

## THE INFLUENCE OF USING CLIMBING GRAMMAR MOUNTAIN GAME TOWARDS STUDENTS' SIMPLE PAST TENSE MASTERY

### A Pre-Experimental Study to the Ninth Grade Students of Junior High School 01 in Mempawah Hilir in the Academic Year of 2019/2020

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#### Abstrak

Penelitian pra-eksperimen ini bertujuan untuk menemukan apakah Climbing Grammar Mountain Game memiliki dampak terhadap penggunaan Simple Past Tense di kelas 9 SMP N 01 Mempawah Hilir pada tahun ajaran 2019/2020. Teknik pengambilan sample menggunakan cluster random sampling, peneliti menggunakan pilihan ganda sebagai alat pengumpulan data. Sebelumnya peneliti menggunakan try out untuk memilih soal valid. Setelah mendapat soal yang valid digunakan untuk pre-test and post-test, kemudian membandingkan hasil tersebut. Hasil untuk mean score pada pre-test adalah 45.71 and mean score pada post-test 67.32. kalkulasi pada hasil t-test menunjukkan bahwa  $t_{\text{obtain}}$  lebih besar dibandingkan  $t_{\text{table}}$  yaitu  $17.49 > 1.703$ . itu berarti hipotesis dapat di terima. Pada effect size juga menunjukkan bahwa penelitian memiliki dampak yang besar yaitu 3.77. Untuk itu, Climbing Grammar Mountain Game disarankan dapat diaplikasikan untuk mengajar simple past tense.

**Kata kunci:** simple past tense, permainan climbing grammar mountain, eksperimen.

#### Abstract

This pre-experimental research wanted to know whether Climbing Grammar Mountain Games has an effect to teach simple past tense to the ninth-grade students of JHS 01 Mempawah Hilir in Academic Year 2019/2020. This research used cluster random sampling, the researcher used multiple choice as the tool of data collection, but before it the researcher did the try out to find out which sentences that could be used as the tool by using validity test. After getting the valid pre-test and post-test questions, the mean score of pre-test and post-test would be compared. The mean score from pre-test was 45.71 and from post-test was 67.32. The calculated of t-test showed that  $t_{\text{obtain}}$  was higher than  $t_{\text{table}}$ , it was  $17.49 > 1.703$ . It means that the testing hypothesis was accepted. Also supported by the result of effect size was 3.77, it had a strong effect to this research. Therefore, Climbing Grammar Mountain Game is suggested to teach simple past tense.

**Keywords:** simple past tense, climbing grammar mountain game, experimental

## INTRODUCTION

Including English as a topic in the educational curriculum is unquestionably crucial. English classes are often offered in Indonesia starting in junior high school, though they might begin as early as elementary school in major cities. But regrettably, a lot of students dislike this subject since they believe it to be extremely difficult to study. This results in their failure to master English. Grammar proficiency is frequently where

students experience difficulty with English as a topic. In addition, according to Richards, and Schmidt (2010: 251), grammar also refers to “a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language.” According to the description given above, grammar is the study of sentence forms and constituents..

When they study English grammar they feel difficult and bored, because Indonesian grammar is different from English one, for example in English the students have to understand about using the formula of tenses, it is impossible if the students talk about future but use simple past tense, it will make the grammatical error and the communication can not be reach. In fact, when researcher did the third internship the students had no idea what grammar is, because they just know about four skills of English but not for sub-skills. Also, the students felt so difficult to learn when tenses appear, because it uses a formula and that is hard to understand plus they are getting bored faster, it can be proven when they confused to distinguish from using each Verb. Especially for simple past tense, students have to understand about the formula before applying into the sentences.

Harmer (2007: 210) stated that some ways 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 attract them, so they do not feel bored and too serious in the learning process. Fourth, the teacher can use the drill to make the students review the material and remember the material again in learning process. The teacher must choose interesting ways of teaching grammar to make the students enjoy and attractive to the lesson, making the students feel difficult to understand about the material. Murcia (1979: 54) argues that “in game, language use takes precedence over language practice, and in the sense game help bring the classroom to the real world, no matter how contrived they may be.”

Therefore to overcome those problems that researcher choose Climbing Grammar Mountain Game in teaching simple past tense. Gunn and McCallum (2005: 39) introduce a new game in teaching grammar: Climbing Grammar Mountain. Climbing Grammar Mountain game can be used as a reinforcing technique. The game encourages learning opportunities and student excitement. It can force pupils to focus on a particular structure, grammatical pattern, or vocabulary word. The game encourages learning opportunities and student excitement. It can force pupils to focus on a specific structure, grammatical pattern, or vocabulary word. In implementing Climbing Grammar Mountain game in the classroom process, The teacher will concentrate on achieving two key goals as follows: (a) to help students better comprehend the principles of clear writing, including grammar usage, sentence structure, paragraphing, and essay development; and (b) to assist students in learning from others through exercises like teamwork, peer reviews, and group discussions.

