

**THE INFLUENCE OF USING CLIMBING GRAMMAR MOUNTAIN  
GAME TOWARDS STUDENTS' SIMPLE PRESENT TENSE MASTERY  
AT THE FIRST SEMESTER OF THE EIGHTH GRADE AT SMP NEGERI  
21 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/ 2019**



**A Thesis  
Submitted as a Partial Fulfillment of  
The Requirements for S1- Degree**

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## ABSTRACT

### THE INFLUENCE OF USING CLIMBING GRAMMAR MOUNTAIN GAME TOWARDS STUDENTS' SIMPLE PRESENT TENSE MASTERY AT THE FIRST SEMESTER OF THE EIGHTH GRADE AT SMP NEGERI 21 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/ 2019

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Simple Present Tense is one of tenses that is important to be mastered by the students. Simple present tense indicates an action in the present time which is not finish. The students of the eighth grade at SMP Negeri 21 Bandar Lampung have difficulty in learning simple present tense. The objective of the research is to know whether there is a significant influence of using of climbing grammar mountain game towards students' simple present tense mastery at the first semester of the eighth grade at SMP Negeri 21 Bandar Lampung in the academic year of 2018/2019 or not.

The methodology of this research was quasi experimental design. The researcher dealt with two classes, they were experimental class and control class. The researcher did three steps in conducting this research: pre-test, treatment and post-test. The population of this research was the eighth grade of SMP Negeri 21 Bandar Lampung. The sample of this research was two classes consisting of 62 students. In collecting the data, the researcher gave pre-test and post-test to find out students' simple present tense mastery.

The researcher analyzed the data by using independent sample t-test. It was found that the result of Sig. (2-tailed) was 0.001 which is  $0.001 < \alpha = 0.05$ . It means,  $H_0$  is rejected and  $H_a$  is accepted. Therefore, based on the computation it can be concluded that there was a significant influence of using climbing grammar mountain game towards students' simple present mastery at the first semester of the eighth grade at SMP Negeri 21 Bandar Lampung in the academic year of 2018/2019.

**Keywords:** Climbing Grammar Mountain Game, Simple Present Tense, Quasi Experimental Design



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AT THE FIRST SEMESTER OF THE EIGHTH  
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**ADMISSION**

A thesis entitled: **“THE INFLUENCE OF USING CLIMBING GRAMMAR MOUNTAIN GAME TOWARDS STUDENTS’ SIMPLE PRESENT TENSE MASTERY AT THE FIRST SEMESTER OF THE EIGHTH GRADE AT SMP NEGERI 21 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019”**, By: **AJENG WENING PANGESTI, NPM: 1411040009**, Study Program: **English Education**, was tested and defended in the examination session held on: **Tuesday, November 6<sup>th</sup> 2018**.

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## DECLARATION

Hereby, I state this thesis entitled “The influence of using climbing grammar mountain game towards students’ simple present tense mastery at the first semester of the eighth grade at SMP Negeri 21 Bandar Lampung in the academic year of 2018/ 2019” is completely my own work. I am fully aware that I have quoted some statements and theories from other sources, and they are properly acknowledged in this thesis.



## MOTTO

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ ۚ إِنَّ فِي ذَلِكَ لَآيَاتٍ  
لِّلْعَالَمِينَ (٢٢)

"And among His Signs is the creation of the heavens and the earth, and the variations in your languages and your colours: verily in that are signs for those who know".<sup>1</sup> (Ar-Rum: 22)



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<sup>1</sup> Muhammad Yusuf Ali, *The Holy Quran English Translation of the Meanings*, (New Johar: The King Fahd Holy Quran Printing Complex, 1987), p. 201

## DEDICATION

Praise and gratitude to Allah the Almighty for this abundant blessing to me, and from my deep of heart and great love, I would like to dedicate this thesis to:

1. My beloved parents, Mr. Mukmin and Mrs. Sugiyarti, who always pray, support and guide me to be successful in my study and my life.
2. My beloved older brother, Edo Febri Arisandhi and also my younger brother, Valentino Rayi Indra Kurniawan who always support and motivate me.
3. My beloved Almamater, UIN Raden Intan Lampung.



## **CURRICULUM VITAE**

The researcher' name is Ajeng Wening Pangesti. Her nick name is Ajeng. She was born in Bumi Dipasena Agung on August 12<sup>th</sup>, 1995. She is the second child of three children of Mr. Mukmin and Mrs. Sugiyarti. She has two brothers namely Edo Febri Arisandhi and Valentino Rayi Indra Kurniawan.

