THE DIFFERENCE OF CONDITIONAL SENTENCES MASTERY BETWEEN MALE AND FEMALE AT THE SECOND YEAR STUDENTS OF STATE SENIOR HIGH SCHOOL 1 TAMBUSAI UTARA ROKAN HULU

UIN SUSKA RIAU

BY

SANTI NUR'AINI

NIM.10614003494

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

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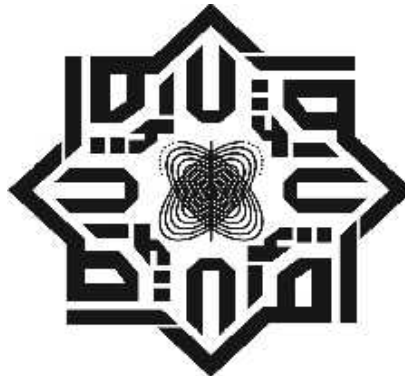
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UIN SUSKA RIAU

By

SANTI NUR'AINI

NIM.10614003494

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF EDUCATION AND TEACHER TRAINING

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ABSTRAK

Santi Nur'aini (2013): **Perbedaan Penguasaan Conditional Sentence antara Siswa Laki-Laki dan Siswa Perempuan Kelas 2 di Sekolah Menengah Atas 1 Tambusai Utara Rokan Hulu**

Masalah dalam penelitian ini adalah siswa mengalami kesulitan dalam menggunakan conditional sentences tipe 1,11 dan 111 secara benar. Mereka juga tidak bisa membedakan antara sub clause dan main clause dalam conditional sentences. Penelitian ini dilakukan untuk mengetahui perbedaan yang signifikan antara siswa laki-laki dan siswa perempuan dalam penguasaan conditional sentences kelas du SMA Negeri 1 Tambusai Utara,Rokan Hulu. Penelitian ini bersifat comparative.subjek dari penelitian ini adalah siswa kelas 2 dari sekolah menengah atas negri 1 tambusai utara,rokan hulu. Penulis mengambil 66 siswa sebagai sample dari penelitian ini. cara dalam pengambilan sampel adalah teknik berkelompok. Alatyang di gunakan dari penelitian ini adalah tes. Tes digunakan untuk mendapatkan data tentang siswa laki-laki dan siswa perempuan dalam penguasaan conditional sentence. sedangkan ,untuk analisis data, penulis menggunakan rumus T-test

Berdasarkan penulis di temukan bahwa t_o atau t-kalkulasi adalah lebih rendah daripada t-tabel on 5% dan 1% (2.000<0.073>1.671) dengan tingkat kebebasan adalah 64. Ini berarti bahwa disana tidak ada perbedaan berarti antara siswa laki-laki dan siswa perempuan dalam penguasaan conditional sentences kelas 2 dari sekolah menengah atas negri 1 tambusai utara, rokan hulu.

Penelitian ini dilakukan untuk menemukan adanya perbedaan yang signifikan antara siswa laki-laki dan siswa perempuan dalam penguasaan conditional sentences kelas dua SMA negeri 1 tambusai utara, Rokan Hulu. Berdasarkan hasilnya, penulis menemukan bahwa tidak adanya perbedaan yang signifikan antara siswa laki-laki dan siswa perempuan dalam penguasaan conditional sentence. Ini berarti bahwa penguasaan siswa perempuan pada conditional sentence adalah sama dengan penguasaan siswa laki-laki.

ABSTRACT

Santi Nur'aini (2013): **The Difference of Conditional Sentences Mastery between Male and Female at the Second Year Students of State Senior High School 1 Tambusai Utara Rokan Hulu**

The problem of this research was that the students had difficulties in using conditional sentences type I, II and III correctly. They also are not able to differ between sub clause and main clause in conditionl sentences. This research was done to find out the significant different between male and female on conditional sentences mastery at the second year students of state senior high school 1 Tambusai Utara, Rokan Hulu. This research was a comparative research. The subject of this research was the second year of state senior high school 1 Tambusai Utara, Rokan Hulu. The writer took 66 students as the sample of the research. The way in taking the sample was cluster technique. The instrument of this research was test. It was used to get data about the male and female students on conditional sentences mastery. Whereas, to analyze the data, the writer used t-test formula.

Based on the writer's findings taht t_o or t-calculation is lower than t-table on 5% and 1% (2.000<0.073>1.671) with the degree freedom is 64. It means that there is no significant different between male and female in conditional sentences mastery at the second year students of state senior high school 1 Tambusai Utara, Rokan Hulu.

This research was done to find out the significant different between male and female on conditional sentence mastery at the second year student of state senior high school 1 tambusai utara ,rokan hulu. Based on the writer 's findings that there is no significant different between male and female on conditional sentence mastery, it means that female students mastery of conditional sentences is the same as male students.

سانتي نور عيني (2012): الفرق في استيعاب الكلمات الشرطية بين المذكر و المؤنث الصف الطلاب الثاني بالمدرسة المتوسطة العالية 1 تامبوساي أوتارا منطقة راكان هولو.

كانت المشكلة في هذه الدراسة هي أن الطلاب لديهم مشكلات في استعمال الكلمات ية. تهدف هذه الدراسة لمعرفة الفرق في استيعاب الكلمات الشرطية بين المذكر و المؤنث لطلاب الصف الطلاب الثاني بالمدرسة المتوسطة العالية 1 راكان هولو. إهذه الدراسة من دراسة المقارنة. الموضوع في هذه الدراسة طلاب الصف ة العالية 1 تامبوساي أوتارا منطقة راكان هولو ثم أخذت الباحثة العينات بقدر 66 طالبا بطريقة تقنية عشوائية. الأدوات في هذه الدراسة هي الاختبار و هي لنيل البيانات عن المذكر و المؤنث من الطلاب في استيعاب الكلمات الشرطية. في تحليل البيانات استخدمت الباحثة تصيغة ـ .

t_o

5   1   (000 2>0.073<1.671) و مستوى الحرية 64. تدل هذه الحالة على عدم الفرق في استيعاب الكلمات الشرطية بين المذكر و ف الطلاب الثاني بالمدرسة المتوسطة العالية 1

منطقة راكان هولو.

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Praise belongs to Allah Almighty, the lord of universe. By his guidance and his blessing, the researcher has completed this academic requirement. Then, the researcher also conveys peace be upon him to Prophet Muhammad.

This thesis is researched and intended to be submitted in partial fulfillment of the requirements for the bachelor degree in English Education Department of Tarbiyah and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau. The title of the thesis is *"The Difference of Conditional Sentences Mastery between Male and Female at the Second Year Students of State Senior High School 1 Tambusai Utara Rokan Hulu"*. In this occasion, the researcher also expresses his sincere thanks and deep gratitude to:

1. Especially for my beloved parents Suradi and Sustiningsih who have given me love and affection, finance and always motivate me to accomplish this thesis soon.

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Finally, the researcher realizes that this thesis is still far from the perfectness. Therefore, comment, critiques, and constructive suggestions are very much appreciated.

May Allah Almighty, the lord of universe, bless them all.

Pekanbaru, Maret 2013
The Writer,

Santi Nur'aini

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CHAPTER I
INTRODUCTION

A. Background

English is an important language that must be understood by everybody in the world. Therefore, the government suggests all students to learn English as an International language. In learning English, the students will be taught the language skill such as reading, writing, listening and speaking. Besides, they will also be taught about language aspects including pronunciation, vocabulary, structure and grammar. They usually face several difficulties since English has complicated grammatical rules that sometimes make them feel difficult and confused in understanding it.

In order to learn English well, both in written and spoken form, students must master vocabulary and grammar rule of English itself. In fact, learning grammar is not easy for them and they think structure exercises are difficult to do. Grammar is the central to the teaching and learning of language that also becomes one of the more difficult aspects of language to teach as well as to learn. It shows that learning grammar is likely to be one of the difficulties in learning English for the students. Naturally, they will be confused on the rules and grammar itself. Many students have low scores in English. It is caused by the failure in grammar mastery. Then the structure mastery is one key to be successful in learning

English, because structure is a basic of other skills. If the students can master the structure well, they are expected to be able to master the other language skills.[1]

English grammar consists of conditional sentence or clause that consists of an if – clause, called sub clause and this result found in the main clause. Conditional sentence is one of the fundamental parts of English grammar. A conditional Sentence is often used to talk about situations that are contrary to fact, i.e., situations that are the opposites of the true situation. In addition, conditional sentence has two parts: i*f – clause and the main clause.* conditional sentence has three kinds or types, in which each kind contains a different pair of tenses in some variations. Three types of conditional sentences named as type I is probable or real condition, type II and type III are improbable or unreal conditional sentence categorized into a conditional sentence using *if*.[2]

Other category of conditional sentence is conditional sentence without *if*. This category consists of inversion, an implied or unstated condition, the use of unless (instead of if…not), even though (instead of even if), whether….or (instead of if…or), but instead of if it weren't for or if it hadn't been for), otherwise (instead of if this doesn't or didn't happen or happen or hadn't happened), suppose or supposing (instead of what if), and a wish (about future, present, and past)

In the context of learning English as a foreign language, it can be seen that the grammar especially conditional sentences is influenced many aspects. One of

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[1]Boey, Lim Kiat, *An Introduction to Linguistics for the Language Teacher,* Singapore :Singapore University Press, 1995, p. 57-59.

