered”
22	If I had <u>been</u> souce	The word “had” should be replaced by “had”
23	It would’ve been <u>ring</u>	The word “ring” should be replaced by “rung”
24	I would’ve been	The word “remember” should

	<u>remember</u> it	be replaced by “remembered”	remembered it
25	I would you <u>tell</u> you everything	The word “tell” should be replaced by “told”	I would have <u>told</u> you everyhting
26	She would <u>understand</u>	The word “understand” should be replaced by “understood”	She would <u>understand</u>
27	You would <u>give</u> a present	The word “give” should be replaced by “given”	You would have <u>given</u> a present
28	If I had <u>remember</u> Mr. Pit’s reception	The word “remember” should be replaced by “remembered”	If I had <u>remembered</u> Mr. Pit’s reception
29	If my mother had been much vegetable	The word “been” should be replaced by “had”	If my mother had <u>had</u> much vegetable
30	I would have been <u>give</u> it you	The word “give” should be replaced by “given”	I would have <u>given</u> it you
31	If he had <u>remember</u>	The word “remember” should be replaced by “remembered”	If he had <u>remembered</u>
32	If I had <u>go</u> to India	The word “go” should be replaced by “gone”	If I had <u>gone</u> to India
33	If I had <u>cook</u> the noodle	The word “cook” should be replaced by “cooked”	If I had <u>cooked</u> the noodle
34	If I <u>have</u> known that the old has still good	The word “have” should be replaced by “had”	If I <u>had</u> known that the old has still good
35	You would have <u>be</u> happy	The word “be” should be replaced by “been”	You would have <u>been</u> happy
36	I would <u>tell</u> you everything	The word “tell” should be replaced by “told”	I would have <u>told</u> you



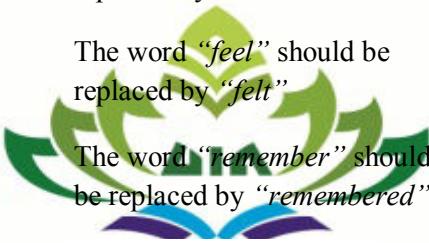
everything

37	I would have <u>wearing</u> sweater	The word “ <i>wearing</i> ” should be replaced by “ <i>worn</i> ”	I would have <u>worn</u> sweater
38	If you had <u>speak</u> English	The word “ <i>speak</i> ” should be replaced by “ <i>spoken</i> ”	If you had <u>spoken</u> English
39	If had the alarm <u>ring</u> in the phone	The word “ <i>ring</i> ” should be replaced by “ <i>rung</i> ”	If had the alarm <u>rung</u> in the phone
40	I would have been <u>remember</u>	The word “ <i>remember</i> ” should be replaced by “ <i>remembered</i> ”	I would have been <u>remembered</u>
41	I would have been <u>drive my motorcycle</u> around the town	The word “ <i>drive</i> ” should be replaced by “ <i>driven</i> ”	I would have <u>driven my</u> <u>motorcycle</u> around the town
42	I would <u>be</u> late	The word “ <i>be</i> ” should be replaced by “ <i>been</i> ”	I would <u>been</u> late
43	I would <u>had</u> visited you	The word “ <i>had</i> ” should be replaced by “ <i>have</i> ”	I would <u>have</u> visited you
44	If I <u>have</u> cooked	The word “ <i>have</i> ” should be replaced by “ <i>had</i> ”	If I <u>hcooked</u>
45	If he had <u>know</u>	The word “ <i>know</i> ” should be replaced by “ <i>known</i> ”	If he had <u>known</u>
46	If <u>she</u> had alarm rung	The word “ <i>she</i> ” should be replaced by “ <i>the</i> ”	If <u>the</u> had alarm rung
47	she would <u>wake up</u>	The word “ <i>wake</i> ” should be replaced by “ <i>woken</i> ”	She would have <u>woken up</u>
48	I would have <u>ate</u> much	The word “ <i>ate</i> ” should be replaced by “ <i>eaten</i> ”	I would have <u>eaten</u> much eaten
49	You would have <u>know</u> it	The word “ <i>know</i> ” should be replaced by “ <i>known</i> ”	You would have <u>known</u> it
50	You wouldn’t have to <u>talk</u> to me	The word “ <i>talk</i> ” should be replaced by “ <i>talked</i> ”	You wouldn’t have <u>talked</u> to me

51	If the bell had <u>ring</u>	The word “ <i>ring</i> ” should be replaced by “ <i>rung</i> ”	If the bell had <u>rung</u>
52	I would have <u>go</u> to home	The word “ <i>go</i> ” should be replaced by “ <i>gone</i> ”	I would have <u>gone</u> to home
53	If I <u>have</u> cook the rice....	The word “ <i>have</i> ” should be replaced by “ <i>had</i> ”	If I <u>had</u> cook the rice....
54	If I have <u>cook</u> the rice....	The word “ <i>cook</i> ” should be replaced by “ <i>cooked</i> ”	If I had cooked the rice....
56	If I known <u>him</u> rich	The word “ <i>him</i> ” should be replaced by “ <i>his</i> ”	If I had known his rich
57	If I had <u>ring</u> alarm in my phone	The word “ <i>ring</i> ” should be replaced by “ <i>rung</i> ”	If I had <u>ring</u> alarm in my phone
58	If he had <u>remember</u> me	The word “ <i>remember</i> ” should be replaced by “ <i>remembered</i> ”	If he had <u>remembered</u> me
59	I would have been <u>drive</u> my motorcycle around town	The word “ <i>drive</i> ” should be replaced by “ <i>driven</i> ”	I would have been <u>driven</u> my motorcycle around town
60	I would have been <u>feel</u> so sad	The word “ <i>feel</i> ” should be replaced by “ <i>felt</i> ”	I would have <u>felt</u> so sad
61	I would have <u>go</u> to home	The word “ <i>go</i> ” should be replaced by “ <i>gone</i> ”	I would have <u>gone</u> to home
62	If I have listened the voice of God	The word “ <i>had</i> ” should be replaced by “ <i>listened</i> ”	If I <u>had</u> listened the voice of God
63	If you <u>have</u> called me	The word “ <i>have</i> ” should be replaced by “ <i>had</i> ”	If you <u>had</u> called me
64	I would have always <u>visit</u> you	The word “ <i>visit</i> ” should be replaced by “ <i>visited</i> ”	I would have <u>visited</u> you
65	I would have <u>call</u> his name	The word “ <i>call</i> ” should be replaced by “ <i>called</i> ”	I would have <u>called</u> his name

