CHAPTER 1
INTRODUCTION

This chapter presents the background of the research, statements of the problem, objectives of the research, and significance of the research.

1.1 Background of the Research

Language is a human basic to communicate with other people to fulfill their daily needs. With language, a human can convey their ideas, information, and emotions. According to Verderber (1999, p. 52), "language is the body of words and the system for their use in communicating that are common to the people of the same community or nation, the same geographical area, or the same cultural tradition". In this world, there are so many languages. English is one of the international languages. Therefore it is important to learn a language. Without language, people around the world cannot communicate.

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". 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.

This research refers to some relevant previous research. The previous research was conducted by Prayoga 2011 "*Grammatical Error Analysis in Using Conditional Sentence Type 1, 2, and 3 Orally*". The next previous research was conducted by Lena 2018 entitled "*An Error Analysis in Using Conditional Sentence Type II at the First Semester of the Twelfth Grade of SMAN 1 Pesisir Selatan Pesisir Barat Academic Year of 2017/2018*". The last previous research was conducted by Rahmawati 2014 66666666entitled *"An analysis on Students' Errors in Using Conditional Sentence Type II".*

Based on the researcher's experience when PLP II at SMA N 1 Bae Kudus, the researcher got information from the English teacher of SMA N 1 Bae Kudus, the students still have difficulties in grammar. Especially in applying the conditional sentence type I in constructing sentences. The researcher gets the data from students' daily assessments taken by the English teacher of SMA N 1 Bae Kudus. From the information given by the English teacher, the researcher wants to analyze the types of error that students made in constructing conditional sentences type 1.

Based on the explanation above the researcher conducted the research with title the "Error Analysis on The Use of Conditional Sentence Type I Found in Daily Assessment at Eleventh-Grade of SMA N 1 Bae Kudus Academic Year 2022/2023".

1.2 Statement of the Problem

Based on the background above the researcher is interested to analyse the types of error from eleventh-grade of SMA N 1 Bae Kudus made in daily assessment about conditional sentence type 1 thus the research question is "What are the types of error in constructing conditional sentence type 1 made by eleventh-grade of SMA N 1 BAE KUDUS Academic Year 2022/2023?"

1.3 Objective of the Research

Based on the formulation of the problem above, the objectives of this research are to identify and classify the frequent types of error was did by the eleventh-grade of SMA N 1 BAE KUDUS Academic Year 2022/2023 made in constructing conditional sentence type 1.

1.4 Significance of the Research

The researcher wishes that this research gives benefits as follows:

1. For the English teacher:

    The teacher can use this resource to know what types of errors the students make in constructing conditional sentence type 1. So the teacher can pay attention to their students and more focus on their teaching.

2. For the students:

    The students can use this resource to get a piece of information about the type of error that is frequently made by the students in constructing conditional sentence type 1. From this resource, we hope that the students can avoid the same error.

3. For the other researcher:

    This research hopefully helps future researchers for knowing about the frequent error that students made in constructing conditional sentence type 1. The researchers also hope that the study will inspire and provide more information furthermore, we hope that this study will be useful to subsequent researchers who wish to conduct research in similar fields.

4. For the reader :

    The researcher hopes that the reader can be more educated and get information about the frequent error that students make in constructing a conditional sentence. It also gives a deeper understanding to the reader of how to construct the correct sentence of conditional sentence type I.

1.5 Scope of the Research

The researcher limits the research topic entitled error analysis on the use of conditional sentence type 1 because the school still use K13 (Kurikulum 2013) and one of the material is conditional sentence type 1 in eleventh-grade. The researcher analyse and describes the frequent types of errors made by the students in constructing or writing conditional sentence type 1 based on surface strategy taxonomy by the Theory of Dulay's. This research carried out on the eleventh-grade of social 2 (XI IPS 2) of SMA N 1 Bae kudus academic year 2022/2023.