[2]Azar, Betty Schrampfer, *Fundamentals of English Grammar*, London: Prentice-Hall. 1992, p. 389.

the them is the gender. Some theories state that different gender has different ability in learning English. Some studies about male and female different in learning. Female students have more positive attitudes toward speakers of the target language while male students are more instrumentally motivated in learning[3]

Based on the writer's observation at the second year students of state senior high school 1 Tambusi Utara was found that most of the male and female students of the school were not aware that lerning grammar (conditional sentences) is needed in achieving the goal of language learning. Students who learned English used constructions in the type of conditional sentences and another category of conditional sentences. They were kinds of difficulties, types and sources error encountered by the students in using conditional sentence. Furthermore, the problem can clearly be seen based on the phenomena of the writer's preliminary test and information from the English teacher as follows:

1. Some of the male and female students are not able to use verb or verb phrase in conditional sentences correctly

2. Some of the male and female students are not able to differ between sub clause and main clause in conditionl sentences correctly

3. Some of the male and female students are not able to make conditional sentences type I correctly

4. Some of the male and female students are not able to make conditional sentences type II correctly

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[3] Brown, H. Douglas, *Strategies for Success: A Practical Guide to Learning English,* New York: Addison Longman Inc, 2000, p. 164.

5. Some of the male and female students are not able to make conditional sentences type III correctly

Based on the phenomena above, the writer finds out that it is very important to compare, explore and understand male and female students' ability in learning conditionl sentences. Therefore, the writer is interested in doing a research entitled, "The Difference of Conditional Sentences between Male and Female Mastery at the Second Year Students of State Senior High School 1 Tambusai Utara, Rokan Hulu"

B. Definition of the Key Terms

In order to explain and avoid misunderstanding and misinterpretation about the title and the content of the research, it is better to define the terms that are used in this research as follows:

1. Difference

   Difference means not the same as somebody or something.[4] In this research, difference means the disctint between male and female students' ability in learning conditional sentences.

2. Male and Female

   Male is the sex that does not give birth to babies, while female is the sex that can give birth to children or produce eggs.[5] In this research, male and female are as subject of the research.

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[4]Manser, H. Martin, *Oxford Learner's Pocket Dictionary New Edition*, Oxford: Oxford University Press, 1995, p. 116.
[5]Hornby, AS, *Oxford Advanced Learner's Dictionary (Sixth Edition)*, Oxford: Oxford University Press, 1995, p. 710 and 428.

3. Conditional sentences

   Conditional sentences mean sentences consist of an if clause that states a condition and a result clause that shows the effect of the condition.[6] In this research, conditional sentences mean the sentences that shows real and unreal situation that will be used by the writer to know the distinc between male nd female students' ability in learning the sentences.

C. Problem

1. Identification of the Problem

Based on the explanation above, the writer identifies the problems as the first, some of the male and female students are unable to use verb or verb phrase in conditional sentences correctly. The second, some of the male and female students are unable to differ between sub clause and main clause in conditional sentences correctly. The third, some of the male and female students are unable to make conditional sentences type I correctly. The fourth, some of the male and female students are unable to make conditional sentences type II correctly. The fifth, some of the male and female students are unable to make conditional sentences type III correctly.

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[6]Lane, Janet and Lange, Ellen, *Writing Clearly an Editing Guide*, California: Heinle and Heinle Publisher, 1993, p. 68.

2. Limitation of the Problem

In this research, it is necessary to limit the problems. The problem is focused on the male and female" ability at the second year students of state senior high school 1 Tambusai Utara, Rokan Hulu in conditional sentences mastery especially for types I, II and III.

3. Formulation of the Problem

    a. How is the female students' ability on conditional sentences mastery at the second year of state senior high school 1 Tambusai Utara, Rokan Hulu?

    b. How is the male students' ability on conditional sentences mastery at the second year of state senior high school 1 Tambusai Utara, Rokan Hulu?

    c. Is there any significant difference between male and female students on conditional sentences mastery at the second year of state senior high school 1 Tambusai Utara, Rokan Hulu?

D. Objective and Significance of the Research

1. Objective of the Research

    a. To know the female students' ability on conditional sentences mastery at the second year of state senior high school 1 Tambusai Utara, Rokan Hulu.

b. To know the male students' ability on conditional sentences mastery at the second year of state senior high school 1 Tambusai Utara, Rokan Hulu.

c. To know significant difference between male and female students on conditional sentences mastery at the second year of state senior high school 1 Tambusai Utara, Rokan Hulu?

2. Significance of the Research

By doing the research, the writer hopes that it can be used:

a. To give information to the teacher about male and female students on conditional sentences mastery.

b. To fulfill one of the requirements of S.1 degree of English Education Department of Education and Teacher Training Faculty of UIN SUSKA Riau

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Conditional Sentences

a. Concept of the Conditional Sentences

In grammar, conditional sentences are sentences discussing factual implications or hypothetical situations and their consequences. Languages use a variety of conditional constructions and verb forms (such as the conditional mood) to form sentences. Conditional sentences consist of an if clause that states a condition and a result clause that shows the effect of the condition.[1] Conditional sentences play an important role in grammar. They describe a condition and the result that follows. Conditional sentences are made up of two parts: the if-clause (condition) and the main clause (result that follows).[2]

There are two kinds of conditional sentences: real and unreal. Real Conditional sentence describes real-life situations. Unreal Conditional one describes unreal, imaginary situations. Although the various conditional forms might seem quite abstract at first, they are actually some of the most useful structures in English, commonly included in daily conversations.[3]

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[1]Lane, Janet and Lange, Ellen, *Writing Clearly an Editing Guide*, California: Heinle and Heinle Publisher, 1993, p. 68.

[2]Language Dynamics, *Conditional Tutorial,* retrieved from http://www.englishpage.com/ conditional/ conditionalintro.html on March, 2010.

[3]Dave's Lounge Podcast, *English Tenses*, retrieved from http://www.englishtenses.com/ conditional_sentences on March, 2010.

Based on explanation above it can be concluded that conditional sentence describes real and unrel life situation. Conditional sentence consists of sub clause and main clause. All conditional sentences contain a dependent clause and an independent clause. The dependent clause usually begins with if; it expresses a condition. The independent clause expresses a result of the condition. The if-clause is usually first, but the order of the clauses is usually not important.

b. Importance of Conditional Sentences

Conditional sentences are sentences that express a condition and a consequence of that condition. Conditional sentences invoke complex rules of tense and syntax, making them difficult and confusing for young students to learn. However, conditional sentences are fundamentally important to learn for several reasons.

Learning conditional sentence is to understand conditional statements or actions. To interpret a conditional sentence, to recognize the main or independent clause ("then") and the dependent clause ("if"), Grammatically, the conditional component (the "if") of a sentence is dependent; however, syntactically the consequence (the "then") is dependent, since the consequent is only fulfilled if the condition is fulfilled. It is critical to understand the structure and function of conditional sentences in order to interpret meaning. To determine the action or will take place ,you must defer to the condition in the sentence.[4]

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[4]Farley, Audrey, *What Is the Purpose for Learning Conditional Statements?,* retrieved from http://www.ehow.com/info_8740341_purpose-learning-conditional-statements.html on April 2010.

c. Types of Conditional Sentences

Conditional sentences mean sentences that consist of an if clause that states a condition and a result clause that shows the effect of the condition. The types of conditional sentences are as follows:[5]

1) IF Clause Type 1

Form: *if* + Simple Present, will-Future

Example: *If I find her address, I will send her an invitation.*

The main clause can also be at the beginning of the sentence. In this case, don't use a comma.

Example: *I will send her an invitation if I find her address.*

Note: Main clause and / or if clause might be negative.

Example: *If I do not see him this afternoon, I will phone him in the evening.*

Use: Conditional Sentence 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 know for sure whether the condition actually will be fulfilled or not, but the condition seems rather realistic – ,so we think it is likely to happen.

Example:

If I find her address, I will send her an invitation.

Means: I want to send an invitation to a friend. I just have to find her address. I am quite sure, however, that I will find it.

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[5]Lane, Janet and Lange, Ellen, *Op Cit.*, p. 74.

Example:

If John has the money, he will buy a Ferrari.

Means: I know John very well and I know that he earns a lot of money and that he loves Ferraris. Therefore, I think it is very likely that eventually he will have the money to buy a Ferrari.

2) IF Clause Type 2

Form: *if* + Simple Past, main clause with Conditional I (= would + Infinitive)

Example: *If I found her address, I would send her an invitation.*

The main clause can also be at the beginning of the sentence. In this case, don't use a comma.

Example: I would send her an invitation if I found her address.

Note: Main clause and / or if clause might be negative.

Example: *If I had a lot of money, I would not stay here.*

Were instead of *Was*

In IF Clauses Type II, we usually use ‚were' – even if the pronoun is *I*, *he*, *she* or *it* –.

Example: *If I were you, I would not do this.*

Use: Conditional Sentences Type II refers to situations in the present. An action could happen if the present situation were different. I don't really expect the situation to change, however. I just imagine „*what would happen if …*"

Example:

If I found her address, I would send her an invitation.

