A. Definition of Grammar

Grammar is defined differently based on the theoretical orientation. Since, grammar deals with the abstract system of rules in terms. Dykes (2007:5) says that grammar is a language to talk about language. It means it is impossible to explore the function of words and the part they play in forming meaningful language without a naming procedure. Grammar also defined as the way a language manipulates and combines word in order to form longer units of meaning (Ur, 2006:4). Then, Newson (2006:1) adds that grammar is a set of rules which tell how to recognise the expression of words. It can be concluded that grammar indicates certain expression in certain condition.

In line with the definition above, Thornbury (1999:6) notes that grammar has its own basic function which makes clear meaning between the speaker and audients. Since, conversation or speaking not only try to make sense of words and grammar but also the speaker’s attention. Sometimes, people are having misunderstanding in their conversation. It happens because of their lacks of grammar understanding. In short, grammar has important function to make clear sentence dealing with communication meaning.

The explanations mentioned before show that grammar is not only the rules of how language's sentence but also the process of making clear meaning when simple word are not enough to convey that actually the speaker’s or writer’s intend.
B. The Importance of Grammar

Generally, grammar is an important aspect in learning English. Since, grammar is the backbone of any language and must be understood in order to communicate effectively. By having good grammar simply makes them look more intelligent in communication, so it is important for everyone to spend a little time to learn grammar.

Without grammar, the language is nothing because it does not have meaning. Since, grammar is the central component of language and a set of rules that allow us to combine words in our language into larger units (Nelson, 2002:16). In short, grammar mediates between the system of sounds or of written symbols, and the system of meaning.

Sometimes, someone who has no knowledge about grammar will have less creativity in making good communication. Thus, the ideas, wishes, thoughts, or opinions cannot be delivered accurately. If the students know and understand that grammar as a system of language, they will know how the language and grammar work. In short, grammar is very crucial in communication.

C. Conditional sentence

Conditionals have several forms that represent different forms of time, in other words, the form of conditional sentence will depend on the assumed form of the event. There are three types of conditional sentences:
Table 2.1
Type of Conditional Sentence

<table>
<thead>
<tr>
<th>No.</th>
<th>Type</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Conditional Sentence Type 1</td>
<td>It is possible and also very likely that the condition will be fulfilled.</td>
</tr>
<tr>
<td>2.</td>
<td>Conditional Sentence Type 2</td>
<td>It is possible but very unlikely, that the condition will be fulfilled.</td>
</tr>
<tr>
<td>3.</td>
<td>Conditional Sentence Type 3</td>
<td>It is impossible that the condition will be fulfilled because it refers to the past.</td>
</tr>
</tbody>
</table>

D. Future conditional sentence (Conditional sentence type 1)

Future conditional sentence which known as conditional sentence type 1 is purposed to conditionals something in the future if the conditions are met. Conditional sentence type 1 has the meaning: if the...(time to come) and then...(the result: most likely occur if the conditions are met). This conditional type is the simplest one that is cited in the ninth grade students of junior high school syllabus.

Conditional sentence type 1 consists of two parts, the dependent/subordinate if clause and the main will clause. The dependent if clause usually indicates a real or possible situation that can happen in the present or in the future (I may go shopping), and the main will clause expresses the result of the condition (I will spend some money). Conditional sentence type 1 is often called the "real" conditional because it is used for real or possible situations. These situations take place if a certain condition is met.
a. Two Basic Structures IF

**Table 2.2**
Type of Conditional Sentence

<table>
<thead>
<tr>
<th>Condition (present simple)</th>
<th>Result (WILL + base verb)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>If</em> I see Mary.</td>
<td><em>I will tell her.</em></td>
</tr>
<tr>
<td><em>If</em> Tara is free tomorrow,</td>
<td><em>he will invite her.</em></td>
</tr>
<tr>
<td><em>If</em> they do not pass their exam.</td>
<td><em>their teacher will be sad.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Result (WILL + base verb)</th>
<th>IF</th>
<th>Condition (present simple)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>I will tell Mary</em></td>
<td><em>if</em></td>
<td><em>I see her.</em></td>
</tr>
<tr>
<td><em>He will invite Tara</em></td>
<td><em>if</em></td>
<td><em>she is free tomorrow.</em></td>
</tr>
<tr>
<td><em>Their teacher will be sad</em></td>
<td><em>if</em></td>
<td><em>they do not pass their exam.</em></td>
</tr>
</tbody>
</table>

b. The function of future conditional sentence

**Table 2.3**
The Function of Future Conditional Sentence

<table>
<thead>
<tr>
<th>Function</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warning</td>
<td><em>If you smoke, you'll damage your lungs.</em></td>
</tr>
<tr>
<td>Advice</td>
<td><em>If you take this medicine, you'll feel better soon.</em></td>
</tr>
<tr>
<td>Promise</td>
<td><em>If I win the election, I won't raise taxes</em></td>
</tr>
<tr>
<td>Advantages/Disadvantages</td>
<td><em>If you buy a small car, you will get better gas mileage/ you will have little room.</em></td>
</tr>
</tbody>
</table>

E. Problem in Teaching and Learning Conditional Sentence type 1

Many students still face difficulties to learn English especially in grammar. As the reason, English grammar is different from Indonesian grammar and their mother tongue. The definition of grammar also often involves a negative reaction in both teacher and students. It creates negative belief of grammar. Furthermore, the technique that teacher used does not
catch students’ attention. Then, many of them do not understand the material and have any interaction with others.