According to Gun and McCallum (2005: 39), the procedures of Climbing Grammar Mountain Game are as follows: (a) For a class of about 20 pupils, draw 4 vertical climbing lines on the board or a transparent overhead. Give the transparency room at the bottom so that each sentence can be displayed separately; (b) ten segments per line, each representing a vertical foot, should be drawn; (c) make the segments 10, 20, 30, 40, etc. visible, as in the example; (d) put together a string of sentences. There should be some that are accurate and around three-quarters that have one grammatical mistake in each sentence; (e) ask the students to form teams of four or five persons before the game begins, depending on the number of students in the class. Start the game by playing a practice round; (f) give the entire class an accurate sentence that is reasonably simple to recognize. Inquire as to how many vertical feet (up to a maximum of 20) each team is willing to get. Demonstrate how you would raise a player that far up the mountain; (f) give a sentence that is inaccurate next. If pupils cannot identify it as erroneous and assign any vertical distance to it, they must return that many feet down the mountain. Students may remain in place if they understand that the sentence is untrue and do not bet any vertical feet on it; (g) use the prepared sentences to start the

actual play after the practice round. Draw each sentence separately. One sentence will be shown to the first team before the play is made. Give the playing team five extra feet to correct the sentence if it's inaccurate. Open it up to the rest of the class if the team is unable to correct the sentences, and award the correcting team an additional 5 bonus feet. After that, move on to the following team and create a new sentence. The game goes on until all of the sentences have been used.

Supported by the previous study researcher that is done to by Safitri (2015) used The Climbing Grammar Mountain Game to teach Simple Past Tense under title “The Use Climbing Grammar Mountain to Improve Students’ Skill in Past Tense (An Experimental Study of the Eighth Grade Students of MTs. Yaspia Ngroto Gubug Grobogan in the Academic Year of 2015/2016)” she found that there was significant difference in the students’ simple past tense mastery after giving the treatment between experimental class and control class, it means that the Climbing Grammar Mountain Game was effective to teach simple past tense.

Also from Journal by Kartini and Sunaryo (2014) with the title “Using Climbing Grammar Mountain Game to Assess Students’ Grammar Ability in Senior High School”, JELT Vol 2 (2), 2302-3198.. In this research the researcher conclusion that using the Climbing Grammar Mountain Game brings positive contributions in classrooms.

The discussions above have shown that Climbing Grammar Mountain Game has the effect for teaching simple past tense, furthermore the researcher would like to conduct a pre-experimental research about using Climbing Grammar Mountain Game to teach simple past tense, the researcher hopes that it has effect and it can be used for a teacher to teach her students with unique way.

## **METHOD**

There are numerous experimental study designs, including pre-experimental, factorial, and quasi-experimental (Ary et al, 2006 : 302). Because one-group pretest-posttest designs offered little to no control over auxiliary variables, pre-experimental

design was used in this study. Pre-test and post-test were utilized in this study to evaluate the effectiveness of the treatment. The population was taken at the ninth grade of JHS N 01 Mempawah Hilir in the academic year 2019/2020 with the total 115 students. In selecting the samples, the researcher used cluster random sampling. Cluster random sampling is the process of selecting subjects in groups or clusters rather than as individuals (Fraenkel and Wallen, 2009: 95). Instead of including single population members or objects, cluster sampling uses groups of elements (clusters) as the sample units. Each class's name would be written on a small piece of paper, which would then be rolled up and placed in a glass.

The instrument used by the researcher is a test. The test that research would use to test the students' simple past tense mastery is multiple-choice test. Therefore, there were 30 try out multiple choice questions were given to the class that wasn't the sample, after giving the try out the researcher analyzed if those questions were valid or not by using a help from validator and Microsoft Excle. After the researcher got the valid questions, the researcher conducted the pre-test to the sample class, in next meeting, the researcher gave the treatment by using Climbing Grammar Mountain Game in teaching Simple Past Tense, after it had applied, the researcher gave a post-test to measure the students' score.

In analyzing the data the researcher used 2 types statistics, first was descriptive statistic which were including total scores, mean scores and standard deviation. Second the researcher used inferential statistics which was t-test, T-test means a statistical procedure for testing hypothesis concerning the difference between two means (Ary et al, 2010 : 652) the analysis of t-test is used to compare the mean score of two groups. In this case, the mean score from the pre-test and posttest result from experimental group compare by using t-test analysis. To analyze the data the researcher used Statistical Package for Social Science version 16 (SPSS 16). To find out the effect size the researcher counted it manually.

## FINDINGS AND 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' simple past tense mastery. The data were analyzed and described in 8 points. The result of pre-test showed the students' score before the treatment was being conducted and the post test showed the result of the students' score after the entire treatment process implemented. It showed that the highest pre-test score of the students in the experimental class was 60, and the lowest score was 25. Meanwhile, the highest post-test was 80 and the lowest score was 55, meaning students' score got higher after getting the treatment by the researcher.