66	I would have go home	The word “go” should be replaced by “gone”	I would have gone to home
67	I would been <u>attend</u> your graduate	The word “attend” should be replaced by “attended”	I would have <u>attended</u> your graduate
68	She would <u>understand</u>	The word “understand” should be replaced by “understood”	She would have <u>understood</u>
69	If I had have money	The word “have” should be replaced by “had”	If I had had money
70	I would gone to <u>shopping</u>	The word “to shopping” should be replaced by “shop”	I would gone to <u>shop</u>
71	I would have been <u>feel</u>	The word “feel” should be replaced by “felt”	I would have <u>felt</u>
72	If I had <u>rang</u>	The word “ring” should be replaced by “rung”	If I had <u>rung</u>
73	You would have been <u>feel</u> shock	The word “feel” should be replaced by “felt”	You would have <u>felt</u> shock
74	If I had been <u>remember</u>	The word “remember” should be replaced by “remembered”	If I had <u>remembered</u>
75	I would have been <u>remember</u>	The word “remember” should be replaced by “remembered”	I would have <u>remembered</u>
76	You would <u>go</u>	The word “go” should be replaced by “gone”	You would have <u>gone</u>
77	You would have <u>take</u> a rest	The word “take” should be replaced by “taken”	You would have <u>taken</u> a rest
78	If the bell <u>rang</u>	The word “ring” should be replaced by “rung”	If the bell had <u>rung</u>
79	I will go home	The word “go” should be replaced by “gone”	I would have <u>gone</u> to home
80	You would have understand	The word “understand” should be replaced by “understood”	You would have understood

81	I would have been <u>feel</u> so sad	The word “ <i>feel</i> ” should be replaced by “ <i>felt</i> ”	I would have been <u>felt</u> so sad
82	I would have been <u>know</u> it	The word “ <i>know</i> ” should be replaced by “ <i>known</i> ”	I would have <u>known</u> it
83	If I had <u>have</u> the money	The word “ <i>have</i> ” should be replaced by “ <i>had</i> ”	If I had <u>had</u> the money
84	I would have been <u>feel</u> so sad	The word “ <i>feel</i> ” should be replaced by “ <i>felt</i> ”	I would have been <u>felt</u> so sad
85	I would have been <u>remember</u> it	The word “ <i>remember</i> ” should be replaced by “ <i>remembered</i> ”	I would have <u>remebered</u> it
86	You would have <u>understand</u>	The word “ <i>understand</i> ” should be replaced by “ <i>understood</i> ”	You would have <u>understood</u>
87	I would have <u>be</u> happy	The word “ <i>be</i> ” should be replaced by “ <i>been</i> ”	I would have <u>been</u> happy
88	If I had talk with my mother	The word “ <i>talk</i> ” should be replaced by “ <i>talked</i> ”	If I had talked with my mother
89	I would have been <u>remember</u> it	The word “ <i>remember</i> ” should be replaced by “ <i>remembered</i> ”	I would have <u>remembered</u> it
90	I would haveate much	The word “ <i>ate</i> ” should be replaced by “ <i>eaten</i> ”	I would have eaten much
91	She would have <u>speak</u> Japanese	The word “ <i>speak</i> ” should be replaced by “ <i>spoken</i> ”	She would have spoken Japanese



#### 4. Misordering Errors

##### The data of Students' Misordering Errors

No	The Student's Errors	Explanations	Corrections
1	If my Phone <u>not had</u> rung	Incorrect placemet of negative form. " <i>not</i> " should be placed after <i>to be</i> " <i>had</i> "	If my Phone <u>had</u> <u>not</u> rung
2	If <u>had the alarm</u> ring in the phone	Incorrect placement of subject. " <i>the alarm</i> " should be placed before <i>to be</i> " <i>had</i> "	If the alarm <u>had</u> rung in the phone
3	Ani <u>would have not</u> gone to Jakarta	Incorrect placement of negative form. " <i>not</i> " should be placed after " <i>would</i> "	Ani <u>would not</u> <u>have</u> gone to Jakarta
4	If the <u>had alarm</u> rung	subject " <i>alarm</i> " should be placed before <i>to be</i> " <i>had</i> "	If <u>the alarm had</u> rung
5	I woud <u>have not</u> felt sad	Incorrect placement of negative form. " <i>not</i> " should be placed after " <i>would</i> "	I woud not <u>have</u> felt sad
6	If <u>had Putri</u> come to Germany	Incorrect placement of subject. Subject " <i>Putri</i> " should be placed before <i>to be</i> " <i>had</i> "	If <u>Putri had</u> come to Germany
7	If I <u>had been not</u> remebered you	Incorrect placement of negative form. " <i>not</i> " should be placed after <i>to be</i> " <i>had</i> "	If I <u>had not been</u> remebered you
8	You <u>would have not</u> gone to Jakarta	Incorrect placement of negative form. " <i>not</i> " should be placed after " <i>would</i> "	You <u>would not</u> <u>have</u> gone to Jakarta

## **Appendix 8**

### **The Calculation Percentage of Errors Types**

#### **1. Omission Errors**

$$P = \frac{73}{205} \times 100 = 0,3560 \times 100 = 35,60\%$$

The percentage of omission errors are 35,60%



#### **2. Addition Errors**

$$P = \frac{33}{205} \times 100 = 0,1610 \times 100 = 16,10\%$$

The percentage of addition errors are 22,40%

#### **3. Misformation Errors**

$$P = \frac{91}{205} \times 100 = 0,4439 \times 100 = 44,40 \%$$

The percentage of misformation errors are 44,40%

#### **4. Misordering Errors**

$$P = \frac{8}{205} \times 100 = 0,039 \times 100 = 3,90 \%$$

The percentage of misordering errors are 3,910 %

## Appendix 6

### The Types of Students' Errors

#### Sample No. 1

No	The Student's Errors	Corrections	Types of Errors
1	You <u>would can</u> pass the exam	You would have been pass the exam	MF
2	If I <u>had diligent</u> ...	If I <u>had been diligent</u>	O
3	If I had <u>diligent saving</u>	If I had been diligent save	MF
4	I <u>would buying</u> a bike	I would have bought a bike	MF
5	I would <u>calling</u> him tonight	I would have <u>called</u> him tonight	MF
6	I would have been <u>give</u> it to you	I would have <u>given</u> it to you	MF
7	We <u>would asked</u> Stephen	We would <u>have asked</u> Stephen	O

#### Sample No. 2

No	The Student's Errors	Corrections	Types of Errors
8	I would <u>have bicyle</u> arround the town	I would <u>have driven bicycle</u> arround the town	O
9	I would have been <u>feel</u> so sad	I would have felt so sad	MF
10	If the bell had <u>ring</u>	If the bell had <u>rung</u>	MF

11	I would have <u>go to</u> home	I would have <u>would have gone</u> to home	MF
12	I would have <u>been attended</u> you	I would have attended you	A

