CHAPTER 1
INTRODUCTION

A. Background of the Research

English is one of languages taught as foreign language in Indonesia. Now, English was taught from the beginning level, Elementary school, until Senior high school. Then, this lesson includes the important subject lesson because it is one of lessons that the students must pass when they do the national examination at school.

Grammar is the basic knowledge to understand a language perfectly. It is impossible for the students to speak English grammatically without mastering the grammar. By understanding grammar, the students are expected to be able to make sentence pattern correctly and can speak English communicatively and effectively. Mastering grammar especially Conditional Sentence is very important for us. Because it is a part of structure that often to be used to communicate between someone to other people, and also they can make intelligible sentence that is appropriated with the function of each type.

Grammar is a part of English subject that was assumed as one of difficult materials for the students. There are many students who get several difficulties in learning this foreign language. After doing pre-observation, the writer knew that most of students of SMK Diponegoro Majenang still have problem in learning and mastering grammar especially the use of Conditional Sentence. The teacher said that the students still got bad mark and the teacher...
also gave them remedial teaching to make them more understand but the result still same. Then, the students still have less motivation to understand the grammar because the teacher did not make teaching and learning process interesting for students and they were passive in following the material. The students were also often confused to master it. Some of them made some mistakes in using the pattern. The learners often mix each type of Conditional Sentences. The factors of failure in learning this foreign language are; teacher still used the technique inappropriately and there is no media for teaching and learning process. So, it makes the students still have low grammar comprehension.

The teacher has big responsibility in problem of failure in teaching and learning the grammar, they must help the students come out from these obstacles. Giving full motivation to the students is one of ways to raise their spirit in learning English. Besides, teachers have to choose the method, technique, subject matter, teaching tools and media correctly. Hamalik in Arsyad (2009:15) said that use of instructional media in teaching and learning can generate new interest, motivation and stimulation in learning activities and able to bring influence on students' psychological. From this opinion, teacher should regard the media which they will use in teaching learning process, it is expected become the way to improve the student’s competence in mastering the grammar especially Conditional Sentence.

There are many kinds of media which are usually used in teaching learning process, namely visual aids, audio and audio visual. The writer
chooses visual aid that is Monopoly Game to teach Conditional Sentence in this research. Because the writer feels sure this game can help the students in learning and understanding the material. On the other hand, the students can be easy to remember the material because they should speak up to answer the questions spontaneously.

Based on the description above, it implies that teaching English using Monopoly Game can help students to achieve their good competence. So, the writer is interested in knowing the Effectiveness of Monopoly Game in teaching Conditional Sentence in a research entitled “TEACHING CONDITIONAL SENTENCE THROUGH MONOPOLY GAME.”

B. Reason for Choosing the Topic

Conditional Sentences are part of structure in making good sentence. Without mastering it, the students cannot speak grammatically. But, here the students still get difficulty in learning and mastering the grammar. From that problem, the English teachers must have an innovative solution to correct the technique or media. As we know, that the technique or media can give a good influence to the students. One of the important things in teaching learning process is media. Based on the result of my observation in SMK Diponegoro Majenang, Cilacap are:

1. The students got difficulty in learning and mastering the material. It can be seen from the result of daily test that the students got low score.
2. Monopoly game is assumed can motivate the students in learning grammar especially Conditional sentence.

3. Most of the students were passive in following the material, especially grammar. So, in this research the writer attempts to apply this game in teaching Conditional Sentence in twelve grades.

C. The Statement of The Problem

Is Monopoly Game effective for teaching Conditional Sentence or not?

D. The Aim of the Research

The Aim of the research is to know whether Monopoly Game is effective for teaching Conditional Sentence in twelve grades students of SMK Diponegoro Majenang, Cilacap in academic year 2010/2011.

E. Contribution of the Study

1. The result of this research can be useful for the students to understand Conditional Sentence well.

2. The result of this research are helpful for the teachers as well as the students of Vocational High School to get information or experience about teaching grammar using Monopoly Game and it can help teachers find out the most suitable teaching media for the success in teaching learning process.
3. The writer hopes that this thesis will give some information about the use or mistakes of Monopoly game in teaching Conditional Sentence.

F. Clarification of the Terms

The title is The Effectiveness of Monopoly Game in Teaching Conditional Sentence (Experimental method for twelve grades in SMK Diponegoro Majenang). The writer will explain essential of each the term:

1. **Monopoly Game**

   Monopoly Game is a board game played with a dice and board. It is played by three or four players in which they throw the dice. From the dice the student can show the number he/she get. This game is consisting of list of words in a card form which can be constructing in correct sentences. ([http://id.wikipedia.org/wiki/Monopoly_%28permainan%29](http://id.wikipedia.org/wiki/Monopoly_%28permainan%29))

2. **Conditional Sentence**

   According to Thomson and Martinet (1986:197) Conditional Sentences are sentences which have 2 clause namely “if clause and main clause”. In this research, the writer includes the 3 types of conditional sentence consists of Future Tense (I), Present Tense (II) and Past Tense (III). Students of SMK Diponegoro would get this material using Monopoly Game.