

## **Error Analysis on the Use of Conditional Sentence Type 1 in Daily Assessment at Eleventh Grade of SMA 1 Bae Kudus Academic Year 2022/2023**

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**Abstract:** An analysis is very important to know the students' errors. Then the teacher can pay attention to the students' errors. Therefore, the purpose of this research is to identify the error types of error which did by the eleventh-grade of SMA N 1 BAE KUDUS Academic Year 2022/2023 made in constructed conditional sentences type 1. The design of this research used a content analysis qualitative research. The subject of this research were the students of XI IPS 2 at SMAN 1 Bae Kudus Academic Year 2022/2023, while the sample were 36 students. In data collecting technique, the researcher use student daily assessment given by the English teacher. Then, the researcher analysed and classify the students error based on Surface Strategy Taxonomy by Dulay's. There are four types of of error based on Dulays' theory, which are omission, addition, missformation, and missorder. After analysing the data, the researcher found 166 incorrect items was made by the students in making conditional sentence type 1. The proportions (frequency and percentage) of the students error are omission 43 items or 25,9%, addition 74 items or 44,5%, missformation 39 items or 23,4%, and missorder 10 items or 6,2%. Therefore, the result from this research show that addition is the highest error was made by the students. Furthermore, we can conclude that the highest frequency types of error made by the students of XI IPS 2 at SMAN 1 Bae Kudus Academic Year 2022/2023 in writing conditional sentence type 1 found in their daily assessment is addition with the percentage 44,5% items of error.

**Key words:** *Error analysis, conditional sentence type 1, daily assessment*

### **INTRODUCTION**

Writing is the process of expressing ideas, information, knowledge, or experience, and understanding the writing to acquire the knowledge or some information to share and learn (White 1986:10). Writing is already thought at schools and colleges. There are several important aspects of writing such as grammar. From the statement above the English teacher must pay attention to introduce grammar properly and correctly. Without knowing the correct grammar, students cannot get the correct meaning. One small unit in English grammar is a conditional sentence. According to Azar (1992:389) "if clause is often used to talk about situations that are contrary to fact, for example, situations that are the opposite of the true situation. Contrary-to-fact sentences with an "If clause" and a "result clause" are called conditional sentences" Azar (1992:389). A conditional clause is a clause in which something does not necessarily happen or does not happen at all. It is very important for students need to know the correct sentence of a conditional sentence. Because the National Curriculum of Indonesia includes the conditional sentence in it.

## ***Concept of Error and Mistake***

### ***Mistake***

Corder (1967) states that mistake has an unsystematic characteristic that indicates second language learners and native speakers' performance error. Mistake can happen when the students are not focus or forget the material.

### ***Error***

An error is something that pupils frequently do when learning a language during the learning process. Error is a students' imperfection in learning a language either spoken or written as a part of conversation and composition to occur deviations (Dulay, 1982). According to Brown "Error is a noticeable deviation from the adult grammar or native speaker reflecting the interlingua competence of the learner (H. Douglas Brown Op. Cit p:217).

From the statement above errors can happen in spoken or written language. An error can occur when the students lack the knowledge. The students do not know the error because they are do not know that have done the wrong grammar.

### ***Error Analysis***

Dulay et al. (1982:138) say that error analysis is a method to analyze the flawed side of learner errors in speech or writing. It is further stated that errors have four types, they are linguistic category, surface strategy (omission, addition, misformation, and misordering), comparative analysis, and communicative effect (Dulay et al., 1982:146).

### ***Surface Strategy Taxonomy***

According to Dulay's surface strategy taxonomy is one of the most common uses in analyzing data. Surface strategy taxonomy emphasizes the way surface strategy is changing. There are four categories of error in surface strategy taxonomy. There are Omission, Addition, Misformation, and Misorder Dulay 1982:146-193). These are further information about the four categories of error in surface strategy taxonomy :

#### **1. Omission**

Omission errors are characterized by the lack of an item that must present in a well-formed utterance.

#### **2. Addition**

In contrast to omission, addition is marked by the inclusion of a constituent that is not required to be included in a well-formed utterance.. It implies that students tack on some extraneous language to their phrases. There are three types of addition errors, namely: double marking, regularization, and simple addition.

#### **3. Missformation**

Missformation errors happened when morphemes or structures are used incorrectly, and missformation mistakes occur. In omission errors, the students is completely left out, whereas in misinformation errors, students provide something, even though it is incorrect. These are three types of misformation namely regularization errors, archi forms, and alternating forms.

#### 4. Missorder

Missordering errors are characterized by the incorrect placement of a morpheme in the utterance. Example: “I did not know why was she sad”, and the correct sentence must be “I did not know why she was sad”.

#### **Conditional Sentence**

According to Nurholis, “conditional sentences are conditional sentences or conditional sentences consisting of two parts, namely If Clause (clause, which contains terms) and Main Clause (main sentence, which contains consequences)” (Nurholis, 2009). In general, conditional sentence are divided into 3 types: Type 1. Future possible; type 2. Present unreal and type 3. Past unreal.

Conditional sentences are also known as the If Clause. Conditional sentences serve to convey that an action can occur only when a specific condition has been accepted. Conditional sentences are comprised of two components: the "if" clause and the main clause. Example: If I have free time, I will visit you. “If I have free time” is the if clause, and the “I will visit you” is the main clause.

