ARTICLE

THE EFFECT OF USING CLIMBING GRAMMAR MOUNTAIN GAME
TO STUDENTS' GRAMMAR ABILITY FOR EIGHT GRADE STUDENTS
IN SMPN 1 MOJO ACADEMIC YEAR 2016/2017.

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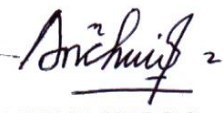## SURATPERNYATAAN

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THE EFFECT OF USING CLIMBING GRAMMAR MOUNTAIN GAME TO STUDENTS' GRAMMAR ABILITY FOR EIGHT GRADE STUDENTS IN SMPN 1 MOJO ACADEMIC YEAR 2016/2017.

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ABSTRACT

This research objectives are to know the students' grammar ability before and after taught using Climbing Grammar Mountain Game as a technique to increase the students' grammar mastery of Simple Present Tense. This research used experiment quantitative design. The subject in this research is the eighth grade students of SMPN 1 Mojo consists of F class and I class, there are 40 students in each class. The data was collected through written test in form of multiple choices. The data was taken from pre-test and post-test to compare the result of students' score. The data in this research showed that the mean score of post-test in control class is 78.3 and mean score of post-test in experiment class is 83.6. The score of t-test is 2,926 at degree of fredoom 78, and t-table at the level of of significant of 5% (0,05) and 2,70 at the level of significant 1%. It means that t-score (2,926) > t-table at the level significance of 5% (2,042). So, the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) is rejected. Based on the t-test result which obtained that Climbing Grammar Mountain Game has significant effect to the students' grammar ability of the eighth grade in SMPN 1 Mojo academic year 2016/2017. Therefore, Climbing Grammar Mountain Game can be applyed in teaching learning process of grammar, so the students will be more interested and enjoyed in grammar subject to understand the material easily.

KEY WORD: Climbing Grammar Mountain Game.

I. BACKGROUND

Grammar is one of the language elements that should be mastered by language students. It plays an important role in how students reach the four language skills, like reading, speaking, writing, and listening. Dykes (2007:5), grammar is the simplest and perhaps the truest definition is 'a language to talk about language. It usually takes into account the meanings and function these

sentences have in the overall system of language.

In spoken and written communication, the students should pay attention to the grammar rule. It proves that grammar plays an important role in communication, especially in combining units of language to form sentences. In other words, it can be said that communication fails if people does not master the grammar because the purpose of communication cannot be reached. From that statement, it is clear that grammar is important to be mastered by the students in order to be able to express the feelings, emotions, and to be able to use English appropriately.

In teaching learning process, grammar is needed in language skills. The students can formulate the grammar rules themselves as a conclusion from the structures given, such as in speaking, the students can use the grammar in a short conversation, in listening the students can listen to a song, in reading the students can read an article and funny story, and in writing the students can write a letter. Grammar rules are better learnt when the students feel in need of this or that structure, especially in unprepared speech, like debates, expressing their opinion on various subjects, or role-plays.

In teaching grammar, the teacher must know the rules to make the students more understand. Harmer (2007:210-227) stated, that there are some ways that can be used in teaching grammar. First, the teacher explains about the grammar, because it can make the students know how to produce the sentences with the good structures. Second, the teacher can use the grammar book. It can help the students to get the explanation about the material. Third, the teacher can use the game. It can make the students enjoy the lesson more and attracted, so the students don't feel bored and too serious in teaching learning process. Fourth, the teacher can use the drill which can make the students to review the material and remember the material again in learning process.

However, based on the writer's experience, students had difficulties when the students learned about grammar, especially in mastering Simple Present Tense. The students feel difficult to remember some tenses in grammar, so it makes the students confused to produce the good sentences. The students also feel difficult in some sentences that uses auxiliaries, is, am, are instead of auxiliaries do and does. Some students still choose "My mother is work in supermarket" instead of saying "My mother works in the supermarket". The students are confused to

use the rule in Simple Present Tense and use the time signal in Simple Present tense. Besides that, the students feel bored to study in grammar moreover they did not get enough practice in using Simple Present Tense. And the most significant reason, that the teacher taught Simple Present Tense by giving a note on the board, gave some examples, and the asked the students to do some exercises. So, it makes the students felt bored with the teaching methods since there is no interesting and attractive activity involved in their learning process.

