

## JURNAL

# THE EFFECT OF CLIMBING GRAMMAR MOUNTAIN GAME TO STUDENTS' NOUN PHRASE MASTERY OF THE SEVENTH GRADE IN SMP MUHAMMADIYAH KEDIRI ACADEMIC YEAR 2016/2017



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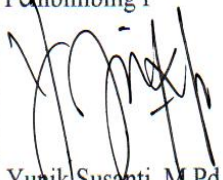


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**THE EFFECT OF CLIMBING GRAMMAR MOUNTAIN GAME TO STUDENTS'  
NOUN PHRASE MASTERY OF THE SEVENTH GRADE IN SMP  
MUHAMMADIYAH KEDIRI ACADEMIC YEAR 2016/2017**

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**ABSTRAK**

Grammar is partly the study of what form (or structures) are possible in language. Students had difficulties when they learn about grammar, especially in mastering in noun phrase, for example; the students don't understand about form and use of noun phrase. The students often find difficulties in placing and choosing correct word. The students confused differences between noun and noun phrase. The purpose of the research is to know how is the students' noun phrase mastery before and after being taught using climbing grammar mountain game of the seventh grade in SMP Muhammadiyah Kediri academic year 2016/2017 and to know whether there is any effect of climbing grammar mountain game to students' noun phrase mastery. This research approach was quantitative research and the research technique was pre-experimental design, namely the one-group pre-test post-test design. The subject of the research was the seventh grade students of SMP Muhammadiyah Kediri in academic year 2015/2016. The sample in the research are seventh grade of B class consist of 35 students, they are 19 males and 16 females. The result was analyzing by using SPSS version 23 to know the effect of climbing grammar mountain game students' noun phrase mastery. It was proven by the mean after being taught using climbing grammar mountain game (79,71) was higher than the mean score before being taught using climbing grammar mountain game (51,57). Besides, in analyze of SPSS version 23, the sore t-test was (25,458) at degree of freedom 30 and t-table (2,032) with the level of probability 0.000 at the level significance 5% (0,05). Climbing grammar mountain game has significant effect to the students' noun phrase mastery for seventh grade of SMP Muhammadiyah Kediri, such as; the students can determine head and modifier of noun phrase, the students can make noun phrase. The researcher suggest to the English teacher should teach the students using climbing grammar mountain game because it was suitable technique which makes the students more easy to understand noun phrase such as determine head and modifier of noun phrase.

**KEYWORDS:** Climbing Grammar Mountain Game, Noun Phrase Mastery

**I. INTRODUCTION**

English teaching process means to make their students able to master the four basic skills of English in order to be able to use English communicatively. The four skills are listening, speaking, reading, and writing. To be successful in mastering those skills, the students should be able to

master three components that are grammar, vocabulary, and pronunciation. From those component, grammar is one of the language elements that should be mastered by language learners.

Tornbury (1999:1) stated that, grammar is partly the study of what form (or structures) are possible in language.

Therefore, the students have to practice to use grammar in the four skills, especially in writing skill. So that the students will be easy to write sentences. In other word, it can be said that a writer fails if he/she does not master the grammar because the purpose of writing cannot be reached. From the 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 grammar, the teacher must know the rules to make the students more understand. Harmer (2007:210) 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 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. The teacher must choose interesting ways in teaching grammar which can make the students enjoy and

attractive to the lesson, so the students feel difficult to understand about the material.

Part speech in English grammar consist of tenses, phrases, nouns, verbs, pronouns, adjectives, adverb, conjunction, passive and active sentences. The writer chooses to research about phrase. According to Sidney (1991:39), there are five types phrase, that are, noun phrase, verb phrase, adjective phrase, adverbial phrase, and prepositional phrase.

In this research focus on noun phrase. According to Swan (2005:xxv), nouns are most often the names of people or things. Phrase is two or more words that function together as a group. Noun phrase is a group of words (e.g. article + adjective + noun) which acts as a subject, object, or complement of a clause. From the statement, noun phrase is a noun, or a noun with an article or determiner, and/or adjective in front of noun, and sometimes with a relative clause after noun.

Noun phrase can be found in all kinds of texts, especially in descriptive text. According to Gerot and Peter (1994:214), descriptive is a kind of text which is aimed to describe a particular people, animal, place, or thing. According to Hammond (1992:78), the generic structure of descriptive text are identification and description. According to Hammond (1992:78), the language features of descriptive text focuses on specific participants, use of simple present

tense, use of simple past tense, verb of being and having, use of adjectives, use of noun phrase, use of action verbs, use of adverbials, and use of figurative language. Understand noun phrase more important to make sentences in descriptive text.

Identify noun phrase in descriptive text is not easy for the students of seventh grade. The students don't understand about form and use of noun phrase. The students often find difficulties in placing and choosing correct word. The students are also confused differences between noun and noun phrase. When the teacher taught noun phrase by giving a note on the board, gave some examples, and asked the students to do some exercises. It makes the students feel bored with the teaching methods since there is no interesting and attractive activity involved in their learning process.

