CHAPTER II
THEORITICAL REVIEW

A. The important of Learning Grammar

Every language throughout the world has its own structure system. It is called grammar. When we are learning English language, we will find four aspects absolutely, namely; speaking, listening, reading and writing. Without learning about grammar, we cannot get good result for those aspects, because grammar is the importance basic in making a sentence or speaking orally. Hornby (1995:517) states that grammar is the rule in language for changing the form of words and combining them into good sentences. Basically, the definition of grammar has the same point of view grammar is a set of rules which show how to convey a message and produce of sentence.

Swan (1980: XVI) says that grammar is the rules that say how words change to show different meanings, and how they are combined into sentence. From this point of view it means that grammar is the rule of a language which helps the learners in understanding written and spoken forms of language, in other hand it helps us in making sentence in writing and speaking form. Grammar includes one of language component, so it plays an important role in learning and teaching language.

Having mastered grammar well, the learners will be able to produce intelligible sentences. It will also help the students to construct their own
sentence so grammar must be mastered well by the learners in order to improve their ability in mastering English.

Grammar is important aspect in language learning. With mastering it, the students get competence how to make sentence grammatically and how to speak in correct utterances. We need to know grammar as a rule in order that the goal of communication can be reached by the speaker/listener and writer/reader in both speaking and writing. In language learning, grammar makes the speaker easier in transferring the message to the listener or receiver. Sometimes, misunderstanding occurs between interlocutors which caused by the composition of sentences having incorrect grammar pattern, so we cannot disparage in learning it. If a language has not structure or grammar the speaker/user would never be able to communicate well.

Although grammar is not the first priority of teaching learning goals in English teaching, but it does not mean that grammar is not necessary and important to be learned. Mc Kay in Nunan (1991:154) said that the primary purpose of instruction on grammar is to help our students use English correctly and appropriately. We have to know the grammatical structures of the language and their meaning to use a language properly.

It is impossible to communicate in a certain language without understanding it’s the grammar. When the teaching learning process happened, teachers mostly use English in delivering the material when they speak up and written form. So, they should master the English grammar well.
From the definition above, it can be concluded that grammar is a part of the language consist of the pattern in which words of language are arranged. In a simple way, sentence is set up through the rules of language because in English, a subject and a verb must be in concord.

B. Conditional Sentence

1. The Definition of Conditional Sentence

Thomson and Martinet (1985:197) say Conditional Sentences are sentences which have two clauses namely “if clause” and “main clause”. It means that there are two clause in a sentence and the position of “main clause” and “if clause” are able to put in the beginning or in the final of the sentences and it does not influence the meaning of the sentences. The Expression in main clause is the fact hopes to happen and if clause is expression, which shows the requirement to make the wish, comes true.

Conditional Sentence is sentence which has two important factors (subject and predicate) both in main clause and if clause. Ali (2007:332) says that Conditional Sentence is a sentence which consists of the main clause and sub clause.

2. The Types of Conditional Sentence

Conditional Sentences consist of three types, they are:

a. Conditional Sentence Type 1

This type expresses a possible situation of present or future. The first verb in if clause is in present tense and the second verb in the
main clause is in the future simple tense. It does not matter which
come first (main clause and if clause). Thomson and Martinet
(1986:197) state that conditional sentence type 1 is called as probable
or real condition. It is used to express probable situation if the
condition is fulfilled.

The pattern of conditional sentence type 1, as follows:

\[
\text{If} + S + V_1, S + \text{Will} + V_1
\]

Example:
If the weather is nice, the cloths will get dry
If the weather is nice : if clause
The cloths will get dry : main clause

From the sentence above we can conclude that the sentence
expresses a situation, which has the possibility to happen in the future.
This type of sentence implies that the action in “if clause” is quite
probable.

b. Conditional Sentence Type II

In conditional sentence type II, there is no different in time
between the first and the second time of conditional sentence. This
type of sentence shows that the condition is unlikely to be fulfilled,
while referring to present or future. The other word, type II like type I
refers to the present or future and the past tense in “if” clause is not a
true past but subjunctive or improbability (Thomson and Martinet,
Moreover, this type always uses “were” in each subject (Mas’ud, 1992: 241).

The basic pattern of conditional sentence type II:

**If** + S + V2, S + MODAL + V1

Example:

If I knew it, I would tell her.

