

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

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ABSTRACT

This study analyzes the ability of tenth-grade students at SMKN 10 Padang to write conditional sentence type I. The sample consisted of 34 students selected through proportional stratified random sampling. The research instrument was a writing sentence test with 24 conditional sentence type I in positive, negative, and interrogative forms, which is constructed based on syllabus and teaching materials of SMKN 10 Padang and it has very high reliability (0.93). Results showed that in general, (29.41%) students had low ability in writing conditional sentence type I. In details, 15 students (44,12%) had very good ability in writing conditional sentence type I in positive form, 12 students (35,29%) had low ability in writing conditional sentence type I in negative form, 13 students (38,24%) had low ability in writing conditional sentence type I in interrogative form. It is recommended that teachers provide more exercises in writing conditional sentence type I especially in negative and interrogative form, the students are suggested to do more practice in writing conditional sentence type I especially in negative and interrogative form, and future researchers are suggested to explore other types of conditional sentences for comparison.

Key Words: Writing Ability, Conditional Sentence Type I

INTRODUCTION

As the primary form of human expression and communication, language is extremely important in every aspect of our existence. It is the primary tool by which we communicate ideas, feelings, and information, resulting in the development of relationships and mutual understanding between people and communities. Language is our major form of communication [1]. It is how to communicate our ideas and thoughts to others in various aspects, such as scientific research, education, commerce, the internet, travel and tourism, media and newspapers, software, medicine, engineering, information and technology, entertainment, and banking.

There are four language skills that are taught according to the curriculum, such as: listening, speaking, reading, and writing. While learning, it is expected that the students to acquire these four language skills. Meanwhile, writing means a language skill use for communication indirectly to express something or information to reader in written form [2]. In education, writing is an important skill because it is very important for daily communication. Learning this ability requires significant effort. Writing is an essential component of education since it helps students develop their critical thinking, intellectual growth, and effective communication abilities.

Writing is expressing ideas, opinions, and feelings through written form. Writing becomes a form of effective interaction. In writing, the writer provides

the message and the reader receives it [3]. Language components like vocabulary, grammar, and pronunciation are also needed in mastering English [4]. Mastering writing is essential for effective communication in today's world. Written texts can be used to convey thoughts and information for several reasons. Additionally, strong writing skills might lead to improve job opportunities.

Conditional sentence is a two-clause sentence where the consequences are stated in the second clause if a certain condition is met, and the first clause presents a hypothesis or supposition. The protasis is the conditional sentence ("If this..."), while the apodosis is the conclusion clause ("... then this.") [5].

Conditional sentences are classified into 4 types. First, conditional sentence type 0, which uses the present tense in both sentences, refers to anything that is consistently true. The present tense indicates that these behaviors are both reasonable and common, second, conditional sentence type I statement employs the present tense in the if clause and the future tense in the result clause. This form discusses a possible future outcome of a situation, third, conditional sentence type II utilizes the past tense in the if clause and a modal and base verb in the result clause. This expression describes a hypothetical conditions that is unlikely to come true, fourth, conditional sentence type III implements the past perfect in the if clause and the modal and present perfect in the outcome clause. This form describes a hypothetical event from the past that never happened,

often with a different outcome from what actually happened [6].

The researcher found several previous studies that related to this research. The first research was done by Barliana et al. (2021). The title of the research is "A Study on Students' Ability in Understanding Conditional Sentence at Second Grade of SMKN 1 Tembilahan Accounting 3 Majoring". The main result of this research is the students' ability to comprehend conditional sentences is very good based on the test results and the average scores achieved [7]. The second research was done by Saadillah & Herlena (2017). The title of the research is "An Analysis of Students' Ability in Using Conditional Sentences of the Sixth Semester Students in English Department of Tarbiyah Faculty IAIN Antasari". Based on the research, it was concluded that students' ability in using conditional sentences was in the sufficient category. The main mistakes made were caused by a lack of understanding of the proper use of tenses in each type of conditional sentence and the proper selection of modals. Thus, the type of conditional sentence that was most difficult for students to understand was type III [8]. The third research was done by Azzali et al. (2023). The title of the research is "Students' Ability in Using Conditional Sentences". This research concluded that the eleventh grade students of SMAS Istiqlal Delitua have demonstrated a good ability in using conditional sentences. However, their dominant mastery is in type I conditional sentences, indicating need for more focus on developing proficiency in type II and III conditional sentences as well [9].

For these reasons, the researcher decided to conduct research on ability of tenth-grade students in writing conditional sentence type I in positive, negative, and interrogative form. The researcher concluded that there are some problems faced by the students when they are writing, such as difficulty in expressing ideas in written form, lack of knowledge about punctuation, lack of vocabulary, and difficulty in determining grammar. There are also several problems in learning the use of conditional sentence type I. First, students experience obstacles in mastering vocabulary. They have lack of vocabulary, it is difficult for students to compose correct conditional sentence type I. Second, inadequate understanding of grammar is also a problem for students. They do not fully understand the structure and rules for forming conditional sentence type I. In addition, students also often have difficulty in applying the correct conditional sentence type I structure, Third, limited understanding of proper writing guidelines is also an obstacle for students. Students do not understand the use of punctuation and appropriate

sentence structure, so they have difficulty in composing conditional sentence type I correctly.