### Sample No. 3

No	The Student's Errors	Corrections	Types of Errors
13	If he gone	If he <u>had gone</u>	O
14	I would <u>buy</u> a pizza	I would have <u>bought</u> a pizza	MF
15	If I <u>listened</u> you	If I <u>had listened</u> you	O
16	You would <u>give</u> me a pizza	you would have <u>given</u> me a pizza	MF
17	If you <u>come</u>	If you <u>had come</u>	O
18	I would <u>cooks</u> ome food	I would have <u>cooked</u> some food	MF
19	If she <u>bought</u>	If she <u>had bought</u>	O
20	If he <u>called</u> you	If he <u>had called</u> you	O
21	You should <u>go</u>	You should have <u>would have gone</u>	MF
22	If you <u>know</u> my felt	If you had <u>known</u> my feel	MF
23	If you <u>know</u> my <u>felt</u>	If you had <u>known</u> my <u>feel</u>	MF
24	Cooking <u>will be</u> fun	Cooking <u>would have been</u> fun	MF
25	If he <u>know</u> how to cook	If he <u>had known</u> how to cook	O

26	If he <u>know</u> how to cook	If he had <u>known</u> how to cook	MF
28	You wouldn't <u>be</u> sad	You wouldn't have <u>been</u> sad	MF
29	You would <u>wake</u> up	You would have <u>woken</u> up	MF
30	If you rung the alarm	If you <u>had</u> rung the alarm	O



**Sample No. 4**

No	The Student's Errors	Corrections	Types of Errors
31	If he gone	If he <u>had</u> gone	O
32	I would <u>buy</u> a pizza	I would have <u>bought</u> a pizza	MF
33	If you called me	If you <u>had</u> called me	O
34	If she had <u>have</u> much vegetable	If she had <u>had</u> much vegetable	MF

**Sample No. 5**

No	The Student's Errors	Corrections	Types of Errors
35	If I had souce	If he had <u>had</u> sauce	O
36	If I had money	If I had <u>had</u> money	O
37	I would have been <u>remember</u> it	I would have <u>remembered</u> it	MF

### Sample No. 6

No	The Student's Errors	Corrections	Types of Errors
38	If he had been souce	If he had <u>had</u> sauce	O
39	If I had <u>been</u> souce	If he had <u>had</u> sauce	MF
40	If I had a million dollars	If I had <u>had</u> million dollars	O
41	I would've use the money .....	I would've used the money .....	MF
42	I would've <u>been</u> felt happy	I would've felt happy	A
43	I would've <u>been</u> known	I would've known	A
44	It would've been <u>ring</u>	It would've <u>rung</u>	MF
46	I would've been <u>remember</u> it	I would've remembered it	MF

### Sample No. 7

No	The Student's Errors	Corrections	Types of Errors
47	If I cooked	If I <u>had</u> cooked	O
48	I wouldn't known everything	I wouldn't known everything	O
49	I would you <u>tell</u> you everything	I would have <u>told</u> you everyhting	MF
50	She would <u>understand</u>	She would have <u>understood</u>	MF
52	You would <u>give</u> a present	You would have <u>given</u> a present	MF

51	If I had alarm	If I had <u>had</u> alarm	O
52	I wouldn't have late to course	I wouldn't have <u>been</u> late to course	O

### Sample No. 8



No	The Student's Errors	Corrections	Types of Errors
53	If I had much money	If I had <u>had</u> much money	O
54	If my mother had been much vegetable	If my mother had <u>had</u> much vegetable	MF
55	I would have been <u>give</u> it you	I would have <u>given</u> it you	MF
56	If he had <u>remember</u>	If he had <u>remembered</u>	MF
57	We wouldn't have <u>been</u> asked Stephen	We wouldn't have asked Stephen	A

### Sample No. 9

No	The Student's Errors	Corrections	Types of Errors
58	If I had <u>go</u> to India	If I had <u>gone</u> to India	MF
59	If I had <u>cook</u> the noodle	If I had <u>cooked</u> the noodle	MF
60	If I <u>have</u> known that the old has still good	If I <u>had</u> known that the old has still good	MF

61	I would have my phone damaged	I would have <u>been</u> my phone damaged	O
62	If she met with King Salman	If she <u>had</u> met with King Salman	O



**Sample No. 10**

No	The Student's Errors	Corrections	Types of Errors
63	You would have <u>be</u> happy	You would have <u>been</u> happy	MF
64	I would have my Phone damaged	I would have <u>been</u> my Phone damaged	O
65	If she met tourist in her village	If she <u>had</u> met tourist in her village	O
66	If I had <u>been</u> felt afraid	If I had felt afraid	A
67	If my Phone <u>not had</u> rung	If my Phone <u>had not</u> rung	MD
69	I would have sad	I would have <u>been</u> sad	O

**Sample No. 11**

No	The Student's Errors	Corrections	Types of Errors
70	You would have <u>been</u> felt happy	You would have felt happy	A
71	I <u>would known</u> everything	I would have <u>known</u> evertything	O
72	I would tell you everything	I would <u>have told</u> you everything	O
73	I would <u>tell</u> you everything	I would have <u>told</u> you everything	MF
74	I would have <u>wearing</u> sweater	I would have <u>worn</u> the sweater	MF
75	I would not have late	I would not have <u>been</u> late	O

**Sample No. 12**

No	The Student's Errors	Corrections	Types of Errors
76	I would have <u>to</u> shared it	I woud have shared it	A
77	If you had <u>speak</u> English	If you had <u>spoken</u> English	MF
78	I would have <u>been</u> felt so bad	I would <u>have felt</u> so bad	A
79	If <u>had the alarm</u> ring in the phone	If the alarm had rung in the phone	MD

80	If had the alarm <u>ring</u> in the phone	If the alarm had <u>rung</u> in the phone	MF
81	I would not <u>have late</u> to course	I would not have <u>been late</u> to course	O
82	An i <u>would have not gone</u> to Jakarta	Ani <u>would not have gone</u> to Jakarta	MD



**Sample No. 13**

No	The Student's Errors	Corrections	Types of Errors
83	I would have <u>bicycle</u> around the town	I woud have <u>driven</u> bicycle around the town	O
84	I would have been <u>remember</u>	I would have <u>remembered</u>	MF

**Sample No. 14**

No	The Student's Errors	Corrections	Types of Errors
85	I would have been <u>drive</u> around the town	I would have <u>driven</u> around the town	MF
86	You would have <u>been shocked</u>	You would have shocked	A
87	I would <u>be</u> late	I would have <u>have been</u> late	MF

88	I would have <u>been</u> attended your party	I would have <u>been</u> attended your party	A
89	I would <u>had</u> visited you	I would <u>have</u> visited you	MF