Grammar is known as central aspect to the teaching and learning of languages. It is also one of the most difficult aspects of language to teach well. Many people, including language teachers, hear the word "grammar" and think of a fixed set of word forms and rules of usage. Language teachers who adopt this definition focus on grammar as a set of forms and rules. Then, teach grammar by explaining the forms and rules and then drilling students on them without implementing interesting technique. As the results students can produce correct forms on exercises and tests, but consistently make errors when try to use the language in context.

The problem in using and teaching conditional sentence type I come from the incompatibility of the tenses in dependent and result clauses. In dependent *if* clause, present simple tense is used to express a present or future situation that is going to happen. However, in result clause, simple future, indicated by *will*, is used to express the result of a future situation.

Conditional sentence type I varies in its structure when dependent *if* clause and main/result clause exchange their positions. The sentence can be formed by the use of the present simple in *if* clause followed by a comma and *will* + verb (base form) in the result clause. The result clause can also be put first without using a comma between the clauses. In both conditions, the meaning of the sentence remains the same.

In the first conditional, it is used the present simple in the *if*-clause and ‘will’ in the main clause. A very common error is putting ‘will’ in the *if*-
clause: For example: “if you **will study** more, your English will get better.

Then, they also made mistake in making present tense sentence. “if **she invite** me,” or in the future sentence one “ **I will coming** there”. These problems above also supported by students’ misunderstanding of the function of future conditional sentence. In short, the students who have no knowledge of using and practicing future conditional sentence cannot communicate accurately.

F. The Methods in Teaching Grammar

There are some methods that used in teaching grammar. Ur (2006:7) states general framework of the organization in teaching grammar in four stages. Those are presentation, isolation and explanation, practice and test. However, those stages should be combined with appropriate method. Communicative language teaching (CTL) is one of the methods that more focus on the communicative goal rather than the grammar rules. Communicative language teaching is a kind of classroom activities that best facilitate learning and the roles of teachers and learners in the classroom (Richard: 2006:2).

Direct method is also method that can be implemented in teaching grammar. It can be defined that the teacher explains the rules and gives the example directly to the learners by prioritising oral skill.

Another method that focuses on the grammatical rules is called grammatical translation method (GTM). GTM has been used from the previous century up to now. Some teachers usually begin to explain the
grammar syllabus and then introduce the grammar pattern. After that, teacher asks the students to do some exercises and gives the translation in mother tongue (Thornbury: 1999: 21).

Those methods are very common in teaching grammar. However, in the implementation, the teacher does not use any supported media and technique. Furthermore, it uses teacher centred activity, where the teacher dominated the teaching and learning process. As the result, the students feel bored and passive when the teacher taught the grammar material.

G. The Definition of Games

Game is an activity that entertaining and engaging, often challenging. Wright (2006:1) states that game is an activity in which the learners play and usually interact with other. Furthermore, Hadfield (2001: 4) explains that game is an activity with rules, a goal and an element of fun. Then, Yu (2005:33) describes that game defined as an enjoyable diversion in which we test our skill, strength or chance, according to roles and procedure.

There are two kinds of games; competitive games and cooperative games. Competitive games are the entire player rises to be the first winner and achieve the goal. Meanwhile, cooperative games are players or team work together toward a common goal (Hadfield, 2001: 4).

When the teacher implements the games, the teacher should remind that games only need a limitation time. The teacher has to give a good instruction to the students. A few words in the mother tongue would be the
quickest way to make everything clear. Thus, games are best set up by demonstration rather than by lengthy explanation. It is very important not to play a game for too long as students will lose their interest. Therefore, practice is the way of playing game (Hong, 2002:1).

Although games are fun and enjoyable, there is a goal that can be achieved. Games have a goal which can be motivated the students to add some experiences in learning language. The students are not only having fun with games but also get experiences from the activities (Arikan: 2011: 222). Rinvolucri (1990) cited in Arikan (2011: 222) states that there are three stages of using the games as a part of grammar instruction:

1) Warming up

To develop the situation, the teacher can do “ice breaker” games with a new class and “warmers” at the beginning of lesson. It means that it can be implemented before presenting a given structure, especially to find out diagnostically how much knowledge is already known by the learners.

2) Development of the lesson

It is used to deliver the material with the rules of games and improve students’ participation and to see how much the learners gap the material.