Based on statement above, English teacher 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 researcher applies one game which can be used to learning process easier that is Climbing Grammar Mountain Game is a way to make students more attracted in

the classroom. Beside that, Climbing Grammar Mountain Game creates the enjoyment in the grammar process and provides motivation for students' creativity in learning grammar, they can also think fast and find grammatical feature. According to Gunn and McCallum (2005:14), climbing grammar mountain game is a game that provides a way to address grammatical usage and sentence construction in such way that target structures are being reinforced in an interesting and engaging manner. The students can think abstractly and need fewer concrete example to understand complex thought patterns.

According to Gunn and McCallum (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 the Effect of Climbing Grammar Mountain Game to Students' Noun Phrase Mastery of Seventh Grade in SMP Muhammadiyah Kediri. The researcher hopes climbing grammar mountain can improve noun phrase mastery.

This researcher was conducted to know the effect of students; noun phrase mastery before and after being taught using climbing grammar mountain

game and to know whether any effect of climbing grammar mountain game to students' noun phrase mastery.

## II. RESEARCH MEHOD

The research has two variable dependent and independent. 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, According to Vanderstoep and Johnston (2009:108), dependent variable is the outcome measure in which researchers are interested. In this research dependent variable is the students' noun phrase mastery.

In this research, the researcher uses a quantitative research approach because this research needs statistical formulas to calculate the result. Technique of this research is experimental. 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). Then, the researcher used pre-experimental research to analysing how is the students' noun phrase mastery before and after being taught using climbing

grammar mountain game, using pre-test and post-test.

According to Ary (2006:148), population is all member of any well-define events, or objects. Population is a range that the writer chooses to do experiment and then get the conclusion. In this research, it took seventh grade of SMP Muhammadiyah Kediri as a population of the research. The total number of the population is about 175 students that is divided into 5 classes. And the sample area is one class of the population. The researcher chooses seventh grade of B class to take the data and the total is 35 that consist of 16 female and 19 male.

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 noun phrase. In test, there are 20 questions to pre-test and post-test, consist of multiple choice. The students must be correct the answer based on the structure in noun phrase. Is used to know about the students' understanding about the noun phrase.

## III. FINDING NAD DISCUSSION

The finding of the questions study were asking about how the students' noun phrase mastery before and after being

taught using climbing grammar mountain game, whether there is significant effect or not climbing grammar mountain game to students' noun phrase mastery.

First, pre-test can be seen that there were 8 students got score 40 with enough categories, 4 students got score 45 with enough categories, 7 students got score 50 with enough categories, 4 students got score 55 with categories enough, 4 students got score 55 with enough categories, 10 students got score 60 with good categories, 1 students got score 65 with good categories, and 1 students got score 70 with good categories. There were so many students who got low score in enough categories.

The second, treatment. The first treatment, the researcher directly entered in the class, then greeting the students after that the researcher lead the pray. After that researcher introduced her self. Then the researcher gave leading question about descriptive text. The researcher explained about language feature of descriptive text, one of the is the use of noun phrase. So, the researcher explained about head and modifier of noun phrase. The research also gave exercise of noun phrase and the students determine of head and modifier of noun phrase in task 1. Then the researcher gave the picture, and asked the students to make noun phrase in task 2. After that, the researcher explained about

climbing grammar mountain game, and explained about step of using climbing grammar mountain game. First, the researcher draw some climbing grammar mountain game. Second, made a group consists 6 person in each group. And the researcher asked to made sentence use noun phrase in task 2 with the group. write the answers in paper. If correct answers get 5 point, the group collect point until get 100 point.

The second is treatment. The researcher also directly entered in the class, then greeting the students after that the researcher lead the pray. Then the researcher reviewed about descriptive text, generic structure, language feature, and noun phrase. Then the researcher continued the class by giving picture. Then the researcher gave the picture, and asked the students to make descriptive text in task 5. After that, the researcher explained about climbing grammar mountain game, and explained about step of using climbing grammar mountain game. First, the researcher draw some climbing grammar mountain game. Second, made a group consists 6 person in each group. And the researcher asked to made descriptive text in task 2 with the group. write the answers in paper. After 40 minutes the researcher asked correction the task. Correct answers get point 5, until can collect 100 point. Then the researcher announced the best writing of one of the

group. After announcing the best writing the researcher gave conclusion of the material and the last the research lead the pray and ending the class.

At last, post test can be seen that there was interesting scores from the students after being taught climbing grammar mountain game technique. It can be seen that there were 13 students got score 75 with good categories, 13 students got score 80 with good categories, 7 students got score 85 with very good categories, and 2 students got score 90 with very good categories. As explained before that the standard score of English subject of seventh grade at junior high school is 75.

To analyze the data result, there are data outputs from calculated using SPSS: Paired Sample Statistic, Paired Samples Correlations, Paired Samples Test.

**Table 1**

**The Mean Score of Pre-Test and Post-Test**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRETEST	51.5714	35	8.64083	1.46057
POSTTEST	79.7143	35	4.52816	f.76540

From the Paired Sample Statistics table above, it showed the mean score of pre-test was 51,57 with standard deviation 8,640 and the mean score of post-test was 79,71 with standard deviation was 4,528. The number of participants in each test (N) is 35.