Means: I would like to send an invitation to a friend. I have looked everywhere for her address, but I cannot find it. So now I think it is rather unlikely that I will eventually find her address.

Example:

If John had the money, he would buy a Ferrari.

Means: I know John very well and I know that he doesn't have much money, but he loves Ferraris. He would like to own a Ferrari (in his dreams). But I think it is very unlikely that he will have the money to buy one in the near future.

3) IF Clause Type 3

Form: *if* + **Past Perfect, main clause with Conditional II**

Example: *If I had found her address, I would have sent her an invitation.*

The main clause can also be at the beginning of the sentence. In this case, don't use a comma.

Example: *I would have sent her an invitation if I had found her address.*

Note: Main clause and / or if clause might be negative.

Example: If I hadn't studied, I wouldn't have passed my exams.

Use: Conditional Sentences Type III 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.

Example:

If I had found her address, I would have sent her an invitation.

Mens: Sometime in the past, I wanted to send an invitation to a friend. I didn't find her address, however. So in the end I didn't send her an invitation.

Example:

If John had had the money, he would have bought a Ferrari.

Means: I knew John very well and I know that he never had much money, but he loved Ferraris. He would have loved to own a Ferrari, but he never had the money to buy one.

Exceptions for Conditional Sentences:

So far the explanation above is learned as the basic rules for conditional sentences. It depends on the context, however, which tense to use. So sometimes it is possible for example that in an IF Clause Type I another tense, Simple Present is used, e.g. Present Progressive or Present Perfect.

1) Conditional Sentences Type I (likely)

Table II.1
Conditional Sentences Type I

Condition refers to:	IF Clause		Main Clause	
future action	**Simple Present**	If the book is interesting, …	**Future I**	…I will buy it.
			Imperative	…buy it.
			Modal Auxiliary	…you can buy it.
action going on now	**Present Progressive**	If he is snoring, …	**Future I**	…I will wake him up.
			Imperative	…wake him up.
			Modal Auxiliary	…you can wake him up.
finished action	**Present Perfect**	If he has moved into his new flat, …	**Future I**	…we will visit him.
			Imperative	…visit him.
			Modal	…we can visit

Condition refers to:	IF Clause		Main Clause	
			Auxiliary	him.
improbable action	**should + Infinitive**	If she should win this race, …	**Future I**	…I will congratulate her.
			Imperative	…congratulate her.
			Modal Auxiliary	…we can congratulate her.
present facts	**Simple Present**	If he gets what he wants, …	**Simple Present**	…he is very nice.

2) Conditional Sentences Type II (unlikely)

Table II.2
Conditional Sentences Type II

Condition refers to:	IF Clause		Main Clause	
present / future event	**Simple Past**	If I had a lot of money, …	**Conditional I**	…I would travel around the world.
consequence in the past	**Simple Past**	If I knew him, …	**Conditional II**	…I would have said hello.

3) Conditional Sentences Type II (impossible)

Table II.3
Conditional Sentences Type III

Condition refers to:	IF Clause		Main Clause	
present	**Past Perfect**	If I had known it, …	**Conditional I**	…I would not be here now.
past	**Past Perfect**	If he had learned for the test, …	**Conditional II**	…he would not have failed it.

In addition, Conditional sentences are usually divided into two parts (called clauses): the *if* part and the main clause. It can be explain as follows:[6]

1) ZERO TYPE

<u>If + present simple / present simple</u>

These sentences refer to 'all time', not just the present or future. They express a situation that is always true. IF means WHEN or WHENEVER.

Example:

If I pour hot water onto ice, it melts.

If you spend over £30 at that supermarket, you get a 5% discount.

When it rains hard, everyone stays indoors.

2) FIRST CONDITIONAL

<u>If + present simple + will future</u>

We use the first conditional to talk about a likely situation and to describe its result. We talk about the likely situation with IF + present simple; we talk about the result with WILL (or WILL NOT for negative sentences). We usually separate the two clauses with a comma.

Example:

If you give it to me, I will let you go.

If you do not give it back, I will call the police.

If it does not stop rising, we will not be able to escape.

We often use the first conditional for promises, threats or warnings:

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[6]Savigliano, *Conditional Sentences*, retrieved from: http://www.se-savigliano.unito.it/ programmi/materiali/Adami/CONDITIONAL%20SENTENCES.pdf, 2010.

Example:

If you are careful with the eggs, you will not break them.

You will not pass your English exam if you do not revise your notes.

<u>IF</u> can be replaced by UNLESS (if...not) or IN CASE (because of the possibility...):

Example:

Unless I hear from you, I will arrive at 9.

I will take my umbrella in case it rains

    3) SECOND CONDITIONAL

<u>If + past simple + would (do)</u>

We use the second conditional to talk about an imaginary or unlikely situation and to describe its result. We talk about the imaginary or unlikely situation with IF + past simple; we talk about the result with WOULD (or WOULDN'T for negative sentences).

Example:

If I had a lot of money, I would give some away to that charity.

If a stranger asked me for money, I would not give him any.

I would not be late if I flew to school.

We form the second conditional with if + past simple, would + infinitive; we usually separate the two clauses with a comma:

Example:

If I found some money in the street, I would take it

If I saw a ghost, I would not talk to it.

BE CAREFUL: WOULD may be shortened into 'D)

With the verb TO BE, we usually use WERE for all persons:

Example:

If I were you, I would start studying that book as soon as possible.

(in spoken language both WAS and WERE are possible: if I was you....)

FIRST OR SECOND CONDITIONAL?

Both conditionals refer to the present and future. The difference is about probability, not time. It is usually clear which conditional to use. First conditional sentences are real and possible. Second conditional sentences express situations that will probably never happen:

Example:

If I lose my job, I will... (my company is doing badly and there is a strong possibility of being made redundant)

If I lost my job, I would... (redundancy is improbable and I'm just speculating)

TIME CLAUSES

Conjunctions of time (WHEN, AS SOON AS, BEFORE, UNTIL, AFTER...) are not usually followed by WILL. We use a present tense even though the time reference is future:

Example:

I will phone you when I get home.

As soon as dinner is ready, I will give you a call.

Can I have a word with you before I go?

When I have read the book, I will lend it to you.

4) THIRD CONDITIONAL

IF + past perfect + would have + past participle

We use the third conditional to talk about impossible events of the past. We use the past perfect and the would have + past participle structure.

Example:

If I had taken my umbrella, I would not have got wet.

If I had studied phonetics as well, I would have passed the exam.

I would not have wasted so much time if I had taken a map with me!

Verbs can have a regular (walk = walked; study = studied) or irregular (give =gave; think = though) past participle.

WISH

This verb is usually followed by past simple (cf. second conditional) when we talk about the present:

Example:

I wish I had a car: travelling by train is so slow!

I wish I didn't have to go to that course: it's so boring.

For past situations, we use WISH + past perfect (cf. third conditional)

Example:

I wish I had studied harder!

I wish I had not drunk so much. (if I hadn't drunk so much, I would have been better)

MIXED EXAMPLES

(sometimes the structures described above can be different and use modal verbs)

Example:

I wish it would stop raining.

I could buy some new clothes if I had enough money.

If you have never been to Wales, you should try to go there one day.

What would you do, if you saw someone shoplifting?

Furthermore, a conditional sentence describes the condition that is necessary for a particular result to occur. The conjunctions if, even if, when, whenever, whether, and unless often appear in conditional sentences. The meaning of a conditional sentence determines which verb tenses needs to be used in the independent and subordinate clauses.[7]

1) Use conditional sentences to express a general or habitual fact. In this type of conditional sentence, the verb tense in each clause is the same.

   General fact: When I touch an ice cube, it feels cold.

   Habitual fact: Whenever I touched an ice cube, it felt cold.

2) Use conditional sentences make predictions about the future, or express future intentions or possibilities. In this type of conditional sentence, the subordinate clause contains a present-tense verb and the independent clause contains the modal can, may, might, should, or will) plus the base form of the verb.

   Prediction: If I win the lottery, I can go to Paris.

   Intention: If I win the lottery, I will go to Paris.

   Possibility: If I win the lottery, I might go to Paris.

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[7]Lane, Janet and Lange, Ellen, *Op. Cit.,*

3) Use conditional sentences to speculate about the future result of a possible but unlikely condition in the present. In this type of conditional sentence, the subordinate clause contains the past tense of the verb, and the independent clause contains the modal would, could, or might, plus the base for of the verb.

Speculation: If I won the lottery, I would go to Paris.

Unlikely present condition: If I won the lottery,

Future result: I would go to Paris.

4) Use conditional sentences to speculate about the past result of a condition that did not happen in the past. In this type of conditional sentence, the subordinate clause contains the past perfect tense of the verb, and the independent clause contains the modal would have, could have, or might have, plus the past participle.

Speculation: If I had won the lottery, I would have gone to Paris.

Untrue past condition: If I had won the lottery,

Untrue past result: I would have gone to Paris.

In this type of conditional sentence, you can express the conditional without using if by reversing the order of the subject and the verb in the subordinate clause.

Speculation: Had I won the lottery, I would have gone to Paris.

5) Use conditional sentences to speculate about the future result of a condition that is not true in the present. In this type of conditional sentence, the subordinate clause contains the past-tense verb were

(never *was*), and the independent clause contains the modal would,

could, or might, plus the base form of the verb.