The researcher started her study at TK Xaverius Dipasena Agung in 2000 and finished in 2002. She continued her study at SD Xaverius Dipasena Agung from first grade until fourth grade and moved to Yogyakarta and continued at SD Negeri Trucuk Pajangan Bantul and completed in 2008. Then, she attended SMP Negeri 1 Pajangan Bantul and finished in 2011. She continued her study at Senior High School at SMA Negeri 2 Menggala and finished in 2014. After that, she pursued her study at State Islamic University of Raden Intan Lampung (UIN) as S1-Degree student of English Study Program of Tarbiyah and Teacher Training Faculty.

While being a college student, the researcher was a member of UKM Bahasa. In the seventh semester, she had her Community Service (KKN) in Budi Daya, South Lampung. After having KKN, she had her Field Teacher Training (PPL) in MIN 6 Bandar Lampung.



## ACKNOWLEDGEMENT

Praise be to Allah, the most gracious and the most merciful who has given his blessing and chance for completing this thesis entitled “The influence of using climbing grammar mountain game towards students’ simple present tense mastery at the first semester of the eighth grade at SMP Negeri 21 Bandar Lampung in the academic year of 2018/ 2019”. This thesis is written as one of requirements to obtain S1- degree the English Education Study Program of UIN Raden Intan Lampung. In finishing this thesis, the researcher obtained so much help, support, love had many valuable things from various sides. Therefore, the researcher would sincerely thank:

1. Prof. Dr. H. Chairul Anwar M. Pd, the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung, with his personnel who have given an opportunity and forbearance to the researcher when on going the study until the accomplishment of this thesis.
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5. Hj. Yuliati, S.Pd. MM, the headmaster of SMP Negeri 21 Bandar Lampung,

for allowing the researcher to conduct the research.

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Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. For this, any correction, comments, and criticism for the betterment of this thesis are always open heartedly welcome.



Bandar Lampung, September 2018  
The Researcher,

Ajeng Wening Pangesti  
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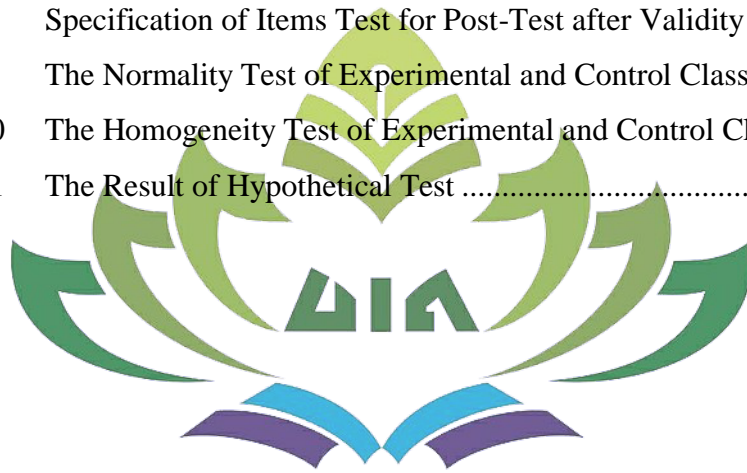
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## CHAPTER I INTRODUCTION

### A. Background of the Problem

English is one of many languages in the world. English is foreign language in Indonesia. It is taught from elementary school, senior high school, even in the university. English in Indonesia is learned by talking about the grammatical rules.<sup>1</sup> Because they only learn English in school and lack of practice in the society, they do not master and comprehend it well.

English consists of four skills; they are listening, speaking, reading, and writing. Baker in Lotherington said that the four basic language abilities are commonly regarded as speaking, listening, reading and writing. However, there are times when a person is not speaking, listening, reading or writing but is still using language.<sup>2</sup> Beside the skill, English has two components. Grammar is one of the language components in English besides the vocabulary.

The four skills cannot be separated with the two components because they are related to each other. In order to master English well, the four skills must be supported by the two language components. The skill cannot be used without the components, and the components of language are useless without the

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<sup>1</sup> Ag. Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing*, (Yogyakarta: Graha Ilmu, 2006), p. 21

<sup>2</sup> Heather Lotherington, "What four Skill?Redefining Language and Literacy Standars for ELT in the Digital Era", (TESL Canada Journal/ Revue TESL Du Canada, Vol. 22 No. 1, winter 2004), p. 65

skills. Therefore, students must study both skills and components. One of language component which cannot be disregarded is grammar.