METHODOLOGY

This research used the descriptive research design and quantitative method. The researcher chose to use quantitative data because the researcher wanted to know the students' ability to write conditional sentence type I at SMKN 10 Padang. The Population of study was tenth-grade students. The researcher used proportional stratified random sampling technique to select samples, and the number of sample was 34 students. The instrument to collect data in this study was sentence writing test. The test consisted of 24 items. To validate the test, researchers use content validity. The researcher constructed the test based on the curriculum, syllabus, and teaching materials that had been given to students. The researcher used inter-rater method to find out the reliability of the test. The result of analysis showed that test was reliable. This supported by fact that the correlation index is 0.93. To collect the data, The researcher explained the instruction of the test. The researcher gave the test paper to the students. The researcher asked the students' to do the test in 60 minutes. The researcher collected the students' answer sheets. The researcher checked out the original answer sheets and the second assessor checked the copy of answer sheets. The researcher gave second scorer based on the criteria by SMKN 10 Padang. Finally, the researcher and second scorer gave score based on criteria both of us.

FINDINGS AND DISCUSSIONS

In general, the tenth-grade students (29,41%) at SMKN 10 Padang had low ability in writing conditional sentence type I. In details, 15 students (44,12%) had very good ability in writing conditional sentence type I in positive form, 12 students (35,29%) had low ability in writing conditional sentence type I in negative form, 13 students (38,24%) had low ability in writing conditional sentence type I in interrogative form. Those are presented on the table below:

Table 1. Research Findings

No	Conditional Sentence Type I and Each Form of Sentence	Percentage	Ability
1	Students ability in writing conditional sentence type I	29,41%	Low
2	Students ability in writing conditional sentence type I in positive form	44,12%	Very Good
3	Students ability in writing conditional sentence type I in negative form	35,29%	Low
4	Students ability in writing conditional sentence type I in interrogative form	38,24%	Low

1. *The Tenth-Grade Students' Ability in Writing Conditional Sentence Type I at SMKN 10 Padang*

Based on the findings, the researcher found that students' ability in writing conditional sentence type I is low (29,41%) compared to other categories. Relating to students' answer sheets. It's not in line with the findings from Saadillah and Herlena (2017), The result of the research denoted that the level of the sixth-semester students in the English Department of IAIN Antasari ability in using conditional sentences is fair category, it is based on the calculation mean of students' score 65,4. this is probably caused by the students' ability to express ideas in writing conditional sentence type I and also the use of grammar [8].

2. *The Tenth-Grade Students' Ability in Writing Conditional Sentence Type I in Positive Form at SMKN 10 Padang*

The researcher found that the tenth-grade students' ability in writing conditional sentence type I in positive form at SMKN 10 Padang is very good (44,12%) compared to other categories. It is in line with the research finding done by Berliana et. al. (2021) who found that second-grade of SMKN 1 Tembilahan's ability to comprehend conditional sentences is very good. Berliana's findings is about students comprehending every type of conditional sentence. The researcher assumed that the ability of tenth-grade students to write conditional sentence type I in positive form is very good because they are used to making these sentences in positive form compared to negative and interrogative form [7].

3. *The Tenth-Grade Students' Ability in Writing Conditional Sentence Type I in Negative Form at SMKN 10 Padang*

The researcher found that the tenth-grade students' SMKN 10 Padang ability in writing conditional sentence type I in negative form is low (35,29%) compared to other categories. The findings were not in line with the results of research by Faisal et al. (2023), the research findings of Faisal's studies demonstrate that eleventh-grade students of SMAN 1 Waringinkurung exhibit a good ability to construct conditional sentences. Faisal's studies found that students commonly made mistakes in verb tenses and the use of modal verbs. Meanwhile, in the researcher's studies, found that students commonly made mistakes in expressing ideas and grammar [10].

4. *The Tenth-Grade Students' Ability in Writing Conditional Sentence Type I in Interrogative Form at SMKN 10 Padang*

The researcher found that the tenth-grade students' ability in writing conditional sentence type I in interrogative form at SMKN 10 Padang is low (38,24%) compared to other categories. The findings is not in line with the results of research by Azzali et al. (2023), Azzali concluded that the mean score of students' ability in using conditional sentence at the eleventh-grade students of SMAS Istiqlal Delitua is

77,86. It is categorized as "good" level. Meanwhile, in the researcher's studies, found that students also commonly made mistakes in expressing ideas and grammar [9].

CONCLUSIONS AND SUGGESTIONS

Based on the findings, it can be concluded that the tenth-grade students' ability to write conditional sentence type I at SMKN 10 Padang was low. The researcher proposed several suggestions related to the study. For the teachers, suggested giving more explanations and exercises in writing conditional sentence type I. For students, they must improve their ability in writing sentences, especially in writing conditional sentence type I. For other researchers, they are expected to conduct research on other types of conditional sentences to see the comparison.

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