Speculation: If I were Prime Minister, I would do a great job.

Untrue condition: If I were Prime Minister

Future result: I would do a great job.

Speculation: If I were going to Paris, I would bring my passport.

Untrue condition: If I were going to Paris,

Future result: I would bring my passport

2. Gender in Language Learning

a. Concept of Gender in Language Learning

In classroom, there is no different consideration between male and female. They are learning in the same class. Therefore, there is no sex segregation in classroom causes different success in learning performance at the sex group. The most obvious difference between male and female is biological difference. However, there are many theories state that there is significant difference between males and females in language ability such as verbal abilities involving vocabulary, and mechanical abilities. Girls generally are superior in the verbal item involving vocabulary, memory, language manipulation, and the like, while boys are superior in performance items involving spatial relation, mechanical abilities, and numerical manipulation.[8]

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[8]Papalia, Diane E and Sally Wenkos Olds, *Psichology*, New York: McGraw Hill Book Company, 1985.

In addition, not only women are superior in verbal ability, but also in using sentence and variety of words. Women usually do better than men in measuring verbal fluency. Women learn a little earlier than men to talk, to use sentence, and to use a greater variety of words.[9] Furthermore, in learning strategies and styles seem to be related to sex differences. Several researchers believe that all style – differences might represent a dichotomy of human variation; people who are global and those who are analytic. [10]

In addition, the different in ability will influence the achievement of students and it is very important to be examined especially in education field. There are some different characteristics between males and females in learning language strategies. The characteristics of these two kinds of learning strategies can be seen below: [11]

Table II.4
Characteristics between Males and Females
in Learning Language

GLOBALS (FEMALES)	ANALYTICS (MALES)
Subjective	Objective
Feeling	Thinking
Field dependent	Field independent
Right-brain dominant	Left-brain dominant

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[9] Myer as cited in Lisya Rivianti Zikra, *A Comperative Study on the Mastery English Tenses between Male and Female Students at SLTP Negri 18 Pekanbaru,* Unpublished paper, Pekanbaru: UIN Suska, 2006, p. 10.

[10] Oxford and Schmeck in Sunderland as cited in Desma Putri, *A Comparative Study on The Mastery of English Structure Between Male and Female Students of SMUN 4 Pekanbaru.* Unpublished paper Pekanbaru: University of Riau, 2000, p. 9.

[11] *Ibid.,*

Extroverted	Introverted
Co-operative	Competitive
Impulsive	Reflective

Blenky in Sunderland as cited in Kamizar (2002) find that most of women who were interviewed about way of knowing prefer to be subjective, feeling oriented, global style rather than an objective, thinking oriented, analytic style. When learning a new language, male and female take different ways. Males tend to favor objectivity. They have tendency to learn the rules, facts, and logic of the language they are learning. Female in learning a new language are generally subjective. They put the priority in the use of their feeling, cultural sensitivity, and empathy. The relationship between field in independence or dependence and language learning is not clear-cut.[12]

The most obvious differences between male and female ones are the biological difference. However, they are also different in many other factors. The difference in sex between male and female seems to bring some differences in their learning. The difference in ability is important to be examined especially in education field. There are some differences in some specific abilities such as verbal abilities involving vocabulary, and mechanical abilities.

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[12]Blenky in Sunderland as cited in Kamizar, A Comparative Study on Students' Achievements in Reading Text Between Male and Female at SMUN 10 Pekanbaru. Unpublished Thesis, Pekanbaru: University of Riau, 2002, p. 15.

A various research might be to assist the current basis for and validity of teacher's claim that female students are better language learners and to attempt to ascertain whether this superior proficiency (if it exists) is linked particularly to the skill of reading, writing, speaking and listening. Male and female ones have their uniqueness and their kept it in their body, their minds, and their brain, their soul and they reflect it with their attitudes, their behavior and their motivation in learning. We realize that the differences are there, but sometimes we ignore their existence. Male and female ones are different in ability, interest, and personality traits. In the most consistent differences between male and female students according personal characteristics and emotional adjustment.[13]

Table II.5
Studies of Differences between Male and Female

Researchers	Research Findings
Bacon (1992)	No differences between sexes
Bacon (1992)	Men use translation strategies more than woman
Bacon and Finnemann (1992)	Female learners of L2 Spanish at university level had the stronger instrumental motivation
Spolsky (1989)	Girls have more positive attitudes towards speakers of the target language
Ludwig (1983)	Male learners are more instrumentally motivated
Gardner and Lambert (1972)	Female learners are more motivated than male learners

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[13]Papalia, Diane E and Sally Wenkos Olds, *Op. Cit.,*

Besides those studies, what exactly makes male and female students different can be explained by following explanations which are quoted from Michael Gurian and Patricia Henley book entitled *Boys and Girls learn differently.*

There are a number of categories of male-female difference to consider and there are many differences that could be presented, but the writer selected those who seem most essential in learning. One of the aspects that influences the male and female performance in learning is their brain. The aspect of differences between male and female brain can clearly be seen as follows:

b. Developmental and Structural Differences

In most cases, girls' brain matures earlier than boys do. In accordance with brain-based research, it is found that girls take in more sensory data than boys. In average, girls hear better, smell better and take in more information though fingertips and skin. Female tend often to be better than males at controlling impulsive behavior. In other words, girls are by nature less likely to take moral risk than boys. Boys are more likely shown natural aggression.[14]

Girls tend to have better verbal abilities and rely on verbal communication; boys tend to rely on nonverbal communication, being innately less able on average to verbalize feelings and responses as quickly as girls.

Males tend to have more development in certain areas of the right hemisphere, which provides them with better spatial abilities such as measuring, mechanical, design, and geography and map reading. It can be concluded that

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[14]Gurian, Michael & Particia Hanley, *Boys and Girls Learn Differently!,* San Francisco: A Wiley Company, 2000, p. 19.

male and female structure has been designed for different function and abilities. This difference also affects their performance in life.

c. Hormonal Differences

Human behavior is far more driven by hormones than we have wanted to admit. Male and female mood are very dependent on the interplay of hormones and the brain. Although males and females both posses all the human hormones, degree of dominance differs. Females are dominated by estrogen and progesterone, males by testosterone. Whereas a girl may be likely to bond first and ask questions later, a boy might be aggressive first and asks questions later. This is why most of the teacher finds out that male students are hard to manage than female students in many ways.

d. Functional Difference

Boys use the right hemisphere more than girls. On the other hand, girls tend to use the left hemisphere. That is why girls respond to a situation more complex than boys. Male brain gives boys the edge in dealing with spatial relationships (such as object and theorems); female brain responds more quickly to greater quantities of sensory information, connecting it with the primacy of personal relationships and communication. Girls and women are able to hear things better than boys and men; sometimes a loud voice is needed for boys. This fact makes an interesting basis for keeping boys near the front of the classroom.

Another difference also occurs in music or choir. Males and female see things differently, with female generally far better at seeing in the dark room. On the other hand, males see well than woman in bright light. This suggests a

biological rationale for how teachers should arrange their students in terms of distance or closeness to visual learning aids.

Gender difference has been noted in the memory ability of males and females. Girls can store, for short periods, a greater quantity of random information; boys can do this more often if they can practice it.

In teaching and learning process, the instruction given must be balance between male and female memory ability in order to make the lesson last and memorize well by the students for their future needs. The stereotype of boys is they tend to focus on action A reason why teacher or parent get trouble ask their children (boys) quiet and seated at their desk, because male students learn better when they have frequent opportunities to move around.

In ability, boy's excess is superior in performance items involving spatial relationship, mechanical abilities, and numerical manipulation because they tend to like symbolic texts, diagrams, and graphs. It brings them to be success in designing and engineering. Male students also tend to learn the rules, fact, and logic. It causes male better in math and science lesson than female students.[15]

Male students are an introverted and they like competition. Also, boys tend to be more deductive and are better at quickly making decisions and this superior give boys an advantages on multiple choice test. The stereotype of female students is they tend to focus on feelings. Female students are an extrovert who like work together in doing something (co-operative). In ability, female students excel in verbal skill like reading and writing. State that female students generally are

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[15]Gurian, Michael & Particia Hanley, *Ibid.*

superior in the verbal items involving vocabulary, memory, language manipulation.[16]

They also speak more clearly, read earlier, and consistently better than male students in test spelling and grammar. Female students tend to be more inductive and learn involving their sense and it make them an advantages on essay tests.

e. Difference on the Brain

Brain is nature of human being that brings the innate of human itself, such as intelligences, talent, emotion, language and learning style. By his statement, Eric Jensen as a former teacher and a current member of the society for Neuroscience and New York Academy of Science has proven it.

Learning in ways that are compatible with the way humans naturally function is an approach that will stand the test of time. Yes, it may attract some criticism, spurred by the kind of defensive reaction that is typical among those who wish to hold on to the status quo. But if this paradigm is solid, as I believe it is, more and more people will come to realize that if you want to understand human learning, so you'd better understand the brain.