(But I don’t know anything, the fact is present)

If I knew it: if clause
I would tell her: main clause

The meaning of this sentence in the present is I do not know, so I will not tell her.

Thomson and Martinet (1986: 198) also state that we can use the conditional sentence type II as follows:

1. When the supposition is contrary to known fact.

Example:

If I had an umbrella, I would not wet.

In fact, I do not have an umbrella.

If I lived near my office, I would be in time for work.

In fact, I live far from my office, so I always come late.

2. When we do not know expect the action in the if-clause to take place.

Example:
If a burglar came into my room at night, I would throw something at him.

In fact, I do not expect a burglar come into my room at night.

3. Sometimes rather confusingly, type II can be used as an alternative to type I for perfectly possible plans and suggestions.

Example:

Will Mary be in time if she gets ten o’clock bus?

No, but she had be in time if she got the nine-thirty bus

Or no, but she will be in time if she gets the nine-thirty bus.

c. Conditional Sentence type III

In this sentence, the time is past and the conditional sentence cannot be fulfilled because the action in the “if clause” did not happen (Thomson and Martinet, 1986:200).

The pattern of conditional type III:

\[ \text{If } S + \text{HAD } V_3, S + \text{MODAL } \text{HAVE } V_3 \]

The sentence refers to the happening in the past, so the verb in “if clause” is in the past perfect and the “main clause” is in the past perfect future.

Example:

If I had known that you were coming, I would have met you at the station.

(But I did not know, so did not come to the station).
The fact is I did not know so did not come to the station. The time in Conditional sentence type III is past and the condition cannot be fulfilled because the action in the “if clause” did not happen.

3. Variations of The Conditional Sentence

Conditional Sentence has variations in each type and the variations are main clause and if clause (Thomson and Martinet, 1986:197).

The variations of conditional sentence are as the following:

a. Variations of the Conditional Sentence Type I

1. Main Clause

The pattern of this type is:

Possibility:

If + S + V₁, S + May or Might + V₁

Example:

If the weather is nice tomorrow, we may go picnic.

Permission or ability:

If + S + V₁, S + May or Can + V₁

Example:

− If your book is in your home, may I borrow?
− If it stops raining, we can go in swimming.

Command, request, and advice:

If + S + V₁, S + Could, Must, Had Better + V₁

Example:
− If you want to be clever students, you must study hard
− If you meet Agus tomorrow, could you tell her to return my book?
− If you have to slim body, you had better eat less bread

Habitual action:

**If + S + V\(_1\), S + V\(_1\)**

Example:
− If you take a bath every morning, you feel fresh.

2. The variations of the if clause

**If + S + V\(_\text{ing}\), S + Will + V\(_1\)**

Example:
− If you are looking for your friend, you will find him in library.

**If + S + Have + V\(_3\), S + Will + V\(_1\)**

Example:
− If you have read the novel, I will ask you to return it soon.

b. Variations of the Conditional Sentence Type II

1. Main clause

a. Might or could may be used instead of would

Example:
− If you tried again, you would succeed. (Certain result)
− If you tried again, you might succeed. (Possible result)
− If I knew her number, I could ring her up. (Ability)
− If he had permission, he could get a job. (Ability or permission)

b. The continuous conditional form may be used instead of the sample conditional form.
Example: 
− If I were rich, I would be touring around the world

c. If + past tense + another past tense, to express habitual reaction in the past.
Example:
− If anyone interrupted him, he got angry.

2. If-clause

If + S + Were + V-ing, S + Would + V1

Example:
− If my car were not working, I would drive you to the market

If + S + Had + V3, S + Would + V1

Example:
− If he had taken, my advice he would be a rich man now.

c. Variations of the Conditional Sentence Type III
1. Main clause
   a. With Might or Could to substitute Would = ability, possibility, and permission.
      − If we had found him earlier, we could have saved his life. (Ability)
      − If our documents had been in order, we could have left at once. (Ability and Permission)
      If we had found him earlier, we might have saved his life. (Possibility)
   b. With Continuous form of the Prefect conditional may be used:
      − If Tom’s boy had been there, I would have been sitting in front of the car.