**Sample No. 15**

No	The Student's Errors	Corrections	Types of Errors
90	If I <u>have</u> cooked	If I <u>had</u> cooked	MF
91	If he had <u>know</u>	If he had <u>known</u>	MF
92	If the <u>had alarm</u> rung	If the <u>alarm had</u> rung	MD
93	If <u>she</u> had alarm rung	If <u>the</u> alarm had rung	MF
94	she would <u>wake up</u>	She would have <u>woken up</u>	MF

**Sample No. 16**

No	The Student's Errors	Corrections	Types of Errors
95	If there had vegetable	If there had <u>been</u> vegetable	O
96	I woud <u>have not</u> felt sad	I would <u>not have</u> felt sad	MD

**Sample No. 17**

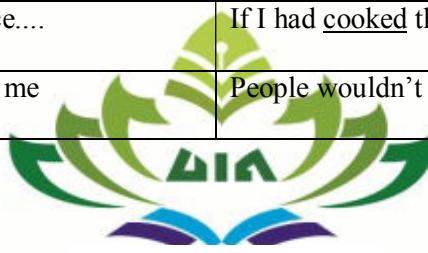
No	The Student's Errors	Corrections	Types of Errors
97	I would have <u>ate</u> much	I would have eaten much	MF
98	I would gotten everything	I would <u>have</u> gotten everything	O
99	You would have <u>know</u> it	You would have <u>known</u> it	MF
100	You wouldn't have to <u>talk</u> to me	You wouldn't have talked to me	MF

**Sample No. 18**

No	The Student's Errors	Corrections	Types of Errors
101	If I had money	If I had <u>had</u> money	O
102	You would have <u>to</u> gone to home	You would have gone to home	A
103	If you met with King Salman	If you <u>had</u> met with King Salman	O
104	If the bell had <u>ring</u>	If the bell had <u>rung</u>	MF
105	I would have <u>go</u> to home	I would have <u>gone</u> to home	MF
106	I would have <u>been to</u> come	I would have come	A

**Sample No. 19**

No	The Student's Errors	Corrections	Types of Errors
107	If I <u>have</u> cook the rice....	If I <u>had</u> cooked the rice...	MF
108	If I have <u>cook</u> the rice....	If I had <u>cooked</u> the rice....	MF
109	People wouldn't left me	People wouldn't <u>have</u> left me	O



**Sample No. 20**

No	The Student's Errors	Corrections	Types of Errors
110	If I <u>had</u> money	If I <u>had had</u> money	O

**Sample No. 21**

No	The Student's Errors	Corrections	Types of Errors
111	I would have <u>to</u> given	I would have given	A
112	If I bought some food	If I <u>had</u> bought some food	O
113	I would have <u>to eaten</u> with Devi	I would have <u>eaten</u> with Devi	A
114	If I he seen the girl	If I he <u>had</u> seen the girl	O
115	If I known his rich	If I <u>had</u> known his rich	O
116	I would have <u>to invited</u> him to the party	I would have invited him to the party	A

117	If I called my mom	If I <u>had</u> called my mom	O
118	If I had <u>ring</u> alarm in my phone	If I had <u>ring</u> alarm in my phone	MF
119	I wouldn't have late to course	I wouldn't have <u>been</u> late to course	O
120	If he had <u>remember</u> me	If he had <u>remembered</u> me	MF
121	He would have text me back	He would have <u>been</u> text me back	O

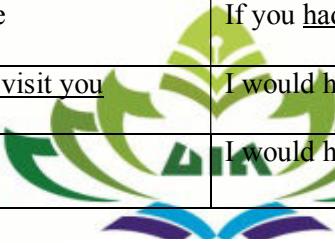
### Sample No. 22

No	The Student's Errors	Corrections	Types of Errors
122	I would have been <u>drive</u> around town	I would have <u>driven</u> around town	MF
123	I would have been <u>feel</u> so sad	I would have <u>felt</u> so sad	MF
124	I would have go home	I would have <u>gone</u> to home	MF
125	I would have <u>been</u> attended your party	I would have attended you party	A

### Sample No. 23

No	The Student's Errors	Corrections	Types of Errors

126	If I had gone <u>go</u> to the Jakarta	If I had gone to the Jakarta	A
127	If I have listened the voice of God	If I <u>had</u> listened the voice of God	MF
128	If I had smart	If I had <u>been</u> smart	O
129	If you <u>have</u> called me	If you <u>had</u> called me	MF
130	I would have always <u>visit</u> you	I would have <u>visited</u> you	MF
131	I would have late	I would have <u>been</u> late	O



#### Sample No. 24

No	The Student's Errors	Corrections	Types of Errors
132	If I had money	If I had <u>had</u> money	O
133	If I known him	If I <u>had</u> known him	O
134	I would have <u>call</u> his name	I would have <u>called</u> his name	MF
135	I would have go home	I would have <u>gone</u> to home	MF
137	I would been <u>attend</u> your graduate	I would have <u>attended</u> your graduate	MF

#### Sample No. 25

No	The Student's Errors	Corrections	Types of Errors
138	I would have <u>been</u> felt so sad	I would have felt so sad	A
139	I would have late to School	I would have <u>been</u> late to	O

		School	
--	--	--------	--

### Sample No. 26

No	The Student's Errors	Corrections	Types of Errors
140	If I had money	If I had <u>had</u> money	O
141	I would have <u>to</u> come	I would have come	A
150	She would <u>understand</u>	She would have <u>understood</u>	MF
151	I would have <u>been to</u> come	I would have <u>been to</u> come	A

### Sample No. 27

No	The Student's Errors	Corrections	Types of Errors
152	If I had have money	If I had <u>had</u> money	MF
153	I would gone <u>to shopping</u>	I would have gone <u>to shop</u>	MF
154	She bought this house	She <u>would have</u> bought this house	O
155	I would have been <u>feel</u>	I would have <u>felt</u>	MF
156	I wouldn't done it	I wouldn't have done it	O
157	If I had <u>rang</u>	If I had <u>rung</u>	MF
158	I would have <u>been</u> remembered	I would have remembered	A

**Sample No. 28**

No	The Student's Errors	Corrections	Types of Errors
159	You would have been <u>feel</u> shock	You would have <u>felt</u> shock	MF
160	If I had been <u>remember</u>	If I had <u>remembered</u>	MF



**Sample No. 29**

No	The Student's Errors	Corrections	Types of Errors
-	-	-	-

**Sample No. 30**

No	The Student's Errors	Corrections	Types of Errors
161	I would have been <u>remember</u>	I would have <u>remembered</u>	MF

**Sample No. 31**

No	The Student's Errors	Corrections	Types of Errors
162	If he called you	If he had called you	O
163	You would go	You would have <u>gone</u>	MF
164	I would money	I would have money	O
165	If <u>had</u> Putri come to Germany	If <u>Putri had</u> come to Germany	MD