Brain, as a control of human body, is generally divided into four lobes. The occipital, the temporal, the frontal and parental lobes, and each lobes have own functions. Dealing with this Thomas Willis, expanded the work of Descartes. He was the first suggest not only that the brain was center of control for our body, but also different parts of the brain control specific cognitive functions, although a

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[16] Papalia, Diane E and Sally Wenkos Olds, *Op Cit.*

given mental task may involve a completed web circuits, which interact with others throughout the brain.[17]

It can be concluded that the different part of brain have different functions and it can affect the way of students learn. Developmental and structural differences between male and female give explanation about male and female innate differences. Here there are some parts of brain that show innate differences notably in learning style.

Parietal lobe which has function to perceives and interprets bodily sensations such as touch, pain, pressure and temperature whereas in females more data through than in male. It function impact female have more tactile sensitivity. Females take in more sensory data than male. On average female hear better, smell better, and take in more information through fingertips and skin.

Right hemisphere has function to interpret emotional contents, tone of voice, facial expressions, gestures, melodic speech, social musical, visual, spatial, and environmental awareness, and unconscious self-image, and body image, emotional and visual memory. in this part male tend to use right side of brain to work on abstract problem, female uses both sides. It function impact male superior at spatial relationship. The explanation as follow:

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[17]Taylor, R. George and Loretta McKenney, *Improving Human Learning in the Classroom,* Maryland: Rowman & Littlefield Education, 2008, p. 15

Table II.6
Left and Right Brain

LEFT BRAIN	RIGHT BRAIN
Intuitive	Intellectual
Prefer talking and writing	Prefer drawing and manipulating object
Favors logical problem solving	Favors intuitive problem solving
Focus on detailed	Get the general idea
Language	Spatial awareness
Logic	Perspective
Analytical thinking	Creative and imaginative
Shaping of ideas	Functions
Sequencing	Emotions
Fine motor skills	Tone Quality of sound
Timing	

In general, female brains develop quicker than male brains. Brains development in infants is often most pronounced in the right hemisphere and gradually moves to the left. In female, the movement the left stars earlier than male. Researchers found that males generally have more developed right hemisphere-which disposes them toward spatial task such as map-reading or interpreting technical drawings. Females generally have more developed left

hemisphere-which is probably why they learn to speak earlier than males and are often more adept at languages.[18]

Over million of years, the brain both created and accommodated these circumstances. Females had to be better at verbal skill than males; males had to be better at spatial and more physically aggressive. Females had to care more about small-group consensus; males had to rely more on packing-order hierarchies with dominant leadership.

Females had to hear, see, and use all he senses and remember variety among things in order to provide the subtle brain development and care a child needs; males had to focus on the single task to provide for and protect communities of children. Both the brain and its hormones -which are catalysts for brain activity- came to differ with gender and their learning style.

Mismatches between family and school culture especially teacher can deadly students ability. For example, teacher almost teacher often label "naughty, stupid or lazy " for male students because they doing another activities such as disturb his friend or drawing something in their book while they studying without any attention to lesson. As we know innate of male students is they can absorb lesson better when they gave a chance to move a lot but most of teacher culture only explain lesson, dictation, or doing exercises, this condition of course make male students getting bored and also this culture can deadly male students ability as a master of spatial.

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[18] Gurian, Michael & Particia Hanley, *Op Cit.,* p. 24-27.

B. Relevant Research

There were many researchers who conducted the researches about the students' motivation. One of them is Lisya Rivianti Zikra (2006). In her research entitled *"A comparative study on the mastery of English tenses between male and female students at SLTP Negeri 18 Pekanbaru."* In the analysis of the data, she used t-test in order to compare the male and female students' mastery of English tenses. As the result, she found out that female mastery of English tenses is cleverer than the male students.[19]

Desma Putri (2000). In her researcher entitled *"A comparative study on the mastery of English structure between male and female students of SMU Negeri 4 Pekanbaru"* in the analysis of data, she used t-test in order to compare the male and female student' mastery of English structure. As the result, she found out that female students' mastery of English structure is the same as male students.[20]

C. Operational Concept

Operational concept is the concept used to give the explanation about theoretical framework and to avoid misunderstanding about the research. In this research, the writer concludes several indicators to be operated which describe the operational concepts. Based on the explanation above, the indicators of the students' ability in learning conditional sentences can be seen as follows:

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[19] Lisya rivianti zikra. *A comparative study on the mastery English tenses between male and female students at SLTP Negeri 18 Pekanbaru,* unpublished thesis,Pekanbaru: UIN Suska,2006
[20] Desma putrid. *A comparative study on the mastery of English structure etween male and female students of SMU Negeri 4 Pekanbaru , Unpublished thesis,*Pekanbaru: University of Riau,2000

1. Some of the male and female students are able to use verb or verb phrase in conditional sentences correctly

2. Some of the male and female students are able to differ between sub clause and main clause in conditionl sentences correctly

3. Some of the male and female students are able to make conditionl sentences type I correctly

4. Some of the male and female students are able to make conditional sentences type II correctly

5. Some of the male and female students are able to make conditional sentences type III correctly

D. Assumption and Hypothesis

1. The Assumption

The writer assumes that male and female students at the second year of state senior high school 1 Tambusai Utara, Rokan Hulu have variation in learning conditional sentences.

2. The Hypothesis

Ho : There is no significant difference of conditional sentences mastery between male and female students at the second year of state senior high school 1 Tambusai Utara, Rokan Hulu.

Ha : There is significant difference of conditional sentences mastery between male and female students at the second year of state senior high school 1 Tambusai Utara, Rokan Hulu.

CHAPTER III

RESEARCH METHOD

A. Research Design

This is a comparative study, in the previous chapter it had been explained that the aims of the research was to find out the difference of conditional sentences mastery between male and female students at the second year of state senior high school 1 Tambusai Utara, Rokan Hulu. This research consisted of one variable of the difference of conditional sentences mastery between male and female students at the second year of state senior high school 1 Tambusai Utara, Rokan Hulu.

B. Location and Time of the Research

This research was conducted at state senior high school 1 Tambusai Utara, Rokan Hulu. The writer conducted this research from May to June 2012.

C. Subject and Object of the Research

1. The Subject of the Research

The subject of this research was the second year students of state senior high school 1 Tambusai Utara, Rokan Hulu.

2. The Object of the Research

The object of this research was the second year male and female students in learning conditional sentences.

D. Population and Sample of the Research

The population of this research was the second year students of state senior high school 1 Tambusai Utara, Rokan Hulu. There were four classes and 134 students. The number of male students was bigger. The population of the research can be seen as follows:

Table III.1
The Population of the Research

No	Class	The Number of the Students		Total Population
		Male	Female	
1	XI 1	16	18	34
2	XI 2	15	17	33
3	XI 3	17	18	34
4	XI 4	16	17	33
Total		**64**	**70**	**134**

From the table above it can be seen that the total of population was very big, so the writer used cluster technique in choosing sample in this research. The technique in taking sample used cluster sampling techniques. The cluster technique will be used to take sample if the object that will be researched is very wide. To decide which one the population that will be taken as sample, the sample taken is based on the population that is specified.[1] The sample of this research can be seen as follows:

Table III.2
The Sample of the Research

No	Class	The Number of the Students		Total Sample
		Male	Female	
1	XI 2	16	18	34
2	XI 2	15	17	33
Total		**31**	**35**	**66**

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[1] Sugiyono, *Metode Penelitian Pendidikan,* Bandung: Alfabeta, 2008, p.121

From the table above it can be seen that the total sample was 66 students that consisted of 31 male students and 35 female students.

E. Data Collection Technique

In collecting the data, the writer used test. The test consisted of types of conditionl sentences. The test consisted of 20 items. The students were ordered to answer the test. The writer provided 45 minutes to the students to finish the test. If the students answered with the correct one, they would be given score 5.

Table III.3
Blueprint of the Test

No	Aspects of the Test	Total of Items	Number of the Tests
1	Conditional sentences type I	8	3,7,9,10,13,14,19,20
2	Conditional sentences type II	6	1,4,8,11,15,17
3	Conditional sentences type III	6	2,5,6,12,16,18
Total		**20**	**20**

Before giving the real test to the students, the researcher gave try out to know the items difficulty and the reliability of the test. the most important principle of an instrument is its validity and reliability because both are essential for the effectiveness of the instruments.

After analyzing the test items difficulty and finding out its reliability, the researcher revised the rejected items. All the test items were examined through the point of view of the difficulty level. The index of the difficulty shows how easy or difficult the particular items provided in the test. The facility value is expressed as the percentage of the students who answered the items correctly.

$$FV = \frac{R}{N}$$

Where: FV   = Item difficulty (Facility Value)

                R   = The number of correct answer

                N   = The number of students taking the test

A test item is accepted if the score is between 0.30 – 0.70, and it is rejected if it is between 0.03 – 0.30 (considered difficult) or 0.20 – 1.00 (considered easy). Then, reliability is necessary characteristic of any good test in order to find the reliability of the test. To find out the reliability of the test, the following formula is used:

$$r_{ii} = \frac{N}{N-1}\left(1 - \frac{M(N-M)}{NX^2}\right)$$

Where: rii   = Reliability of the test

                N   = The number of the test items

                M   = Mean score of try out result

                X   = Standard Deviation of the test

Reliability coefficient for a good test of classroom proficiency is expected to exceed 0.70 and close to 1.00. The reliability of a test is considered as follows:

0.00 – 0.20   Reliability is low

0.21 – 0.40   Reliability is sufficient

0.41 – 0.70   Reliability is high

Above 0.70   Reliability is very high.[2]

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[2]Heaton, JB, *Writing English Language Test*, London: Longman Group Limited, 1975, P.22

After the test had been reliable, the researcher explained the lesson of Question Tags around several meetings to the students. Then, the researcher gave the test with the revised test items. The test was done three times with interval time, the researcher gave the test II and III to the same students did the test I.