**Table 2**

**The Correlation Score of Pre-Test and Post-Test**  
**Paired Samples Correlation**

	N	Correlation	Sig.
Pair 1 PRETEST & POSTTEST	35	.670	.000

From Paired Samples Correlation table above, the gameoutput shown the data before and after being taught using climbing grammar mountain game was 0,670 with significance value (sig.) 0,000. It means there is any correlation between students' noun phrase mastery before and after being taught using climbing grammar mountain game.

**Table 3**

**The T-test Score of Pre-Test and Post-Test**

**Paired Samples Test**

	Paired Differences					T	d f	Sig . (2-tailed)
	Mean	Std . Deviation	Std . Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRETEST – POSTTEST	-28.143	6.540	1.105	-30.389	-25.896	25.548	34	.000

From Paired Samples Test table above, it showed t-test 25,458 and t - table with degree of freedom 34 is 2,032 at the level of significance of 5%. It means t-test was higher than t-table (25,458 > 2,032) and Sig. (2-tailed) is 0,000 was lower than 0.05. then, the means differences between pre-test and post-test score was -28,143.



Based on the data that has been analyzed by using SPSS version 23 above, the purpose of the researcher was to find out the answer of question study were how is the students' noun phrase mastery before and after being taught using noun phrase mastery and the significant effect of climbing grammar mountain game to students' noun phrase mastery at seventh grade of SMP Muhammadiyah Kediri.

The first finding, shown the result of students' noun phrase mastery increased after being taught using climbing grammar mountain game. It is proven by the mean of post-test (79, 71) is higher than the mean of pre-test (51,57). From the data analysis above it can also be concluded that there is any significant correlation between climbing grammar mountain game and students' noun phrase mastery.

The second finding, shown there was very significant effect of using climbing grammar mountain game to students' noun phrase mastery to be used in teaching grammar. It is proven by the result of t-score (25,458) is higher than t-table in the level of significance 5% (2,032) and P value t-test is lower than level of significance 5% ( $0,000 < 0,05$ ).

Furthermore, based on the t-test result which obtain that climbing grammar mountain game has significant effect to the students' noun phrase mastery for

seventh grade of SMP Muhammadiyah Kediri such as; the students can determine head and modifier of noun phrase, the students can make noun phrase. The students more enjoy and attractive in learning process. The students can used sentences from their own students' work, or one relate to a particular grammar point or weakness currently being work in the class (Gunn and Mc. Callum 2005:39). Climbing grammar mountain game improve the students learn from other through such activities as peer review, team work, and group discussion.

This result also supported the previous research, by Safitri (2015), the result is that Climbing Grammar Mountain Game can increase seventh grade students of MTs. Yaspia Ngroto Gubug Grobongan of the grammar mastery score acceptable, because the students showed their enthusiastic of students can be indicated from the process which the students enjoyed the class like smile, and move the chairs and table quickly and they can memorize the lesson given.

Second, supported the previous research by Aristas (2012), with the title Climbing Grammar Mountain Game as a Reinforcing Technique in Teaching Expressing Daily Activities and result is the Climbing Grammar Mountain Game helped the students SDS Karuna Singkawang to learn from other through

activities such as team work. By using Climbing Grammar Mountain Game, students had to learn, review, and analyze the grammar structures in group in order all the members of group are able to understand the role of simple present tense.

According to researcher's research finding and the data supported above, it can be concluded students' noun phrase mastery before being taught using climbing grammar mountain game was low, and students' noun phrase mastery before being taught using climbing grammar mountain game was increased and also there was significant effect of climbing grammar mountain game to students' noun phrase mastery.

Based on the explanation above, the researcher wants to give some conclusions of the contain in this research, it is hoped that the readers will be able to know much about this research easily.

Climbing grammar mountain game has significant effect to the students' noun phrase mastery for seventh grade of SMP Muhammadiyah Kediri, such as; the students can determine head and modifier of noun phrase, the students can make noun phrase. It can be categorized as strategy in grammar class in order to develop students' noun phrase mastery. Pre-test showed that students' noun phrase mastery in SMP Muhammadiyah Kediri is basically low. Then the post-test showed

that the effect of climbing grammar mountain game played important part in developing students' noun phrase mastery. Climbing grammar mountain game give advantages, such as; the students more enjoy and attractive in learning process, the students can used sentences from their own students' work, or one relate to a particular grammar point or weakness currently being work in the class. Climbing grammar mountain game improve the students learn from other through such activities as peer review, team work, and group discussion.

Then, the result of students' noun phrase mastery after being taught using climbing grammar mountain game shown the students can understanding the noun phrase include some indicators such as: identify form of noun phrase and identify use of noun phrase. The lowest indicator of the students pre-test was reference meaning and the highest indicator of students post-test was reference meaning. It also supported by the mean score of post-test was higher than the mean of pre-test. It means that the students' noun phrase mastery after being taught using climbing grammar mountain game was increasing.

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