Grammar is an integral part of language use in English. Grammar is the rules in a language for changing the form of words and joining them into sentences.<sup>3</sup> In learning English, people need to know the meaning and rules of English grammar. Without knowing about it, they might be difficult to understand how to change the form of word in English. One of the most differences in grammar between English and Indonesia is the transformation of verb which used to express the actions that happen in the present, past, and future.

Grammar is one of the components of language that must be mastered by the students. Grammar is a description of the rules that govern how a language's sentences are form.<sup>4</sup> It rules the arrangement of where the word should be placed. The right placement and the wrong placement of words could affect the meaning in the sentences. By learning grammar, the rules how to combine words into a sentence can be known. Study grammar is very important, and students should master it. Part of grammar which must be mastered by students in order to master English is tenses.

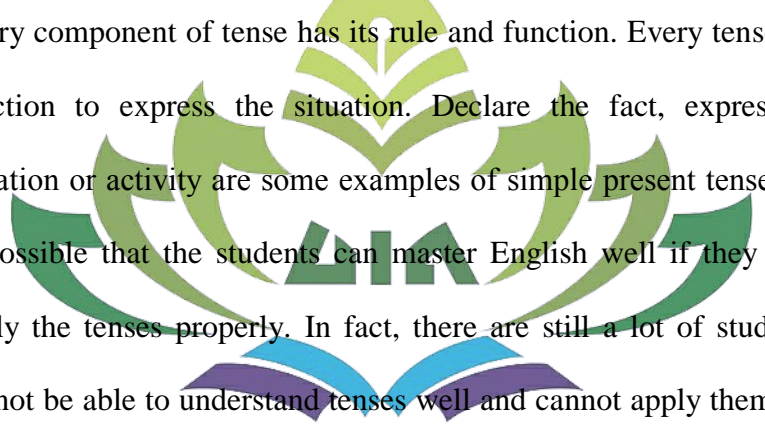
Tense is very important matter. Quirk and Greenbaum explain tense, aspect and mood as follow: "time is a universal, non-linguistic concept with three

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<sup>3</sup>MD. Mahmud Hasan Chowdhury, "Teaching Grammar in the English Language Classroom in Saudi Universities", (an International Journal of Multi Disciplinary Research, Vol. 1 Issue 1, 2014), p. 1

<sup>4</sup> Scott Thornbury, *How to Teach grammar*, (Harlow: Pearson Education, 2002), p. 1

divisions: past, present, and future; by tense the learners understand the correspondence between the form of the verb and our concept time.<sup>5</sup> Tense has sixteen different forms; these are simple present tense, present continuous tense, present perfect tense, present perfect continuous tense, simple past tense, past continuous tense, past perfect tense, past perfect continuous tense, simple future tense, future continuous tense, future perfect tense, future perfect continuous tense, past future tense, past future continuous tense, past future perfect, and past future perfect continuous tense.



Every component of tense has its rule and function. Every tense has different function to express the situation. Declare the fact, express the current situation or activity are some examples of simple present tense's function. It is possible that the students can master English well if they know how to apply the tenses properly. In fact, there are still a lot of students who still cannot be able to understand tenses well and cannot apply them in the proper setting.

Based on the preliminary research that had been done through interviewing the English teacher of the Eighth Grade of SMP Negeri 21 Bandar Lampung, the students still have difficulty in learning Simple Present Tense. The students still confuse how to arrange the words into sentence. They still do

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<sup>5</sup> Ercan Tomakin, "Teaching English Tenses (grammar) in the Turkish Texts: A Case of Simple Present Tense: Işıl maketi iter", (International Journal of Learning & Development, Vol. 4 No. 1, 2014), p.115

not understand about subject-verb agreement when they make a sentence.<sup>6</sup> Moreover, the teacher does not emphasize the students to understand grammar, but because it is demand that they should understand English, they are still make mistakes.

In teaching grammar, the teacher uses lecturing technique where the teacher giving the example of the sentence and explain where the Subject and Verb and giving exercise to the students. The researcher also asked some students and they said that they are difficult to learn English especially grammar because they still confuse how to arrange the word into the sentence. They confuse about subject verb agreement in simple present tense. The students' score can be seen in table 1.