F. Data Analysis Techniques

This study was comparative study. The data for this research was collected through test. After gaining the data from the respondents, the writer analyzed the words or sentences into statistical data by giving percentage as follows:

a. Good   (76 - 100)

b. Fair   (56 - 75)

c. Less   (40 - 55)

d. Bad   (less than 40)[3]

While analyzing the data, the writer analyzed by using statistical analysis. The formula is as follows:

$$t_o = \frac{M_x - M_y}{SE_{M_x - M_y}}$$

The steps are:

1. Find out means

2. Find out standard deviation (SD)

3. Find out standard error (SE)

4. Find out difference standard error

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[3]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek.* Jakarta: Rineka Cipta, 2006, p. 311.

5. Find out t_o

6. Interpretation t_o value to t_{table} [4]

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[4]Moh. Haryadi, *Statistik Pedidikan*, Jakarta: Prestasi Pustaka Raya, 2009, p. 188.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. Data Presentation

1. Try Out Result of the Instrument

Before the conditional sentences test was given to the subject of this research, the researcher tried it out. The test consisted of 20 items. The purpose of try out was to see whether the items of the test were valid and reliable or not. To know the test items were valid and reliable, the researcher used the formula of validity and reliability. The result of the test was prepared in tabular form. In this analysis, the researcher found the mean score of students, standard deviation, and facility value.

After analyzing the data of the try out result, it was found that there was not item rejected because the scores of the students for those items were between 0.30 and 0.70. In other words, the items did not need to be changed because the levels of difficulty reached the standard item difficulty. The mean of the try out test was 11.07 (see appendix 4), the standard deviation of try out was 2.26 (see appendix 5), and the reliability of the test was 0.42 or considered high (see appendix 5).

2. Students' Score on Conditional Sentences Mastery at Test I

Table IV.1
Femle Students' Score on Conditional Sentences Mastery at Test I

No	Name	Correct Answer	Score	Category
1	Student01	12	60	Fair
2	Student02	12	60	Fair
3	Student03	15	75	Fair
4	Student04	15	75	Fair
5	Student05	14	70	Fair
6	Student06	13	65	Fair
7	Student07	13	65	Fair
8	Student08	12	60	Fair
9	Student09	15	75	Fair
10	Student10	15	75	Fair
11	Student11	15	75	Fair
12	Student12	14	70	Fair
13	Student13	15	75	Fair
14	Student14	14	70	Fair
15	Student15	12	60	Fair
16	Student16	15	75	Fair
17	Student17	15	75	Fair
18	Student18	15	75	Fair
19	Student19	13	65	Fair
20	Student20	14	70	Fair
21	Student21	12	60	Fair
22	Student22	14	70	Fair
23	Student23	12	60	Fair
24	Student24	15	75	Fair
25	Student25	12	60	Fair
26	Student26	14	70	Fair
27	Student27	15	75	Fair
28	Student28	14	70	Fair
29	Student29	13	65	Fair
30	Student30	16	80	Good
31	Student31	13	65	Fair
32	Student32	13	65	Fair
33	Student33	15	75	Fair
34	Student34	11	55	Less
35	Student35	15	75	Fair
	Total	**482**	**2410**	**-**
	Average	**13.77**	**68.86**	**Fair**

Based on table IV.1, it can be seen that the female students' score on conditional sentences mastery at test I is 2410 with average score is 68.86 that can be categorized as fair. Furthermore, to know the frequency of the female students' score on conditional sentences mastery at test I can be explained as follows:

Table IV.2
Frequency of Female Students' Score on
Conditional Sentences Mastery at Test I

No	Category	Frequency	Amount
1	80	1	80
2	75	13	975
3	70	7	490
4	65	6	390
5	60	7	420
6	55	1	55
Total		**35**	**2410**
Percentage			**68.86**
Category			**Fair**

Based on table IV.2, it can be seen that there was one student who got score eighty, thirteen students got score seventy-five, seven students got score seventy, six students got score sixty-five, seven students got score sixty and one student got score fifty. The total score of the female students on conditional sentences mastery at test I is 2410 with percentage score is 68.86 in fair category.

Table IV.3
Male Students' Score on Conditional Sentences Mastery at Test I

No	Name	Correct Answer	Score	Category
1	Student01	13	65	Fair
2	Student02	15	75	Fair
3	Student03	12	60	Fair
4	Student04	14	70	Fair
5	Student05	15	75	Fair
6	Student06	11	55	Less
7	Student07	14	70	Fair
8	Student08	13	65	Fair
9	Student09	13	65	Fair
10	Student10	15	75	Fair
11	Student11	16	80	Good
12	Student12	14	70	Fair
13	Student13	12	60	Fair
14	Student14	13	65	Fair
15	Student15	13	65	Fair
16	Student16	15	75	Fair
17	Student17	14	70	Fair
18	Student18	13	65	Fair
19	Student19	15	75	Fair
20	Student20	12	60	Fair
21	Student21	14	70	Fair
22	Student22	15	75	Fair
23	Student23	11	55	Less
24	Student24	14	70	Fair
25	Student25	13	65	Fair
26	Student26	13	65	Fair
27	Student27	15	75	Fair
28	Student28	16	80	Good
29	Student29	14	70	Fair
30	Student30	12	60	Fair
31	Student31	13	65	Fair
Total		**422**	**2110**	**-**
Average		**13.61**	**68.06**	**Fair**

Based on table IV.3, it can be seen that the male students' score on conditional sentences mastery at test I is 2110 with average score is 68.06 that can be categorized as fair. Furthermore to know the frequency of the male students' score on conditional sentences mastery at test I can be explained as follows:

Table IV.4
Frequency of Female Students' Score on
Conditional Sentences Mastery at Test I

No	Category	Frequency	Amount
1	80	2	160
2	75	7	525
3	70	7	490
4	65	9	585
5	60	4	240
6	55	2	110
Total		**31**	**2110**
Percentage			**68.06**
Category			**Fair**

Based on table IV.4, it can be seen that there were two students who got score eighty, seven students got score seventy-five, seven students got score seventy, nine students got score sixty-five, four students get score sixty and two students got score fifty. The total score of the male students on conditional sentences mastery at test I is 2110 with percentage score is 68.06 in fair category.

3. Students' Score on Conditional Sentences Mastery at Test II

Table IV.5
Femle Students' Score on Conditional Sentences Mastery at Test II

No	Name	Correct Answer	Score	Category
1	Student01	13	65	Fair
2	Student02	14	70	Fair
3	Student03	13	65	Fair
4	Student04	15	75	Fair
5	Student05	14	70	Fair
6	Student06	13	65	Fair
7	Student07	13	65	Fair
8	Student08	13	65	Fair
9	Student09	13	65	Fair
10	Student10	15	75	Fair
11	Student11	15	75	Fair
12	Student12	14	70	Fair
13	Student13	14	70	Fair
14	Student14	14	70	Fair
15	Student15	12	60	Fair
16	Student16	16	80	Good
17	Student17	15	75	Fair
18	Student18	15	75	Fair
19	Student19	13	65	Fair
20	Student20	14	70	Fair
21	Student21	12	60	Fair
22	Student22	14	70	Fair
23	Student23	12	60	Fair
24	Student24	15	75	Fair
25	Student25	12	60	Fair
26	Student26	14	70	Fair
27	Student27	16	80	Good
28	Student28	14	70	Fair
29	Student29	13	65	Fair
30	Student30	16	80	Good
31	Student31	13	65	Fair
32	Student32	14	70	Fair
33	Student33	15	75	Fair
34	Student34	12	60	Fair
35	Student35	14	70	Fair
Total		**484**	**2420**	**-**
Average		**13.83**	**69.14**	**Fair**

Based on table IV.5, it can be seen that the female students' score on conditional sentences mastery at test II is 2420 with average score is 69.14 that can be categorized as fair. Furthermore to know the frequency of the female students' score on conditional sentences mastery at test II can be explained as follows:

Table IV.6
Frequency of Female Students' Score on
Conditional Sentences Mastery at Test II

No	Category	Frequency	Amount
1	80	3	240
2	75	7	525
3	70	11	770
4	65	9	585
5	60	5	300
Total		**35**	**2420**
Percentage			**69.14**
Category			**Fair**

Based on table IV.6, it can be seen that there were three students who got score eighty, seven students got score seventy-five, eleven students got score seventy, nine students got score sixty-five and five students got score sixty. The total score of the female students on conditional sentences mastery at test II is 2420 with percentage score is 69.14 in fair category.