167	If you felt tired	If you <u>had</u> felt tired	O
168	You would have <u>take</u> a rest	you would have <u>taken</u> a rest	MF
169	If the bell rang	If the bell <u>had</u> rung	O
170	If the bell <u>rang</u>	If the bell <u>had rung</u>	MF
171	I will go home	I would have <u>gone</u> to home	MF

Sample No. 32



No	The Student's Errors	Corrections	Types of Errors
172	You would have understand	You would have <u>understood</u>	MF
173	If I had at home	If I had <u>been</u> at home	O
174	I would have met you <u>everyday</u>	I would have met you <u>everyday</u>	A
175	If he had sick	If he had <u>been</u> sick	O
176	I would have been <u>feel</u> so sad	I would have <u>felt</u> so sad	MF
177	I would have been <u>know</u> it	I would have known it	MF
178	I would have <u>been</u> remembered you	I would have remembered you	A

### Sample No. 33

No	The Student's Errors	Corrections	Types of Errors
179	If I had <u>have</u> the money	If I had <u>had</u> money	MF
180	If I had <u>have</u> much money	If I had <u>had</u> much money	MF
181	I would bought a car	I would <u>have</u> bought a car	O
182	I would have been <u>feel</u> so sad	I would have <u>felt</u> so sad	MF
183	I would have <u>been</u> known it	I would have known it	A
185	I would have <u>been</u> woken up early	I would have <u>woken</u> up early	A
186	I would have been <u>remember</u> it	I would have <u>remembered</u> it	MF

### Sample No. 34

No	The Student's Errors	Corrections	Types of Errors
187	You would have <u>understand</u>	You would have <u>understood</u>	MF
188	If I had been at <u>the</u> home	If I had <u>been</u> at home	A
189	I would have <u>be</u> happy	I would have <u>been</u> happy	MF
190	If I had talk with my mother	If I had <u>talked</u> with my mother	MF
191	If he had sick	If he had <u>been</u> sick	O
192	I would have <u>been</u> felt so sad	I would have felt so sad	A

193	If you given information	If you <u>had</u> given information	O
194	I would have <u>been</u> known it	I would have known it	A
195	If I had your Photo	If I had <u>had</u> your photo	O
196	I would have been <u>remember</u> it	I would have <u>remembered</u> it	MF



Sample No. 35

No	The Student's Errors	Corrections	Types of Errors
197	I would haveate much	I would have <u>eaten</u> much	MF
198	I would gotten everything	I would <u>have</u> gotten everything	O
199	She would have speak Japanese	She would have <u>spoken</u> Japanese	MF
200	If I had been not remembered you	If I had not been remembered you	MD

Sample No. 36

No	The Student's Errors	Corrections	Types of Errors
201	She would have careful	She would have <u>been</u> careful	O
202	If I had money	If I had <u>had</u> money	O
203	You <u>would have not</u> gone to Jakarta	You <u>would not have</u> gone to Jakarta	MD

204	If the bell had ring	If the had rung	MF
205	I would have <u>been</u> attended you party	I would have attended you party	A

## Appendix 7

### 4. Ommision Errors



No	The Student's Errors	Explanation	Correction
1	If I <u>had</u> diligent ...	<i>Omission of "been"</i>	If I had <u>been</u> diligent
2	We <u>would asked</u> Stephen	<i>Omission of "have"</i>	We would <u>have</u> asked Stephen
3	I would <u>have bicyle</u> arround the town	<i>Omission of "been"</i>	I would <u>have driven bicycle</u> arround the town
4	If he gone	<i>Omission of "had"</i>	If he had gone
5	If I <u>listened</u> you	<i>Omission of "had"</i>	If I <u>had</u> listened you
6	If <u>you come</u>	<i>Omission of "subject"</i>	If you <u>had come</u>
7	If <u>she bought</u>	<i>Omission of "had"</i>	If she <u>had</u> bought
8	If <u>he called</u> you	<i>Omission of "had"</i>	If he <u>had</u> called you
9	You <u>should go</u>	<i>Omission of "have"</i>	You should <u>have</u> gone
10	If <u>you know</u> my felt	<i>Omission of "had"</i>	If you <u>had</u> known my feel
11	If you rung the alarm	<i>Omission of "had"</i>	If you <u>had</u> rung the alarm
12	If he gone	<i>Omission of "had"</i>	If he gone
13	If you called me	<i>Omission of</i>	If you <u>had</u> called

		<i>"had"</i>	me
14	If I had souce	<i>Omission of "had"</i>	If he had <u>had</u> sauce
15	If I had money	<i>Omission of "had"</i>	If I had <u>had</u> money
16	If I had souce	<i>Omission of "had"</i>	If he had <u>had</u> sauce
17	If I had a million dollars	<i>Omission of "had"</i>	If I had <u>had</u> million dollars
18	If I cooked	<i>Omission of "had"</i>	If I <u>had</u> cooked
19	I wouldn't known everything	<i>Omission of "have"</i>	I wouldn't known everything
20	If I had alarm	<i>Omission of "had"</i>	If I had <u>had</u> alarm
21	I wouldn't have late to course	<i>Omission of "been"</i>	I wouldn't have <u>been</u> late to course
22	If I had much money	<i>Omission of "had"</i>	If I had <u>had</u> much money
23	I would have my phone damaged	<i>Omission of "been"</i>	I would have <u>been</u> my phone damaged
24	If she met with King Salman	<i>Omission of "had"</i>	If she <u>had</u> met with King Salman
25	I would have my Phone damaged	<i>Omission of "have"</i>	I would have <u>been</u> my Phone damaged
26	If she met tourist in her village	<i>Omission of "had"</i>	If she <u>had</u> met tourist in her village
27	I would have sad	<i>Omission of "been"</i>	I would have <u>been</u> sad
28	I <u>would known</u> everything	<i>Omission of "have"</i>	I would have <u>known</u> evertything
29	I would not have late	<i>Omission of "been"</i>	I would not <u>have</u> been late
30	I would not <u>have late</u> to course	<i>Omission of "been"</i>	I would not <u>have</u> been late to course
31	I <u>would be</u> late	<i>Omission of</i>	I <u>would have</u>