**Table 1**  
**The Students' Simple Present Tense Score at the Eighth Grade of SMP Negeri 21 Bandar Lampung in the Academic Year 2018/2019**

No	Class	Students' Score		Number of Students
		< 75	≥75	
1	VIII A	17	13	30
2	VIII B	23	9	32
3	VIII C	20	10	30
4	VIII D	17	12	29
5	VIII E	14	16	30
6	VIII F	17	13	30
7	VIII G	18	14	32
8	VIII H	17	13	30
9	VIII I	19	11	30
<b>Total</b>		<b>162</b>	<b>111</b>	<b>273</b>
<b>Percentage</b>		<b>60 %</b>	<b>40 %</b>	<b>100%</b>

*Source: The data of documentation of the eighth grade of SMP Negeri 21 Bandar Lampung in the Academic Year 2018/2019*

<sup>6</sup> Iryana Dewi, an Interview with the Researcher, SMP Negeri 21 Bandar Lampung, Sukarame, February 19<sup>th</sup>, 2018.

From the table above, it can be seen that the students' achievement of grammar especially simple present tense is still under the minimum mastery criteria which is 75. There are 40% students who pass the minimum mastery criteria, but there are 60% students who still not pass. It means that the students still cannot master simple present tense well.

According to the students, the teacher uses lecturing technique in teaching simple present tense. Because lecturing technique is a technique which is teacher center, the students are not active and only focus to the teacher. The students easily got bored and do not understand it. Therefore, the researcher offers a good solution to teach grammar especially simple present tense by using climbing grammar mountain game.

Learning language should be fun either for the students or the teacher. However, there should be a means in order to make it happen. One of the ways is using a game. The function of using game is to make the students feel happy and more relax in learning English. Games help and encourage many learners to sustain their interest and works.<sup>7</sup> Game also gives the chance for the students to interact with each other.

Climbing grammar mountain game focuses the students' attention on grammatical usage and sentence construction in such a way that the target

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<sup>7</sup> Andrew Wright, David Betteridge and Michael Buckby, *Games for Language Learning* (3<sup>rd</sup> ed), (New York: Cambridge University Press, 2006), p. 2

structures are being reviewed and reinforced in an engaging manner.<sup>8</sup> Climbing grammar mountain game has some advantages and disadvantages. The advantages of climbing grammar mountain game are lot more than the disadvantages. It can be concluded that Climbing Grammar Mountain game can be used to teach grammar.

According to the research that had been conducted by Handayani, climbing grammar mountain game has some effect in students' grammar. Using climbing grammar mountain game, the students are more enthusiastic, more focus to learn grammar. Climbing grammar mountain game also can improve the students' mastery in grammar.<sup>9</sup>

The research which had been conducted by Kusuma, it found that the using of climbing grammar mountain game to teach simple past tense can help the students to more focus to follow the learning process.<sup>10</sup> Furthermore, climbing grammar mountain game can improve the students' score. In other words, climbing grammar mountain game has influence on the students' simple past tense mastery.

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<sup>8</sup> Cindy Gunn and Ann McCallun, "Climbing Grammar Mountain Game: An Interactive Learning Experience", (English Teaching Forum, Vol 43 No. 4, 2005), p. 41

<sup>9</sup> Suci Handayani, "Improving The Students' Mastery of Simple Past Tense by Using Climbing Grammar Mountain Game for The Students of Class VIII E of Mts Abadiyah Kuryokalangan Gabus Pati in Academic Year 2014/2015 (A Classroom Action Research)" (Theses English Education Muria Kudus University, Kudus, 2015), p. 67

<sup>10</sup> Tiara Puspa Kusuma, "The Influence of Using Climbing Grammar Mountain (CGM) Game Towards Students' Simple Past Tense Mastery at the Second Semester of the Eighth Grade at MTs Negeri 1 Central Lampung in the Academic Year of 2016/2017" (Theses English Education State Institute of Islamic Studies Raden Intan Lampung, 2017), p. 132

The difference between this research and the previous researches that had been conducted by Handayani and Kusuma is that this research focused on the use of climbing grammar mountain game towards students' simple present tense mastery. Meanwhile, the researches that had been conducted by Handayani and Kusuma are focused on simple past tense mastery.

Based on the background above, the researcher would like to conduct research about students' learning grammar especially simple present tense, and this research is entitled: "The influence of using climbing grammar mountain game towards students' simple present tense mastery at the first semester of eighth grade at SMP Negeri 21 Bandar Lampung in the academic year 2018/2019."

### **B. Identification of the Problem**

From the background of the research above, the researcher determined the problem as follows:

1. The students have difficulty in learning simple present tense because the students still confuse how to arrange the words into a sentence.
2. The students still confuse about subject-verb agreement in simple present tense.
3. The teacher does not use effective method to teach simple present tense.

### **C. Limitation of the Problem**

From the identification above, the researcher focused on the influence of using climbing grammar mountain game towards students' simple present

tense mastery. The researcher wants to know whether the use of using climbing grammar mountain game can improve the students' mastery of simple present tense or not.