2. If-clause
   a. We can use the past perfect continuous in the if-clause.
      − If had not been wearing one I’d have been seriously injured.
   b. A combination of type II and III is possible.
      − If I had worked harder at school I would be sitting in a comfortable office now; I wouldn’t be sweeping the streets.
        (But I didn’t work hard at school and now I am sweeping the streets).
C. Monopoly Game

Media plays an important role in teaching and learning process, especially grammar. According to Arsyad (2007:3), Media is intermediary, introduction from sender to recipients. In other words, media is one of tools that important thing one to help the human for distributing their idea, science, information to other people. It is also used for communication between the teacher and students to make more effective in teaching learning process.

Media is believed can help the teacher to deliver the material. There are many teachers use media for four reasons. First, teaching learning process will be more interesting for the students, moreover it can motivate them to learn. Second, the students will understand the material easily. Third, the method of teaching will be more variety. So, the students aren’t bored. Fourth, the students will do many learning activities, such as observing, acting and demonstrating.

Through Media, teacher can give positive message. They should be able to choose media appropriately. There are six criteria in choosing media: First, it should be appropriate to learn objectives. Second, it should be appropriate to the material given. Third, it should be easy to get. Fourth, it should be appropriate to the teacher’s ability. Fifth, it should be appropriate to the time available so it can make the teaching learning process more effective and efficient. And the last, it should be appropriate to the students’ interest and students’ ability.
Moreover, there are seven functions of media: First, to interest student’s attention. Second, it makes the material progress. Third, it gives the real experience students. Fourth, it can grow students mind continually. Fifth, it helps the students in progressing their language. Six, it gives more experiences that can’t be taken from other ways and to progress learning variety. Seven, it gives the real and concrete things.

(Hamalik, 1986:27)

Here, the teacher chose Monopoly game as media in teaching learning process to deliver the material. Monopoly game is one of board game which played with the dice and board; this game played by group, the normal number consists of 3 - 4 players in which they throw the dice by turns.

Furthermore, monopoly game has six advantages. First, it can help the students to develop their skill in social and interpersonal. Second, the student will be usual speak up to answer the question when playing this game spontaneously. Third, it makes the student did not feel bored; moreover they feel happy and enjoy. Fourth, it can make the student easy to remember or memorize the material. And fifth, it has varieties design; we can make it with many variant backgrounds with full color, pictures and words suitable which we need.
D. Teaching Conditional Sentence Through Monopoly Game

Monopoly Game is one of games to convey the material to the students; it can help the students in understanding the material easily. This game makes the students feel enjoy because when they play game, they also learn the English material unconsciously.

In this research, the teachers need extra work and patient because they have to manage the students in order to do not make crowded. The students are expected can improve their achievement in learning grammar especially Conditional Sentence.

Instructions:

1. The teacher should divide the class into some groups and each group consists of 4 students. Giving a board of monopoly game, dice, coin, and card for each group.
2. Then, the teacher should divide the time into two sessions, for each session about 30 minutes.
3. Each student get chance to shake the dice. After shaking the dice, student can see what the number of the dice which he/she gets.
4. Then, their coin move suitable the number of the dice from the START.
5. If he/she gets:
   a. Blue and Yellow Question Sign; student takes the card according the color. Then, student answers the question in that card.
b. CHANCE, so student takes the PINK card in a middle of board.

c. POLICE (go to jail), so student must move to the JAIL.

d. JAIL and SAVE, so student will not do anything, only stay in that place.

6. When the students can answer the question correctly, so they get score but if the students cannot answer the question correctly, so they do not get score.

E. Basic Assumption

According to Arikunto (1998:19), Basic assumption is something that is convinced its truth by researcher. It will be used as a place to stand on by researcher to do research. All of the research needs a basic assumption. It is a condition that is tested it’s the truth.

It is assumed that Monopoly Game is one of the media that can be used to learn grammar. The students will enjoy using Monopoly Game in learning and mastering the material for example Conditional Sentence. Because they will play this game and they also learn the material unconsciously. This game will help the students to get clue of the question, and motivate their competence to construct the good sentence when playing game. The students will practice to speak up when they demanded to answer the question of Monopoly game orally. The students of experimental class
which teaches using Monopoly Sentence will support their motivation to learn grammar. They can be active in the classroom.

F. Hypothesis

Based on the basic assumption above the writer has hypothesis that teaching Conditional Sentences using *Monopoly Game* at twelve grade students of SMK Diponegoro Majenang in the Academic year 2010-2011 is effective.