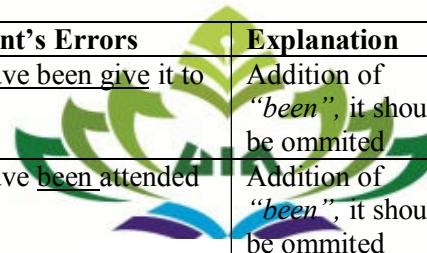
		<i>"have"</i>	<u>beenlate</u>
32	If there had vegetable	<i>Omission of "been"</i>	If there had <u>been</u> vegetable
33	I would gotten everything	<i>Omission of "have"</i>	I <u>would</u> <u>havegotten</u> everything
34	If I had money	<i>Omission of "had"</i>	If I had <u>had</u> money
35	If you met with King Salman	<i>Omission of "had"</i>	If you <u>had</u> met with King Salman
36	People wouldn't left me	<i>Omission of "have"</i>	People <u>wouldn't</u> <u>haveleft</u> me
37	If I <u>had</u> money	<i>Omission of "had"</i>	If I <u>hadhad</u> money
38	If I bought some food	<i>Omission of "had"</i>	If I <u>had</u> bought some food
39	If I seen the girl	<i>Omission of "had"</i>	If I <u>had</u> seen the girl
40	If I known him rich	<i>Omission of "had"</i>	If I <u>had</u> known his rich
41	If I called my mom	<i>Omission of "had"</i>	If I <u>hadcalled</u> my mom
42	I wouldn't have late to course	<i>Omission of "have"</i>	I wouldn't have been late to course
43	He would have text me back	<i>Omission of "been"</i>	He would <u>have</u> <u>been</u> text me back
44	I would have go home	<i>Omission of infinitive "to"</i>	I would have gone <u>to</u> home
45	If I had smart	<i>Omission of "been"</i>	If I <u>had</u> <u>beensmart</u>
46	I would have late	<i>Omission of "been"</i>	I would <u>have</u> <u>been</u> late
47	If I had money	<i>Omission of "had"</i>	If I had had money
48	If I known him	<i>Omission of "had"</i>	If I <u>had</u> known him
49	I would have late to School	<i>Omission of "been"</i>	I would have been late to School
50	If I had money	<i>Omission of</i>	If I had had

		<i>"had"</i>	money
51	She bought this house	<i>Omission of "would have"</i>	She <u>would have</u> bought this house
52	I wouldn't done it	<i>Omission of "have"</i>	I wouldn't have done it
53	If he called you	<i>Omission of "had"</i>	If he had called you
54	I would money	<i>Omission of "have"</i>	I would have money
55	If you felt tired	<i>Omission of "had"</i>	If you had felt tired
56	If the bell rang	<i>Omission of "had"</i>	If the bell had rung
57	If I had at home	<i>Omission of "been"</i>	If I had <u>been</u> at home
58	If he had sick	<i>Omission of "been"</i>	If he had <u>been</u> sick
60	I would bought a car	<i>Omission of "have"</i>	I would <u>have</u> bought a car
61	If he had sick	<i>Omission of "been"</i>	If he had <u>been</u> sick
62	If you given information	<i>Omission of "had"</i>	If you <u>had</u> given information
63	If I had your Photo	<i>Omission of "had"</i>	If I had had your Photo
64	I would gotten everything	<i>Omission of "have"</i>	I would have gotten everything
65	She would have careful	<i>Omission of "been"</i>	She would have been careful
66	If I had money	<i>Omission of "had"</i>	If I had had money
67	I would bought a car	<i>Omission of "have"</i>	I would <u>have</u> bought a car
68	She bought this house	<i>Omission of "would have"</i>	She <u>would have</u> bought this house
69	I would not have late	<i>Omission of "been"</i>	I would not have been late
70	If I had smart	<i>Omission of "been"</i>	If I had been smart
71	If I had alarm	<i>Omission of "been"</i>	If I had been alarm
72	If I bought some food	<i>Omission of</i>	If I bought some

		“been”	food
73	If he had sick	Omission of “been”	If he had been sick

## 5. Addition Errors

**The Data of the Student’s Addition Errors**



No	The student’s Errors	Explanation	Corrections
1	I would <u>have been give</u> it to you	Addition of “been”, it should be ommited	I would <u>have given</u> it to you
2	I would have <u>been attended</u> you	Addition of “been”, it should be ommited	I would have attended you
3	I would’ve <u>been felt</u> happy	Addition of “been”, it should be ommited	I would’ve felt happy
4	I would’ve <u>been known</u>	Addition of “been”, it should be ommited	I would’ve known
5	We wouldn’t have <u>been asked</u> Stephen	Addition of “been”, it should be ommited	We wouldn’t have asked Stephen
6	If I had <u>been felt</u> afraid	Addition of “been”, it should be ommited	If I had felt afraid
7	You would have <u>been felt</u> happy	Addition of “been”, it should be ommited	You would have felt happy
8	I would have <u>to shared</u> it	Addition of infinitive “to”, it should be ommited	I would have shared it
9	I would have <u>been felt</u> so bad	Addition of “been”, it should be ommited	I would have felt so bad
10	I would have <u>been remember</u>	Addition of “been”, it should be ommited	I would have remembered
11	You would have <u>been shocked</u>	Addition of “been”, it should be ommited	You would have shocked
12	I would have <u>been attended</u> your party	Addition of “been”, it should	I would have <u>been attended</u>

		be ommited	your party
13	You would have <u>to</u> gone to home	Addition of infinitive “ <i>to</i> ”, it should be ommited	You would have gone to home
14	I would have <u>been to</u> come	Addition of “ <i>been</i> ”, it should be ommited	I would have come
15	I would have <u>to</u> given	Addition of infinitive “ <i>to</i> ”, it should be ommited	I would havegiven
16	I would have <u>to eaten</u> with Devi	Addition of infinitive “ <i>to</i> ”, it should be ommited	I would have <u>eaten</u> with Devi
17	I would have <u>to invited</u> him to the party	Addition of infinitive “ <i>to</i> ”, it should be ommited	I would haveinvited him to the party
18	I would have <u>been attended</u> your party	Addition of “ <i>been</i> ”, it should be ommited	I would haveattended your party
19	I would <u>been</u> attend your graduate	Addition of “ <i>been</i> ”, it should be ommited	I would have attended your graduate
20	I would have <u>been felt</u> so sad	Addition of “ <i>been</i> ”, it should be ommited	I would have felt so sad
21	I would have <u>to</u> come	Addition of infinitive “ <i>to</i> ”, it should be ommited	I would have come
22	I would have <u>been to</u> come	Addition of “ <i>been and to</i> ”, it should be ommited	I would have <u>been</u> come
23	I would have <u>been</u> remembered	Addition of “ <i>been</i> ”, it should be ommited	I would have remembered
24	I would have <u>been known</u> it	Addition of “ <i>been</i> ”, it should be ommited	I would have known it
25	I would have <u>been</u> remembered you	Addition of “ <i>been</i> ”, it should be ommited	I would have remembered you

26	I would have <u>been</u> feel so sad	Addition of “ <u>been</u> ”, it should be ommited	I would have felt so sad
27	I would have <u>been</u> known it	Addition of “ <u>been</u> ”, it should be ommited	I would have known it
28	I would have been <u>woken</u> up early	Addition of “ <u>been</u> ”, it should be ommited	I would have <u>woken</u> up early
29	If I had at the home	Addition of “ <u>the</u> ”, it should be ommited	If I had at home
30	I would have <u>beenfelt</u> so sad	Addition of “ <u>been</u> ”, it should be ommited	I would have felt so sad
31	I would have <u>been</u> known it	Addition of “ <u>been</u> ”, it should be ommited	I would have known it
32	I would have <u>beenremembered</u> it	Addition of “ <u>been</u> ”, it should be ommited	I would have remembered it
33	I would have <u>been</u> attended you party	Addition of “ <u>been</u> ”, it should be ommited	I would have attended you party