Table IV.7
Male Students' Score on Conditional Sentences Mastery at Test II

No	Name	Correct Answer	Score	Category
1	Student01	14	70	Fair
2	Student02	14	70	Fair
3	Student03	13	65	Fair
4	Student04	14	70	Fair
5	Student05	15	75	Fair
6	Student06	12	60	Fair
7	Student07	14	70	Fair
8	Student08	13	65	Fair
9	Student09	13	65	Fair
10	Student10	15	75	Fair
11	Student11	16	80	Good
12	Student12	14	70	Fair
13	Student13	13	65	Fair
14	Student14	13	65	Fair
15	Student15	13	65	Fair
16	Student16	15	75	Fair
17	Student17	14	70	Fair
18	Student18	13	65	Fair
19	Student19	16	80	Good
20	Student20	12	60	Fair
21	Student21	14	70	Fair
22	Student22	14	70	Fair
23	Student23	13	65	Fair
24	Student24	14	70	Fair
25	Student25	13	65	Fair
26	Student26	13	65	Fair
27	Student27	15	75	Fair
28	Student28	17	85	Good
29	Student29	13	65	Fair
30	Student30	14	70	Fair
31	Student31	15	75	Fair
	Total	**431**	**2155**	**-**
	Average	**13.90**	**69.52**	**Fair**

Based on table IV.7, it can be seen that the male students' score on conditional sentences mastery at test II is 2155 with average score is 69.52 that can be categorized as fair. Furthermore, to know the frequency of the male students' score on conditional sentences mastery at test II can be explained as follows:

Table IV.8
Frequency of Female Students' Score on
Conditional Sentences Mastery at Test II

No	Category	Frequency	Amount
1	85	1	85
2	80	2	160
3	75	5	375
4	70	10	700
5	65	11	715
6	60	2	120
Total		**31**	**2155**
Percentage			**69.52**
Category			**Fair**

Based on table IV.8, it can be seen that there were one student who got score eighty-five, two students got score eighty, five students got score seventy-five, ten students got score seventy, eleven students got score sixty-five and two students got score sixty. The total score of the male students on conditional sentences mastery at test II is 2155 with percentage score is 69.52 in fair category.

4. Students' Score on Conditional Sentences Mastery at Test III

Table IV.9
Female Students' Score on Conditional Sentences Mastery at Test III

No	Name	Correct Answer	Score	Category
1	Student01	15	75	Fair
2	Student02	15	75	Fair
3	Student03	14	70	Fair
4	Student04	15	75	Fair
5	Student05	14	70	Fair
6	Student06	13	65	Fair
7	Student07	14	70	Fair
8	Student08	16	80	Good
9	Student09	13	65	Fair
10	Student10	15	75	Fair
11	Student11	15	75	Fair
12	Student12	14	70	Fair
13	Student13	14	70	Fair
14	Student14	12	60	Fair
15	Student15	12	60	Fair
16	Student16	14	70	Fair
17	Student17	15	75	Fair
18	Student18	15	75	Fair
19	Student19	13	65	Fair
20	Student20	14	70	Fair
21	Student21	14	70	Fair
22	Student22	16	80	Good
23	Student23	12	60	Fair
24	Student24	16	80	Good
25	Student25	12	60	Fair
26	Student26	14	70	Fair
27	Student27	16	80	Good
28	Student28	14	70	Fair
29	Student29	13	65	Fair
30	Student30	13	65	Fair
31	Student31	13	65	Fair
32	Student32	14	70	Fair
33	Student33	14	70	Fair
34	Student34	13	65	Fair
35	Student35	11	55	Less
	Total	**487**	**2435**	**-**
	Average	**13.91**	**69.57**	**Fair**

Based on table IV.9, it can be seen that the female students' score on conditional sentences mastery at test III is 2435 with average score is 69.57 that can be categorized as fair. Furthermore, to know the frequency of the female students' score on conditional sentences mastery at test III can be explained as follows:

Table IV.10
Frequency of Female Students' Score on
Conditional Sentences Mastery at Test III

No	Category	Frequency	Amount
1	80	80	4
2	75	75	7
3	70	70	12
4	65	65	7
5	60	60	4
6		55	1
Total		**35**	**2435**
Percentage			**69.57**
Category			**Fair**

Based on table IV.10, it can be seen that there were four students who got score eighty, seven students got score seventy-five, twelve students got score seventy, seven students got score sixty-five, four students got score sixtya and one student got score fifty-five. The total score of the female students on conditional sentences mastery at test III is 2435 with percentage score is 69.57 in fair category.

Table IV.11
Male Students' Score on Conditional Sentences Mastery at Test III

No	Name	Correct Answer	Score	Category
1	Student01	13	65	Fair
2	Student02	14	70	Fair
3	Student03	14	70	Fair
4	Student04	14	70	Fair
5	Student05	15	75	Fair
6	Student06	11	55	Less
7	Student07	14	70	Fair
8	Student08	13	65	Fair
9	Student09	13	65	Fair
10	Student10	15	75	Fair
11	Student11	17	85	Good
12	Student12	14	70	Fair
13	Student13	13	65	Fair
14	Student14	13	65	Fair
15	Student15	13	65	Fair
16	Student16	16	80	Good
17	Student17	14	70	Fair
18	Student18	13	65	Fair
19	Student19	15	75	Fair
20	Student20	12	60	Fair
21	Student21	14	70	Fair
22	Student22	15	75	Fair
23	Student23	14	70	Fair
24	Student24	14	70	Fair
25	Student25	13	65	Fair
26	Student26	13	65	Fair
27	Student27	15	75	Fair
28	Student28	16	80	Good
29	Student29	13	65	Fair
30	Student30	13	65	Fair
31	Student31	16	80	Good
Total		**432**	**2160**	**-**
Average		**13.94**	**69.68**	**Fair**

Based on table IV.11, it can be seen that the male students' score on conditional sentences mastery at test III is 2160 with average score is 69.68 that can be categorized as fair. Furthermore, to know the frequency of the male students' score on conditional sentences mastery at test III can be explained as follows:

Table IV.12
Frequency of Female Students' Score on
Conditional Sentences Mastery at Test III

No	Category	Frequency	Amount
1	85	1	85
2	80	3	240
3	75	5	375
4	70	9	630
5	65	11	715
6	60	1	60
7	55	1	55
Total		**31**	**2160**
Percentage			**69.68**
Category			**Fair**

Based on table IV.12, it can be seen that there were one student who got score eighty-five, three students got score eighty, five students got score seventy-five, nine students got score seventy, eleven students got score sixty-five, one student got score sixty and one student got score fifty-five. The total score of the male students on conditional sentences mastery at test III is 2160 in percentage score is 69.68 with fair category.

5. Recapitulation of Female Students' Score on Conditional Sentences Mastery

Table IV.13
Female Students' Score on Conditional Sentences Mastery

No	Name	Students' Score				Category
		Test I	Test II	Test III	Final Score	
1	Student01	60	65	75	66.67	Fair
2	Student02	60	70	75	68.33	Fair
3	Student03	75	65	70	70.00	Fair
4	Student04	75	75	75	75.00	Fair
5	Student05	70	70	70	70.00	Fair
6	Student06	65	65	65	65.00	Fair
7	Student07	65	65	70	66.67	Fair
8	Student08	60	65	80	68.33	Fair
9	Student09	75	65	65	68.33	Fair
10	Student10	75	75	75	75.00	Fair
11	Student11	75	75	75	75.00	Fair
12	Student12	70	70	70	70.00	Fair
13	Student13	75	70	70	71.67	Fair
14	Student14	70	70	60	66.67	Fair
15	Student15	60	60	60	60.00	Fair
16	Student16	75	80	70	75.00	Fair
17	Student17	75	75	75	75.00	Fair
18	Student18	75	75	75	75.00	Fair
19	Student19	65	65	65	65.00	Fair
20	Student20	70	70	70	70.00	Fair
21	Student21	60	60	70	63.33	Fair
22	Student22	70	70	80	73.33	Fair
23	Student23	60	60	60	60.00	Fair
24	Student24	75	75	80	76.67	Good
25	Student25	60	60	60	60.00	Fair
26	Student26	70	70	70	70.00	Fair
27	Student27	75	80	80	78.33	Good
28	Student28	70	70	70	70.00	Fair
29	Student29	65	65	65	65.00	Fair
30	Student30	80	80	65	75.00	Fair
31	Student31	65	65	65	65.00	Fair
32	Student32	65	70	70	68.33	Fair
33	Student33	75	75	70	73.33	Fair
34	Student34	55	60	65	60.00	Fair
35	Student35	75	70	55	66.67	Fair
	Total	**2410**	**2420**	**2435**	**2421.67**	**-**
	Average	**68.86**	**69.14**	**69.57**	**69.19**	**-**
	Category	**Fair**	**Fair**	**Fair**	**Fair**	**-**

Based on table IV.13, it can be seen that the score of the female students on conditional sentences mastery at test I is 2410 with average score is 68.86 that can be categorized as fair, at test II is 2420 with percentage score is 69.14 that can be categorized as fair, at test III is 2435 with percentage score is 69.57 that can be categorized as fair. Finally, the final score of the female students on conditional sentences mastery is 2421.67 with average score is 69.19 that can be categorized as fair.