Based on the statement above, English teachers should think critically in order to find creative approach in teaching grammar, so that the students will take much participation during the learning process. One of creative approaches in teaching English grammar is game. Play and competition that are provided by game enhance the motivation of the students and reduce their stress. The writer applies one game which can be used to learning process easier that is Climbing Grammar Mountain Game. Climbing Grammar Mountain Game is a way to make students more attracted in the classroom. Besides that, Climbing Grammar Mountain Game creates the enjoyment in the grammar process and provides motivation for students' creativity in learning grammar

and, they can also think fast to find grammatical feature. Gunn and Mc. Callum (2005:14) argue that, Climbing Grammar Mountain Game is a game that provides a way to address grammatical usage and sentence construction in such a way that target structures are being reinforced in an interesting and engaging manner. The students can think abstractly and need fewer concrete examples to understand complex thought patterns.

According to Gunn and Mc. Callum in English Teaching Forum (2005:39), Climbing Grammar Mountain Game helps improve the students' understanding of grammatical usage and helps the students learn from others through peer review, team work, and group discussion. In relation to this, the writer is interested in conducting a study which focused on improving ability to use Simple Present Tense using mountain game teaching approach to students of grade VIII of SMPN 1 Mojo. The writer hoped that Climbing Grammar Mountain Game could improve the ability of the students of grade VIII of SMPN 1 Mojo to use of simple present tense.

II. METHOD

According to Ary (2006:148), population is all members of any well-defined class of people, events, or objects. The total number of the population in this research is about 369 students. They are eighth grade of SMPN 1 Mojo academic year 2016/2017. And the sample area are two classes of the population, the researcher chooses eighth grade of F class to take the data and the total is 40 students that consist of 22 female and 18 male. And eighth grade of I class, the total is 40 students that consist of 21 female and 19 male. Two classes (class VIII F and class VIII I) are taken as a sample of control group and experimental group, for eighth grade of F class as experimental group and eighth grade of I class as control group.

Technique of this research is experimental apprach. According to Ary (2006:265) an experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). There are two groups in this research (experiment and control group):

Table 3.1

Format Pre Test-Post Test

Group	Pre Test	Treatment	Post Test
E	Y_1	X	Y_2
C	Y_1	-	Y_2

It means:

E = experimental group

C = control group

Y_1= pre-test

X = treatment

Y_2= post-test

This research has two variables, namely independent variable and dependent variable. According to Vanderstoep and Johnston (2009:107), independent variables are variables that are systematically controlled by the researcher to determine the variable's effect on the outcome (dependent variable).In the other hand, Vanderstoep and Johnston (2009:108) stated that, dependent variable is the outcome measure in which researchers are interested. In this research, independent variable is Climbing Grammar Mountain Game and dependent variable in this research is the students' grammar ability.

The instrument used in this research is test. Ary (2006:201) stated that, test is a set of stimuli presented to individual in order to elicit responses on

the basis of which a numerical score can be assigned. In this research, the writer gives the grammar test about simple present tense. In test, there are 20 questions to pre-test and post-test, consist of multiple choices. Pre-test used in the beginning before the writer gave and post-test used in the end of the research. In the test, the writer asked the studets to finish the test. The students must be correct the answer based on the structure in simple present tense. It used to know about the students' understanding about the simple present tense. The writer uses the analytical scoring as the rubric scoring to measure the students' grammar.

III. RESULT AND CONCLUSION

A. Result

Pre-test and post-test were used in this research. Pre-test was conducted on 16th November 2016 involved 40 students. The writer used written test as an instrument that is 20 questions which consist of multiple choice. Pre-test was given to control class and experiment class.

