

ABSTRACT

Most Indonesian students complain of English. It is considered a difficult subject to learn because of its complicated structure. It is quite different from Indonesian language. And one item of English which is included in the most difficult is conditional sentences. Conditional sentences are very important in order to be able to talk in English. Therefore, the writer considers that the study on this topic is important especially for finding out the better way to learn and use the sentences.

The first aim of this thesis is to find out the difficulties faced by the senior high school students in learning the conditional sentences. Then, the writer try to find out the possible causes of the difficulties. And basing on the findings he will suggest a way of teaching the conditional sentences to senior high school students.

The writer conducts a survey on the students mastery of conditional sentences by giving a test. The test is for the fourth semester students of A1, A2, and A3 students. The students are from SMA Keluarga Kudus in the academic year of 1989/1990. The data is analyzed based on error analysis.

The findings indicate that only a few students get or achieve 75% of correct items and no group can achieve 85% of correct items. These show that the students really have difficulties in learning conditional sentences. The writer points out several difficulties which are errors made by the students. They are disagreement, omission, addition, wrong meaning, selection of incorrect conditional sentences, and misinterpretation of the meaning of conditional sentences.

The writer also present four possible causes of the students making errors. They are the conditional sentences themselves, interference with mother tongue, students condition, and teaching condition.

And in the last part, the writer suggests a way of

teaching based on the communicative language teaching. And activities suggested start from the pre-communicative and finally the communicative ones. However, the writer considers that the pre-communicative activities are recommended since the senior high school students only have poor vocabulary.

The suggested way of teaching is also based on the findings and the writer's observation while he teaches the topic in the class. Hopefully, this way will be useful and helpful for English teachers in senior high school, especially in teaching conditional sentences to the students.