3) Review

It is implemented to measure the students’ grammar ability whether or not they understand about the material and also can be used as a revision of a grammar area.
In conclusion, game is one of the techniques that can be used well in teaching grammar to the students. Through playing games, students can learn grammar in fun and interesting ways.

Game is effectively used in teaching language because of some reasons as follows:

1. Language learning is hard work. Then, effort is required every time and must be maintained over a long period of time. In other words, games help and encourage many learners to sustain their interest and work.

2. Games also help the teacher to create contexts in which the language is useful and meaningful. So, at the end of the teaching and learning process, the learners know and must understand what others are said or written, and the students must speak or write in order to express their own point of view or give information.

3. If it is accepted that games can provide intense and meaningful practice of language.

H. The Importance of Games in Teaching Grammar

Using games in teaching grammar is better than any other techniques because the students are motivated to learn the language when they are in game. It is supported by Arikan (2011: 220) English lessons should incorporate more games for learners. Similarly, Sungurtekin (2009) cited in Arikan describes that by playing games, the students makes acquaintance with
his environment, learns life and gains new instructions. McCallum (1980) also believed that games automatically stimulate student’s interest a properly introduced game can be one of the highest motivating techniques. In other words, games stimulate students’ interest in classroom activities and as a result, students become motivated and willing to learn.

Games usually involve friendly competition. Hadfield (2001:4) notes that games allow students to work cooperatively, to compete with each other, and to allow the students to have fun, and to be able to help students use and practice the language in relaxed way.

Game is also known as motivating technique has many advantages. McCallum (1980:9) cited in Arikan (2011:220) explains that there are many advantages of games such as:

1. Focusing students’ attention on specific structure, grammatical pattern, and vocabulary items.
2. Reinforcing, reviewing, and enriching students’ language learning.
3. Involving equal participation from both slow and fast learners.
4. Being able to adjust to suit the individual age and language levels of the students.
5. Contributing to an atmosphere of healthy competition, providing an outlet for the creative use of natural language in a non-stressful situation.
6. Being able to be used in any language teaching situation and with all skill areas.
7. Providing immediate feedback for the teacher.
8. Ensuring maximum students participation for a minimum of teacher preparation.

Then, Arikan also (2011:221) claimed what teachers should consider while choosing a game is the fact that students learn best with games which require physical action, interaction, competition and participation. However, it is stated that, many other influencing factors like the size and the environment of the classroom are important for teachers. Those are the equipment, materials and the time available for a game. Finally, teachers should take all these factors into account while choosing a game because a game which seems to be most appropriate may turn into a complete failure in the end. Thus, the teacher should know and consider carefully when game can be used.

I. Change Chairs Game

1) The Definition of Change Chair Game

*Change Chairs Game* is the modification of from *If Chance Game* and only *If Game*. Agoestyowaty (2010:125) states that *Change Chairs Game* can be implemented in teaching grammar of conditional sentence. However, this research intends to develop the game only for teaching future conditional sentence. This game can catch the students’ attention in teaching and learning process because the game is running based on the instruction.
2) The Procedure of Teaching Future Conditional Sentence by Using Change Chair Game.

Here are the steps of Change Chairs Game for teaching future conditional sentence:

a. Pair work

Steps:

1. Students sit on their chairs in a large circle.
2. Ideally this is done in a large room because there will be a lot of movements class.
3. The teacher stands in front of the class without the chair without a chair.
4. Then, the teacher gives instruction:
   - “You will Change chairs if you wear glasses”
   - “If you wear shoes, you will change chairs”.
5. All students who are wearing glasses and shoes have to stand up and find new seat in the class, as soon as possible. Then, as soon as the students stand up and change chairs, the teacher should also find a chair and sit down in one empty chair.
6. The rest (one of the students) who is wearing shoes or glasses but he/ she is late will stand up in front of the class.
7. Then, he or she must do as the teacher has done. That is making future conditional sentence, then find an empty chair to sit in.
8. The teacher gives limitation time.
NOTE:

Sometimes, the teacher will give wrong sentence, to check students’ understanding. The students who made mistake should make the instruction by using future conditional sentence in front of the class. Then, if the students who get the turn make mistake, the rest of the students are not allowed to follow the instruction.

b. Group work

1. Students sit on their chairs in their group of four until five.

2. The students make future conditional sentence in turn in certain theme (giving advice, giving promise, giving warning, and stating advantages or disadvantages).

3. Teacher gives limitation time.

4. Then, teacher asks the group to come forward by using Change Chairs Game, to check the students sentences.

J. Basic Assumption

Using Change Chairs Game in classroom is an interesting technique for students to learn English grammar. When students are interested in joining the lesson, it will be easier for them to understand the material and students will be highly motivated. Thus, it is expected that Change Chairs Game is effective for teaching future conditional sentence.
K. Hypothesis

In line with the basic assumption above, the hypothesis of the research is *Change Chairs Game* technique is effective for teaching future conditional sentence at the nine grade students of SMP N 3 Purwokerto in academic year 2013/2014.