## 6. Misformation Errors

### The Data of the Students' Misformation Errors

No	The Student's Errors	Explanation	Correction
1	If I had <u>diligent</u> <u>saving</u>	The word “ <u>saving</u> ” should be replaced by “ <u>save</u> ”	If I had been diligent save
2	I <u>would buying</u> a bike	The word “ <u>buy</u> ” should be replaced by “ <u>bought</u> ”	I <u>would have bought</u> a bike
3	If I had found <u>him</u> number	The word “ <u>him</u> ” should be replaced by “ <u>his</u> ”	If I had found <u>hisnumber</u>
4	I would <u>calling</u> him tonight	The word “ <u>calling</u> ” should be replaced by “ <u>called</u> ”	I would have <u>called</u> him
5	I would have been <u>give</u> it to you	The word “ <u>give</u> ” should be replaced by “ <u>given</u> ”	I would have <u>given</u> it to you
6	I would have been <u>feel</u> so sad	The word “ <u>feel</u> ” should be replaced by “ <u>felt</u> ”	I would have felt so sad
7	If the bell had <u>ring</u>	The word “ <u>ring</u> ” should be replaced by “ <u>rung</u> ”	If the bell had <u>rung</u>
8	I would have <u>go to</u>	The word “ <u>go</u> ” should be	I would have

	home	replaced by “gone”	gone to home
9	I would <u>buy</u> a pizza	The word “buy” should be replaced by “bought”	I would have bought a pizza
10	You would <u>give</u> me a pizza	The word “give” should be replaced by “given”	You would have given me a pizza
11	I would <u>cooks</u> ome food	The word “cook” should be replaced by “cooked”	I would have cooked some food
12	You should <u>go</u>	The word “go” should be replaced by “gone”	You should have gone
13	If you <u>know</u> my felt	The word “know” should be replaced by “known”	If you <u>known</u> my felt
14	If you know my <u>felt</u>	The word “feel” should be replaced by “felt”	If you know my <u>felt</u>
15	Cooking <u>will</u> be fun	The word “will be” should be replaced by “would have been”	Cooking <u>would</u> have <u>been</u> fun
16	If he <u>know</u> how to cook	The word “know” should be replaced by “known”	If he had <u>known</u> how to cook
17	You wouldn’t <u>be</u> sad	The word “be” should be replaced by “been”	You wouldn’t have <u>been</u> sad
18	You would <u>wake</u> up	The word “wake” should be replaced by “woken”	You would have <u>woken</u> up
19	I would <u>buy</u> a pizza	The word “buy” should be replaced by “bought”	I would have bought a pizza
20	If she had <u>have</u> much vegetable	The word “have” should be replaced by “had”	If she had <u>had</u> much vegetable
21	I would have been <u>remember</u> it	The word “remember” should be replaced by “remembered”	I would have <u>remembered</u> it
22	If I had <u>been</u> souce	The word “had” should be replaced by “had”	If he had <u>had</u> sauce
23	It would’ve been <u>ring</u>	The word “ring” should be replaced by “rung”	It would’ve <u>rung</u>
24	I would’ve been <u>remember</u> it	The word “remember” should be replaced by “remembered”	I would’ve remembered it
25	I would you <u>tell</u> you everything	The word “tell” should be replaced by “told”	I would have <u>told</u> you everything
26	She would <u>understand</u>	The word “understand” should be replaced by “understood”	She would <u>understand</u>
27	You would <u>give</u> a present	The word “give” should be replaced by “given”	You would have given a present
28	If I had <u>remember</u> Mr. Pit’s reception	The word “remember” should be replaced by “remembered”	If I had <u>remembered</u> Mr.

			Pit's reception
29	I f my mother had been much vegetable	The word “been” should be replaced by “had”	If my mother had <u>had</u> much vegetable
30	I would have been give it you	The word “give” should be replaced by “given”	I would have <u>given</u> it you
31	If he had <u>remember</u>	The word “remember” should be replaced by “remembered”	If he had <u>remembered</u>
32	If I had <u>go</u> to India	The word “go” should be replaced by “gone”	If I had <u>gone</u> to India
33	If I had <u>cook</u> the noodle	The word “cook” should be replaced by “cooked”	If I had <u>cooked</u> the noodle
34	If I <u>have</u> known that the old has still good	The word “have” should be replaced by “had”	If I <u>had</u> known that the old has still good
35	You would have <u>be</u> happy	The word “be” should be replaced by “been”	You would have <u>been</u> happy
36	I would <u>tell</u> you everything	The word “tell” should be replaced by “told”	I would have <u>told</u> you everything
37	I would have <u>wearing</u> sweater	The word “wearing” should be replaced by “worn”	I would have <u>worn</u> sweater
38	If you had <u>speak</u> English	The word “speak” should be replaced by “spoken”	If you had <u>spoken</u> English
39	If had the alarm <u>ring</u> in the phone	The word “ring” should be replaced by “rung”	If had the alarm <u>rung</u> in the phone
40	I would have been <u>remember</u>	The word “remember” should be replaced by “remembered”	I would have been <u>remembered</u>
41	I would have been <u>drive my motorcycle</u> around the town	The word “drive” should be replaced by “driven”	I would have <u>driven my motorcycle</u> around the town
42	I would <u>be</u> late	The word “be” should be replaced by “been”	I would <u>been</u> late
43	I would <u>had</u> visited you	The word “had” should be replaced by “have”	I would <u>have</u> visited you
44	If I <u>have</u> cooked	The word “have” should be replaced by “had”	If I <u>hcooked</u>
45	If he had <u>know</u>	The word “know” should be replaced by “known”	If he had <u>known</u>
46	If <u>she</u> had alarm rung	The word “she” should be replaced by “the”	If <u>the</u> had alarm rung
47	she would <u>wake up</u>	The word “wake” should be replaced by “woken”	She would have <u>woken up</u>
48	I would have <u>ate</u> much	The word “ate” should be replaced by “eaten”	I would have <u>eaten</u> much eaten