#### **Conditional Sentence Type 1**

In conditional sentence type 1, the likelihood of the described events happening is very high in the present or future.

Formula : If + Simple Present Tense , will + Simple Future Tense

#### **Example of Conditional Sentence Type 1**

<b>If Clause</b>	<b>Main Clause</b>
If the bell rings	I will go home on time

### **RESEARCH METHOD**

This research conducted error analysis on the use of conditional sentence type 1 found in daily assessment at eleventh-grade of SMAN 1 Bae Kudus academic year 2022/2023 . The design of this research used a content analysis qualitative research Content analysis is defined as “a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns” (Yan Zhang and Barbara,2005). The researcher used student daily assessment to collect the data. The research only took one class with 36 participants. To make it systematic, the writer conducts an analysis through several steps as follows: first, read and analyze the students daily assessment that would have been collected by the teacher. Secondly, classify the results of the student daily assessment. And the third, make a conclusion based on the results of the analysis.

### **RESULTS AND DISCUSSION**

#### **Errors Found in the Students’ Daily Assessment About Conditional Sentence Type 1 Written by Student of XI IPS 2**

After collecting data from students' daily assessments, the errors were identified and subsequently classified by the researcher using Dulay's surface strategy taxonomy. According to Dulay’s surface strategy taxonomy is one of the most common uses in analyzing data. Surface strategy taxonomy emphasizes the way surface strategy is changing. There are four categories

of error in surface strategy taxonomy. There are Omission, Addition, Misformation, and Misorder (Dulay 1982:146-193). According to the data, the total of grammatical errors were 166 items.

Omission errors are characterized by the lack of an item that must present in a well-formed utterance. In this research, the researcher discovered 43 items of omission errors, which accounted for 25.9% of the total. In this case the students did such error because they do not understand the use of grammar. For example "If I go to Semarang, I will angry" this sentence was incorrect because, the omission of to be the "be" must be add after "will". And the correct sentence must be "If I go to Semarang, I will be happy".

Meanwhile, Addition is characterized by the presence of an item, which must not appear in a well-formed utterance. It means that learners add some unnecessary items to their sentences. In this research the researcher found that addition is the highest types of error made by the students with 74 or 44,5% items of addition error from the documentation. The researcher analysis found that some plural verbs did not fit with the subject. For example "If I reads the book, I will be smart" this sentence was incorrect because the addition of verb "reads", the "s" it's should be omitted. And the correct sentence must be "If I read the book, I will be smart".

The third types of error is Missformation. Missformation errors were characterized by the used of the wrong form of morphemes or structured. In this research the researcher found 39 or 23,4% items of missformation error made by the students in writing conditional sentence type 1. For example "If you work out, you would have an ideal body shape", this sentence was incorrect because the word "would" should be replace by "will". And the correct sentence should be "If you work out, you will have an ideal body shape".

The next types of error is missorder, Missordering errors are characterized by the incorrect placement of a morpheme in the utterance. Misorder was the lowest error made by the students. In this research the researcher found 10 or 6,2% items of missorder error in writing conditional sentences type 1. For example "If I not do study, I will fail the best." The sentence was incorrect because Incorrect placement of "not", it should be placed after "do". And the correct sentence should be "If I do not study, I will fail the best".

### **The Frequent Type of Error made by The Students of XI IPS 2 at SMAN 1 Bae Kudus in Writing Conditional Sentence Type 1**

Based on the results mentioned above, we can draw the following conclusions regarding the most frequent types of errors made by students according to the surface strategy taxonomy: Addition errors were the most common, accounting for 44.55% of the errors. This suggests that students often added elements incorrectly to their sentences. One common issue was the improper use of "s" or "es" with verbs.

Omission errors were the second most frequent, at 25.9%. This indicates that students frequently left out necessary elements in their sentences. Missformation errors occurred with a frequency of 23.4%, indicating that students sometimes provided incorrect forms or structures in their sentences. Missorder errors had the lowest frequency, at 6.2%.

This suggests that students occasionally placed elements in the wrong order within their sentences. The high occurrence of addition errors can be attributed to students' lack of attention to sentence structure and their occasional confusion regarding the use of "s" or "es" with verbs.

## CONCLUSION

This study is to identify and classify the types of error based on surface strategy taxonomy by Dulay's and to find out the frequent type of error made by the students in writing conditional sentence type 1 in XI IPS 2 at SMAN 1 Bae Kudus Academic Year 2022/2023.

From the study, it was found that students' errors in writing conditional sentence type 1 is in four categories: they are omission, addition, missformation, and missorder. From 166 total of errors there are 43 or 25,9% items of omission error, 74 or 44,5% items of addition error, next is 39 or 23,4% items of missformation error and the last is 10 or 6,2% items of missorder error.

Furthermore, we can conclude that the highest frequency types of error made by the students of XI IPS 2 at SMAN 1 Bae Kudus Academic Year 2022/2023 in writing conditional sentence type 1 found in their daily assessment is addition with the percentage 44,5% items of error. Addition is the highest type of error because the students are not careful enough to pay attention to the form of the sentence. Sometimes students also get confuse in add s or es in the verb, therefore the teacher must be concern to student error.

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