

CHAPTER 1

INTRODUCTION

1.1. Background of the Study

English is an international language which plays important roles in international communication and international relationship. The majority of countries in the world communicate with each other in English. English is one of the subjects that is listed in the curriculum in Indonesia. It has four skills, they are: Listening, Speaking, Reading and Writing. Additionally, it has phonology, morphology, and syntax components (grammar). The language component cannot be detached from language skills. The four sub-skills play a crucial role in helping language learners master their language abilities. We have a much better chance of understanding other people, being understood, and getting the things we need if we have more knowledge of language skills.

According to Watson (2006), Sentences make up the language of grammar. A sentence is a full thought, whether it be spoken or written. A sentence must contain two components in order to convey a complete concept. The subject is one component. It identifies the subject or object of the sentence. The predicate is the other component. That conveys information about the topic.

Grammar is one of the most difficult aspects of a foreign language to master. Byrd (2000) states that one of the more challenging components of language to teach and learn is grammar, which is at the center of language teaching and learning. This shows how one of the challenges for students learning

English is mastering grammar. Naturally, they won't be interested in knowing the rules and will be confused by them. Many students have poor English grades. Failure to master grammar is the root of this problem.

Grammar can also be defined as a rule that governs how a sentence is formed. Thornbury (2000) stated that grammar is partly the study of what forms or structures are possible in a language. Normally, it is almost related to sentence level analysis. Thus, grammar is a set of rules about how language sentences are formed.

The subject of conditional sentences is one of many that are taught in grammar lessons. Conditional sentences is two-clause sentences with their own form or structure. As a matter of fact that conditional sentences play an important role in the English language. Students must comprehend conditional sentences' uses, forms, and meanings.

According to Norris (2003) Conditional sentence is a big obstacle to be understood by students of English as a second or foreign language (ESL/EFL). There are three types of conditional sentences. They are conditional sentences type I, II, and III. This topic 3 challenges students to understand more or even master about the tenses involved in conditional sentence writing and know each level of sentence type has different difficulties. Among the most difficult grammatical structures for ESL students, conditional sentences stand fifth after articles, prepositions, phrasal verbs, and verbal (Gao et al., 2015)

There are many students saying that learning conditional sentences in grammar is very difficult and makes them confused, even among of them are not interested in this lesson. However, the common problems faced by students are about forms, tenses and meanings. The form causes problems because conditional sentences consist of two clauses (i.e., if and result clauses) which can switch places (Halliday, M., & Hasan, 1996). Meanwhile, if students learn about conditional sentences, they not only learn basic tenses, but also find some tenses that are not commonly used in everyday conversation.

On the other hand, there is no simple answer to the question of how conditional structures should be taught. Many researches have been done on conditionals and certain proposals have been made, but for the practical needs of teachers and students in the classroom no easily-explained or easily-learned solution has been forthcoming. Fulcher (1991) suggests that teachers must choose which requirements to teach depending on the types of requirements that appear frequently in the text that most students encounter. Furthermore, he believes that the context of teaching is also important to consider because it really helps the learning process.

Well, from the problems and the reasons above, we know that there are some difficulties that students faced in conditional sentences. Finally, the researcher is interested in conducting a research entitled: **“An Analysis Of Difficulties In Understanding The Types Of Conditional Sentences Among The 5th Semester Students Of The English Department Of Umrah”**

1.2 Identification of the Problem

Based on the background of the research above, the researcher identified some problems as follows:

1. The students are lack of knowledge about tenses in grammar so that they difficult to write conditional sentences.
2. The students are lack of knowledge about the types of conditional sentences.

1.3 Limitation of the Problem

The study is conducted to know the difficulties in understanding the Types of conditional sentences among the 5th semester students of the English Department of Umrah. This study focuses on the types of conditional sentences.

1.4 Research Question

Based on the background above, the problem of this research can be formulated into a specific question which is “What are the difficulties in understanding the types of conditional sentences among the 5th semester students of the english department of UMRAH?”

1.5 Purpose of the Research

Based on the statement of problems mentioned above, the purpose of the research is to know students’ difficulties in understanding the types of conditional sentences.

1.6 Significance of the Research

This study is expected to give some significance to the contribution of English study, especially in Conditional Sentences. The significance of this study is follow:

1.6.1 Theoretical Significance

The researcher hopes that the result of this research can give contributions for the previous theories and also can be used to verify them.

1.6.2 Practical Significance

a) Significance For Students

Researchers hope this research can provide useful knowledge for students/learners about how to learn English conditional sentences correctly so that the problems faced can be diminished and know what factors can help write English conditional sentences easily.

b) Significance For Teachers

The researcher hopes that this research will be useful for additional information that can be applied by lecturers/teachers to improve the students' understanding and give the solution for students about how to diminish the difficulties faced by students in learning English Conditional Sentences.

1.7 Definition of the Key Terms

There are some key terms which should be explained in order to know the terms in this research, clearly the researcher defines those terms as follow:

1. Grammar

Grammar is a set of rules that governs its structure. Grammar determines how words are arranged to form meaningful units.

2. Conditional Sentence

Conditional sentences is one of the topics of learning English grammar. In English grammar, the imaginary sentences are called conditional sentences. We use conditionals to express imaginary situations or suppositions in the past, present and future.