49	You would have <u>know</u> it	The word “know” should be replaced by “known”	You would have <u>known</u> it
50	You wouldn’t have to <u>talk</u> to me	The word “talk” should be replaced by “talked”	You wouldn’t have <u>talked</u> to me
51	If the bell had <u>ring</u>	The word “ring” should be replaced by “rung”	If the bell had <u>rung</u>
52	I would have <u>go</u> to home	The word “go” should be replaced by “gone”	I would have <u>gone</u> to home
53	If I <u>have</u> cook the rice....	The word “have” should be replaced by “had”	If I <u>had</u> cook the rice....
54	If I <u>havecook</u> the rice....	The word “cook” should be replaced by “cooked”	If I had cooked the rice....
56	If I known <u>him</u> rich	The word “him” should be replaced by “his”	If I had known his rich
57	If I had <u>ring</u> alarm in my phone	The word “ring” should be replaced by “rung”	If I had <u>ring</u> alarm in my phone
58	If he had <u>remember</u> me	The word “remember” should be replaced by “remembered”	If he had <u>remembered</u> me
59	I would have been <u>drivemy</u> motorcycle around town	The word “drive” should be replaced by “driven”	I would have been <u>driven</u> my motorcycle around town
60	I would have been <u>feel</u> so sad	The word “feel” should be replaced by “felt”	I would have <u>felt</u> so sad
61	I would have <u>goto</u> home	The word “go” should be replaced by “gone”	I would have gone to home
62	If I have listened the voice of God	The word “had” should be replaced by “listened”	If I <u>had</u> listened the voice of God
63	If you <u>have</u> called me	The word “have” should be replaced by “had”	If you <u>had</u> called me
64	I would have always <u>visit</u> you	The word “visit” should be replaced by “visited”	I would have <u>visited</u> you
65	I would have <u>call</u> his name	The word “call” should be replaced by “called”	I would have <u>called</u> his name
66	I would have go home	The word “go” should be replaced by “gone”	I would have gone to home
67	I would been <u>attend</u> your graduate	The word “attend” should be replaced by “attended”	I would have <u>attended</u> your graduate
68	She would <u>understand</u>	The word “understand” should be replaced by “understood”	She would have <u>understood</u>
69	If I had have money	The word “have” should be replaced by “had”	If I had had money
70	I would gone <u>to</u>	The word “to shopping”	I would gone <u>to</u>

	<u>shopping</u>	should be replaced by “shopp”	shopp
71	I would have been <u>feel</u>	The word “feel” should be replaced by “felt”	I would have <u>felt</u>
72	If I had <u>rang</u>	The word “ring” should be replaced by “rung”	If I had <u>rung</u>
73	You would have been <u>feel</u> shock	The word “feel” should be replaced by “felt”	You would have <u>felt</u> shock
74	If I had been <u>remember</u>	The word “remember” should be replaced by “remembered”	If I had <u>remembered</u>
75	I would have been <u>remember</u>	The word “remember” should be replaced by “remembered”	I would have <u>remembered</u>
76	You would <u>go</u>	The word “go” should be replaced by “gone”	You would have <u>gone</u>
77	You would have <u>take</u> a rest	The word “take” should be replaced by “taken”	You would have <u>taken</u> a rest
78	If the bell <u>rang</u>	The word “ring” should be replaced by “rung”	If the bell had <u>rung</u>
79	I will go home	The word “go” should be replaced by “gone”	I would have <u>gone</u> to home
80	You would have <u>understand</u>	The word “understand” should be replaced by “understood”	You would have understood
81	I would have been <u>feel</u> so sad	The word “feel” should be replaced by “felt”	I would have been <u>felt</u> so sad
82	I would have been <u>know</u> it	The word “know” should be replaced by “known”	I would have <u>known</u> it
83	If I had <u>have</u> the money	The word “have” should be replaced by “had”	If I had <u>had</u> the money
84	I would have been <u>feel</u> so sad	The word “feel” should be replaced by “felt”	I would have been <u>felt</u> so sad
85	I would have been <u>remember</u> it	The word “remember” should be replaced by “remembered”	I would have <u>remebered</u> it
86	You would have <u>understand</u>	The word “understand” should be replaced by “understood”	You would have <u>understood</u>
87	I would have <u>be</u> happy	The word “be” should be replaced by “been”	I would have <u>been</u> happy
88	If I had talk with my mother	The word “talk” should be replaced by “talked”	If I had talked with my mother
89	I would have been <u>remember</u> it	The word “remember” should be replaced by “remembered”	I would have <u>remembered</u> it
90	I would haveate much	The word “ate” should be replaced by “eaten”	I would have eaten much
91	She would have <u>speak</u> Japanese	The word “speak” should be replaced by “spoken”	She would have spoken Japanese

## 5. Misordering Errors

### The data of Students' Misordering Errors

No	The Student's Errors	Explanations	Corrections
1	If my Phone <u>not had</u> rung	Incorrect placemet of negative form. " <u>not</u> " should be placed after to be " <u>had</u> "	If my Phone <u>had</u> <u>not</u> rung
2	<u>If had the alarm</u> ring in the phone	Incorrect placement of subject. " <u>the alarm</u> " should be placed before <i>to be "had"</i>	If the alarm <u>had</u> rung in the phone
3	Ani <u>would have not</u> gone to Jakarta	Incorrect placement of negative form. " <u>not</u> " should be placed after " <u>would</u> "	Ani <u>would not</u> <u>have</u> gone to Jakarta
4	If the <u>had alarm</u> rung	subject " <u>alarm</u> " should be placed before <i>to be "had"</i>	If <u>the alarm had</u> rung
5	I woud <u>have not</u> felt sad	Incorrect placement of negative form. " <u>not</u> " should be placed after " <u>would</u> "	I woud not <u>have</u> felt sad
6	If <u>had Putri</u> come to Germany	Incorrect placement of subject. Subject " <u>Putri</u> " should be placed before <i>to be "had"</i>	If <u>Putri had</u> come to Germany
7	If I <u>had been not</u> remebered you	Incorrect placement of negative form. " <u>not</u> " should be placed after <i>to be "had"</i>	If I <u>had not been</u> remebered you
8	You <u>would have not</u> gone to Jakarta	Incorrect placement of negative form. " <u>not</u> " should be placed after " <u>would</u> "	You <u>would not</u> <u>have</u> gone to Jakarta

## **Appendix 8**

### **The Calculation Percentage of Errors Types**

#### **5. Omission Errors**

$$P = \frac{73}{205} \times 100 = 0,3560 \times 100 = 35,60\%$$

The percentage of omission errors are 35,60%



#### **6. Addition Errors**

$$P = \frac{33}{205} \times 100 = 0,1610 \times 100 = 16,10\%$$

The percentage of addition errors are 22,40%

#### **7. Misformation Errors**

$$P = \frac{91}{205} \times 100 = 0,4439 \times 100 = 44,40 \%$$

The percentage of misformation errors are 44,40%

#### **8. Misordering Errors**

$$P = \frac{8}{205} \times 100 = 0,039 \times 100 = 3,90 \%$$

The percentage of misordering errors are 3,910 %