CHAPTER I
INTRODUCTION

A. Background of Research

English is an international language which is learnt as the first, second or foreign language in the world. In Indonesia, English has become a foreign language. Considering the importance of English, Indonesian government has entered English in school curriculum as one of main subjects. In learning English as foreign language, the students should master four major integrated and important skills. Those are speaking and writing which are called as productive skills, and reading and listening which are called as receptive skill. Besides the four language skills, such supporting factors as vocabulary, grammar, and pronunciation also play as an important aspect. Grammar is one of the important supporting aspects that should be mastered by the students without any sufficient understanding. It can be defined that grammar is a language to talk about language (Dykes, 2007:5) and a set of rules (DeCapua, 2008:1). Thus, it is impossible to know and explore the function of words and the part in forming meaningful language without a grammar. According to Batko (2004:4) that grammar is the fundamental principles of the language, including clear and correct sentence construction and appropriate forms of words. In short, grammar indicates the meaning and usage of our words.
In Junior high school, English is taught as one of the subjects that is examined in the national examination. Grammar in absolutely needed here to understand the text, dialog, and the question in each item so the students can answer it correctly. However, in learning English grammar the students face difficulties. Since, the students believe that grammar is inherently difficult and confusing (DeCapua, 2008:1). This belief influences students’ perspective in learning grammar (Rohani, 2007: 18). It is caused by some factors such as, the students are confused in understanding grammar and most of students faced difficulties in making future conditional sentence especially in term of making simple future tense and present tense sentence. Then, most of the students still cannot use function of the grammar especially future conditional sentence accurately in their communication. The reasons are: first, most of teachers still use classic method that is presentation to teach grammar. It can be seen from the teacher’s activity, after presentation the students are given some tasks in the form of multiple choice from their worksheet without any practice first. Practice stage is important. Since, it is to familiarize learners with the material and in this stage the material is thoroughly and permanently learnt (Ur, 2006:10). Second, the teacher does not implement an interesting technique in the teaching and learning process. Consequently, it cannot cover students’ need, and interest.

In line with the previous explanations, this research intends to implement a game as an interesting technique to teach grammar especially future conditional sentence. Games have some aspects that are able to make
the students interested in joining the teaching and learning process. Those are goal, rules, and competition and cooperation aspects (Shie, 2004:122). There are some grammar games and one of them is *Change Chairs Game* (Agoestyowati, 2010:125). *Change Chairs Game* is the modification of *if change game* and only *if game*. It is decided to be one of the movement activities from certain instruction that can make the students more active and give the students a chance to practice in learning future conditional tense in fun and interesting way. The game can be implemented before the target language has been introduced and after the target language has been introduced and explained. When the students are playing the game, the game asks the students to get up and change their chairs as teacher’s instruction. *Change Chairs Game* is basically used to teach future tense (if) (Agoestyowaty, 2010:125). However, this research intends to develop the games only for teaching future conditional tense. In the implementation, the students will have an interaction between one to another students. Since, in this game interaction and group participation will engage students to make information of English grammar more memorable (Takata, 1997:200). In conclusion, change chairs game has great values and many advantages to be implemented in teaching grammar. The result of this study is expected to be useful for creating new technique in teaching English grammar. For those reasons, this research will be conducted and tried to implement *Change Chairs Game* in teaching grammar especially future conditional sentence.
Change chairs game has great pedagogical values and contributions for language teachers. Thus, the result of the study is expected to be useful for creating curriculum development, so the teacher can get better concept in arranging the lesson plan, students’ activity which can catch their attention and cover their needs. The teacher can implement it at any stage of the teaching and learning process such as in the brainstorming, development of the lesson in checking the students’ understanding, and in reviewing the material as well. It is also expected that the teacher will set up better technique, meaningful and enjoyable activities during the teaching and learning process particularly in teaching future conditional sentence. Dealing with the contribution of the game for the students, it also can maximize students’ mastery function of future conditional sentence related to the language function. While playing the game, the students will be interested in learning grammar and get new experience how to learn grammar in fun ways. As the result, it will stimulate the students to get idea easily to communicate accurately. Then, research is also purposed to give contributions for the school and the institution, such as the research will give information about new technique for teaching grammar and improve the students’ achievement especially in English grammar. Thus, the school and institution’s expectation will be reached that is all students can pass the national examination and get good score especially in English subject.

While, the contribution for readers, it will probably be used as the reference for those who want to conduct a research in an English teaching
process, especially in teaching English grammar. At least, it can be used as an input or only a large knowledge in English teaching process. The last, it is expected so much that other researchers can utilize the result of the study on a bigger scope for a similar research.

B. Reason for Choosing the Topic

Based on the condition above, this research has some reasons in choosing the topic as follows:

1. Grammar is important aspect that should be mastered by the students to deliver language and have good communication.

2. The students face difficulties in understanding grammar especially conditional sentence. Thus, the students need enjoyable and attractive learning technique.

3. The teacher should use interesting technique and treatment in teaching grammar therefore the students can achieve class simulation.

4. The Change Chairs Game is a kind of games which will be interesting and interactive technique in teaching and learning grammar.

C. The Problem of the Research

The problems of the research are as follow:

1. Is Change Chairs Game effective to teach grammar especially future conditional sentence?
2. How far is the students’ mastery in grammar after being taught by using

*Change Chairs Game* especially in future conditional sentence?

**D. The Objectives of the Research**

This research will be conducted with some objectives of the study such as:

1. To find out whether or not *Change Chairs Game* is effective to teach grammar especially future conditional sentence at the ninth grade students of SMP N 3 Purwokerto in academic year 2013/2014.

2. To measure the level of students’ mastery in grammar especially future conditional sentence after being taught by using *Change Chairs Game*. 