Post-test also given for control class and experiment class after pre-test and treatment finished. The result can be seen in the chart below:
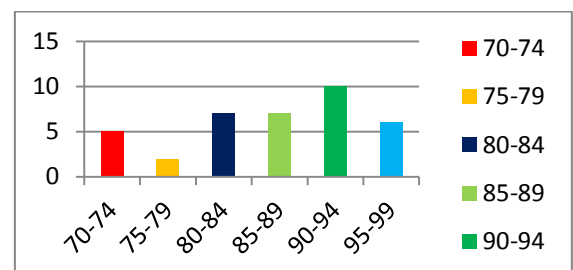
Chart 4.3
The Diagram Frequency of Post-test
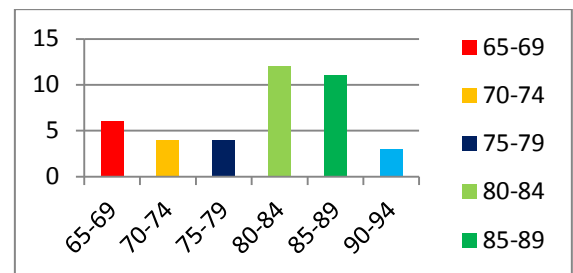
Data in the diagram frequency of post-test in control class above, showed that there was 6 students got score 65-69, 4 students got score 70-74, 4 students got score 75-79, 12 students got score 80-84, 11 students got 85-89, and 3 students got 90-94. It can be seen in the table that there was many students who got score 80-84.

The result shows that the total score of post-test in control class is 3135, the totally students is 40, and the average is 78.9.

Chart 4.4
The Diagram Frequency of Post-test

The data in the diagram frequency of post-test above, it can be seen that there was interesting score from the students

after treatment. There was 5 students got score 70-74, 5 students got score 75-79, 7 students got score 80-84, 7 students got score 85-89, 10 students got score 90-94, and 6 students got score 95-99. There was many students who got score 90-94, it can be concluded that the result of post-test in control class is lower than the result of post-test score in experiment class. The total score of post-test in experiment class is 3347, the total students are 40, and the mean score is 83.6. It can be concluded, that the mean score of post-test in experiment class is higher than the mean score of post-test in control class.

The result of analysis of post-test experiment class and post-test control class scores shows that the total students of experiment class is 40, then the total score of post-test experiment is 3347, mean is 83.6, the highest score is 95 and the lower score is 70, score of standard deviation is 8.24 and the mean of standard deviation is 1.319. The total students in control class is 40, then the total score of post-test control class is 3135, mean is 78.3, the highest score is 90 and the lower score is 65, score of standard deviation is 7.76 and mean of standard deviation 1.242. It means that students' score is growing and the result of post-test experiment class is higher than post-test control class. The lowest score of D (total scoring post-test

and post-test) is -10 and the highest score of D is 30. The final result of D2 is 7800. The result of calculating the value of t-test and degree of freedom (db) is:
$(Nx + Ny) - 2 = (40 + 40) - 2 = 80 - 2 = 78$.

The values of t-test is used to know t-table whether the result is significant or not. Then, the degree of freedom is used to know the level of table.

Table 4.13
The Table of T-test based on
Signification 5% and 1%

Df (N-2)	t-test	t-table		Significance	Ho
		5%	1%		
78	2,926	2,000	2,660	Significance	Rejected

The score of t-test was 2,926 at the degree of freedom 78 and t-table is 2,042 at the level of significant of 5% (0,05) and 2,70 at the level of significant 1% (0,01). It means that t-score (2,926) > t-table at the level significance of 5% (2,042). So, the Alternative Hypothesis (Ha) was accepted and Null Hypothesis (Ho) is rejected.

B. Conclusion

Based on the result in this research, Climbing Grammar Mountain Game can give effect to students' grammar ability. It make the students score is increase, the students can make the sentences based on

the structures of Simple Present Tense in positive, negative, and interrogative. The students can uses auxiliaries is, am, and are instead of auxiliaries do and does. The students more enjoy and attractive in learning process, so this strategy should be applied in teaching grammar because can make the students will be more interested in grammar and they can understand the material easily.

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