Data outputs from SPSS calculations can be used to assess the data results, including paired sample statistics, paired sample correlations, and paired sample tests. The researcher employed SPSS 16 to determine the mean score of the pre-test and post-test. The mean score is calculated by dividing the total number of scores in distribution by the total number of students. The figure below shows a comparison of the pre-test and post-test mean scores.

**Table 1. Paired Sample Statistics**

Paired Sample Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pre test	45.7143	28	8.99735	1.70034
post test	67.3214	28	6.45241	1.21939

Table 1 shows that the mean score of pre-test was 45, 8 (rounded) and the mean score of the post-test was 67,3 (rounded). The result of pre-test and post-test was quite different. The different of the both pre-test and posttest scores indicated that the implementation of Climbing Grammar Mountain slightly effect the students' simple past tense mastery. The researcher used SPSS 16 to calculate the SD both pre-test and post-test, the result of it can be seen in table 1.1 above. From the table it could be seen that the SD of pre-test was 9.00 (rounded) meanwhile post-test showed the result in

6.45 (rounded) based on the students' SD obtained by the students in pre-test and post-test. It indicated that students' Simple Past Tense Mastery in pre-test was in wide range of distribution that in post-test.

The normality test of the data pre-test and post-test used in this study was Kolmogorov-Smirnov. The calculations were performed by using SPSS 16. The result of the normality test can be seen in the following table:

**Table 2. One-Sample Kolmogorov-Smirnov Test**

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		28
Normal Parameters <sup>a</sup>	Mean	.0000000
	Std. Deviation	4.68200224
Most Extreme Differences	Absolute	.161
	Positive	.161
	Negative	-.113
Kolmogorov-Smirnov Z		.851
Asymp. Sig. (2-tailed)		.464
a. Test distribution is Normal.		

The table above shows that the Kolmogorov-Smirnov was .851, which means that it is bigger than 0.05. it could be concluded the data was a normality distribution. The calculations of the mean score of pre-test and post-test were 45.7143 and 67.3214. If we compared the two means, it clears that the mean of the pre-test was higher than the mean of the post-test. It indicated that the treatment is effective. To make the analysis more reliable, the researcher analyzed it by using t-test.

**Table 3. Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pa pretest – ir 1 posttest	2.18071E 1	6.53390	1.23479	24.14072	19.07358	17.499	27	.000	

The result of t-test was determined which hypothesis was accepted and for this research. From the calculation, based on Table 9, the researcher found that the calculated t-test of  $t_{obtain}$  was 17.499 and the degree of significance was  $0.05 = 1.703$ . Thus the researcher concluded that the  $t_{obtain}$  was higher than  $t_{table}$ . According to the statistical calculation, the value of  $t_{obtain}$  was 17.499 and the degree of significance  $0.05 = 1.703$ , by comparing the result of  $t_{table}$  and  $t_{obtain}$  in the degree of significance of  $0.05$   $t_{obtain} > t_{table} = 17.499$ . Based on the result, It is possible to draw the conclusion that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected..

To analyze the effectiveness of the treatment, the researcher used the formula of Cohen's effect size. It was calculated manually. By acknowledging the value of the data calculation it would answer that second question of this research. The result of the effect size described below:

$$ES = \frac{M1 - M2}{d}$$

$$ES = \frac{67.32 - 45.71}{8.99 + 2.45}$$

$$ES = \frac{21.61}{5.72}$$

$$ES = 3.777$$

From the calculated of the effect size, it showed that the score was 3.78 (rounded). Based on the effect size level, the effect size value  $> 1.00$  was categorized as strong effect. Since that effect size value in this research was 3.78 (rounded), it means the treatment in this research, Climbing Grammar Mountain Game can be categorized had strong effect towards students' Simple Past Tense Mastery. Based on the research findings, it can be concluded that Climbing Grammar Mountain Game is an effective game for teaching simple past tense.

## CONCLUSION

Based on the data analysis's findings and the tested hypothesis, the researcher concludes that climbing grammar mountain game is effective in teaching simple past tense at the ninth grade students of SMP N 01 Mempawah Hilir in the Academic Year

2019/2020. This has been proved by analyzing data from the distinction between two means score of pre-test and post-test, also by analyzing with t-test formula, according to the statistical calculation, the value of  $t_{obtain}$  was 17.499 and the degree of significance  $0.05 = 1.703$ , through comparison of the output from  $t_{table}$  and  $t_{obtain}$  with the degree of significance of  $0.05$   $t_{obtain} > t_{table} = 17.499$  also for the effect size value in this research was 3.78 (rounded), it means the treatment in this research which is Climbing Grammar Mountain Game can be categorized had strong effect towards students' Simple Past Tense Mastery.

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