6. Recapitulation of Male Students' Score on Conditional Sentences Mastery

Table IV.14
Male Students' Score on Conditional Sentences Mastery

No	Name	Students' Score				Category
		Test I	Test II	Test III	Final Score	
1	Student01	65	70	65	66.67	Fair
2	Student02	75	70	70	71.67	Fair
3	Student03	60	65	70	65.00	Fair
4	Student04	70	70	70	70.00	Fair
5	Student05	75	75	75	75.00	Fair
6	Student06	55	60	55	56.67	Fair
7	Student07	70	70	70	70.00	Fair
8	Student08	65	65	65	65.00	Fair
9	Student09	65	65	65	65.00	Fair
10	Student10	75	75	75	75.00	Fair
11	Student11	80	80	85	81.67	Good
12	Student12	70	70	70	70.00	Fair
13	Student13	60	65	65	63.33	Fair
14	Student14	65	65	65	65.00	Fair
15	Student15	65	65	65	65.00	Fair
16	Student16	75	75	80	76.67	Good
17	Student17	70	70	70	70.00	Fair
18	Student18	65	65	65	65.00	Fair
19	Student19	75	80	75	76.67	Good
20	Student20	60	60	60	60.00	Fair
21	Student21	70	70	70	70.00	Fair
22	Student22	75	70	75	73.33	Fair
23	Student23	55	65	70	63.33	Fair
24	Student24	70	70	70	70.00	Fair
25	Student25	65	65	65	65.00	Fair
26	Student26	65	65	65	65.00	Fair
27	Student27	75	75	75	75.00	Fair
28	Student28	80	85	80	81.67	Good
29	Student29	70	65	65	66.67	Fair
30	Student30	60	70	65	65.00	Fair
31	Student31	65	75	80	73.33	Fair
	Total	**2110**	**2155**	**2160**	**2141.67**	**-**
	Average	**68.06**	**69.52**	**69.68**	**69.09**	**-**
	Category	**Fair**	**Fair**	**Fair**	**Fair**	**-**

Based on table IV.14, it can be seen that the score of the male students on conditional sentences mastery at test I is 2110 with average score is 68.06 that can be categorized as fair, at test II is 2155 with percentage score is 69.52 that can be categorized as fair, at test III is 2160 with percentage score is 69.68 that can be categorized as fair. Finally, the final score of the male students on conditional sentences mastery is 2441.67 wuth average score is 69.09 that can be categorized as fair.

B. Data Analysis

Table IV.15
Comparison between Female and Male Students' Score
on Conditional Sentences Mastery

Name	Score		x	y	x^2	y^2
	Female (X)	Male (Y)				
Student01	66.67	66.67	-2.52	-2.42	6.37	5.87
Student02	68.33	71.67	-0.86	2.58	0.73	6.64
Student03	70.00	65.00	0.81	-4.09	0.66	16.73
Student04	75.00	70.00	5.81	0.91	33.76	0.83
Student05	70.00	75.00	0.81	5.91	0.66	34.93
Student06	65.00	56.67	-4.19	-12.42	17.56	154.34
Student07	66.67	70.00	-2.52	0.91	6.37	0.83
Student08	68.33	65.00	-0.86	-4.09	0.73	16.73
Student09	68.33	65.00	-0.86	-4.09	0.73	16.73
Student10	75.00	75.00	5.81	5.91	33.76	34.93
Student11	75.00	81.67	5.81	12.58	33.76	158.17
Student12	70.00	70.00	0.81	0.91	0.66	0.83
Student13	71.67	63.33	2.48	-5.76	6.13	33.14
Student14	66.67	65.00	-2.52	-4.09	6.37	16.73
Student15	60.00	65.00	-9.19	-4.09	84.46	16.73
Student16	75.00	76.67	5.81	7.58	33.76	57.41
Student17	75.00	70.00	5.81	0.91	33.76	0.83
Student18	75.00	65.00	5.81	-4.09	33.76	16.73
Student19	65.00	76.67	-4.19	7.58	17.56	57.41
Student20	70.00	60.00	0.81	-9.09	0.66	82.63
Student21	63.33	70.00	-5.86	0.91	34.30	0.83
Student22	73.33	73.33	4.14	4.24	17.17	18.01
Student23	60.00	63.33	-9.19	-5.76	84.46	33.14
Student24	76.67	70.00	7.48	0.91	55.90	0.83
Student25	60.00	65.00	-9.19	-4.09	84.46	16.73
Student26	70.00	65.00	0.81	-4.09	0.66	16.73
Student27	78.33	75.00	9.14	5.91	83.60	34.93
Student28	70.00	81.67	0.81	12.58	0.66	158.17
Student29	65.00	66.67	-4.19	-2.42	17.56	5.87
Student30	75.00	65.00	5.81	-4.09	33.76	16.73
Student31	65.00	73.33	-4.19	4.24	17.56	18.01
Student32	68.33	-	-0.86	-	0.73	-
Student33	73.33	-	4.14	-	17.17	-
Student34	60.00	-	-9.19	-	84.46	-
Student35	66.67	-	-2.52	-	6.37	-
	$\sum X$ =2421.67	$\sum Y$ =2141.67			$\sum x^2$ =890.95	$\sum y^2$ =1049.10

From the table above, it can be found that $\sum NX = 35$, $\sum NY = 31$, $\sum X = 2421.67$, $\sum Y = 2141.67$, $\sum x^2 = 890.95$ and $\sum y^2 = 1049.09$. Furthermore, the writer wanted to find out the means female and male students on conditional sentences mastery, standard deviation, standard error, difference of standard error, calculating t-test statistic and give the interpretation.

1. Find out mean of male and female students on reading achievement

$$M_x = \frac{\sum X}{N}$$

$$M_x = \frac{2421.67}{35}$$

$$M_x = 69.19$$

$$M_y = \frac{\sum Y}{N}$$

$$M_y = \frac{2141.67}{31}$$

$$M_y = 69.09$$

2. Find out standard deviation (SD)

$$SD_x = \sqrt{\frac{\sum x^2}{N}}$$

$$SD_x = \sqrt{\frac{890.95}{35}}$$

$$SD_x = \sqrt{25.46}$$

$$SD_x = 5.046$$

$$SD_y = \sqrt{\frac{\sum y^2}{N}}$$

$$SD_y = \sqrt{\frac{1049.10}{31}}$$

$$SD_y = \sqrt{33.84}$$

$$SD_y = 5.817$$

3. Find out standard error (SE)

$$SE_{M_x} = \frac{SD_x}{\sqrt{N_1 - 1}}$$

$$SE_{M_x} = \frac{5.046}{\sqrt{35 - 1}}$$

$$SE_{M_x} = \frac{5.046}{\sqrt{34}}$$

$$SE_{M_x} = \frac{5.046}{5.831}$$

$$SE_{M_x} = 0.865$$

$$SE_{M_y} = \frac{SD_y}{\sqrt{N_2 - 1}}$$

$$SE_{M_y} = \frac{5.817}{\sqrt{31 - 1}}$$

$$SE_{M_y} = \frac{5.817}{\sqrt{30}}$$

$$SE_{M_y} = \frac{5.817}{5.477}$$

$$SE_{M_y} = 1.062$$

4. Find out difference of standard error

$$SE_{M_x - M_y} = \sqrt{SE_{M_x}^2 + SE_{M_y}^2}$$

$$SE_{M_x - M_y} = \sqrt{0.865^2 + 1.062^2}$$

$$SE_{M_x - M_y} = \sqrt{0.749 + 1.128}$$

$$SE_{M_x - M_y} = \sqrt{1.877}$$

$$SE_{M_x - M_y} = 1.370$$

5. Find out t_o

$$t_o = \frac{M_x - M_y}{SE_{M_x - M_y}}$$

$$t_o = \frac{69.19 - 69.09}{1.370}$$

$$t_o = \frac{0.1}{1.370}$$

$$t_o = 0.073$$

6. Interpretation t_o value to t_{table}

a. Find out $df = (N_x + N_y) - 2 = (35 + 31) - 2 = 64$

b. t_{table} of 64 at the significant level is not found, thhus thw writer choose the closet one that is 60. At degree freedom of 60 is found that at 5% = 2.000 and 1% = 1.671. Based on the consultation can be seen that t_o is lower than t_{table} at 5% and 1% (2.000<0.073>1.671). It means that Ha is rejected and Ho is

accepted. It means that there is no significant different of conditional sentences mastery between male and female students at the second year of state senior high school 1 Tambusai Utara, Rokan Hulu.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to draw the conclusion from what have been discussed in the previous chapters, and to recommend some suggestion concerning with male and female students' conditional sentences mastery at the second year of state senior high school 1 Tambusai Utara, Rokan Hulu.

A. Conclusion

After doing the research, the writer finds that out that there is no significant difference between male and female on conditional sentences mastery at the second year students of state senior high school 1 Tambusai Utara, it can be seen from t_o or t-calculation that is lower than t-table. As the result, the writer found out that female students' mastery of conditional sentences is the same as male students.

B. Suggestion

1. Suggestion for the Teacher

The researcher suggests the English teacher to improve the students' ablity in learning conditional sentences. Related to the result of the research, the researcher offers some suggestion as follows:

    a. English teacher should be able to motive the students in learning grammar especially in learning conditional sentences.

b. English teacher should be able to choose the best strategies or methods in in teaching conditional sentences.

2. Suggestions for the Students

a. The students should realize that grammar is very important to be mastered by all students in learning English.

b. The students should practice conditional sentences in speaking and writing correctly.

c. The students should be able to set their goal in learning English.

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