#### **D. Formulation of the Problem**

The researcher formulates the problem as follows: Is there a significant influence of using climbing grammar mountain game towards students' simple present tense mastery at the first semester of the eighth grade at SMP Negeri 21 Bandara Lampung in the academic year of 2018/2019?

#### **E. Objective of the Research**

In accordance with the formulation of the problem, the objective of the research was to find out whether there is a significant influence of using climbing grammar mountain game towards students' simple present tense mastery or not.

#### **F. Uses of the Research**

##### 1. Theoretical Contribution

- a. The findings of this research are expected to contribute further to support the existing research findings. This research is expected to be able to enrich the theory and widen the skill of the teacher in teaching grammar especially simple present tense by using climbing grammar mountain game. the findings of this research also can be used as the reference for those who want to conduct a research in English teaching and learning process.



- b. The findings of this research also expected to give the information to the teacher that climbing grammar mountain game can be used to teach grammar especially simple present tense. This research can give the information about the procedures on how to apply climbing grammar mountain game in the classroom and the advantages of this game. Therefore, this research is expected that the teacher can use this game instead the traditional method or technique to teach grammar.

## 2. Practical Contribution

- a. The findings of this research are expected that the teacher can use climbing grammar mountain game in teaching and learning process. The teachers can apply or implement climbing grammar mountain game to teach grammar. They can use the findings of the research as bases to provide and plan better and more effective and efficient in teaching simple present tense.
- b. The findings of this research can motivate the students to learn and build up their grammar mastery especially simple present tense more seriously in order to be able to master English. The use of climbing grammar mountain game in teaching-learning is to show the students that learning grammar especially simple present tense is not something that hard and boring. In other hand, learning English can be something fun to do.

## **G. Scope of the Research**

### 1. Subject of the Research

The subject of this research was the students at the first semester of the eighth grade of SMP Negeri 21 Bandar Lampung.

### 2. Object of the Research

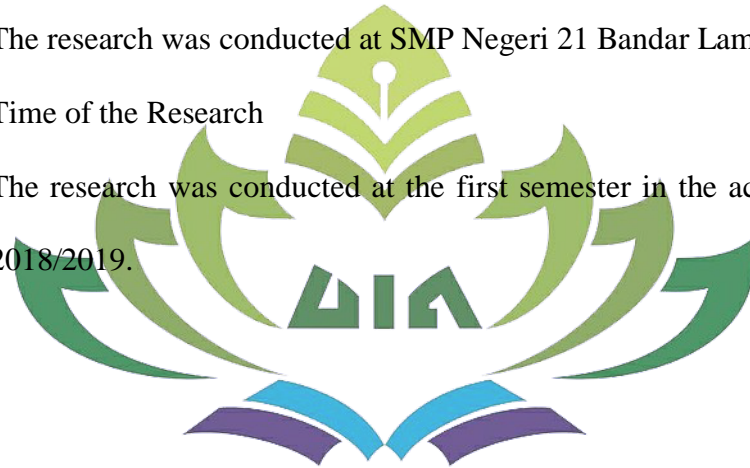
The object of this research was the use of climbing grammar mountain game and the students' simple present tense mastery.

### 3. Place of the Research

The research was conducted at SMP Negeri 21 Bandar Lampung.

### 4. Time of the Research

The research was conducted at the first semester in the academic year of 2018/2019.



## CHAPTER II REVIEW OF RELATED LITERATURE

### A. Frame of Theory

#### 1. Teaching English as Foreign Language

Over a billion people in the world speak more than one language fluently. Throughout much of the world, being able to speak at least two languages and sometimes three or four, is necessary to function in society.<sup>1</sup> Moreover, these days English is viewed as a language which gives you access to the world. Science and technology have developed with English at the forefront.<sup>2</sup> In addition, there's a need for a global language to make international communication smoother, and tools such as the worldwide web truly accessible around the planet. It made the communication from different country become easy.

According to Maxom, the aim of TEFL is to produce students who can speak the language almost as well as you can, at the most.<sup>3</sup> However, each language is unique and each has its own system. The different between the target language and mother tongue may be in the realm of grammar, phonology, vocabulary, stylistics and graphics. Differences in each realm

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<sup>1</sup> Dulay, Burt, Krashen, *Language Two*, (New York: Oxford University Press, 1982), p. 9

<sup>2</sup> Michelle Maxom , *Teaching English as a Foreign Language For Dummies*, (Chichester, West Sussex: John Wiley & Sons, Ltd, 2009), p. 20

<sup>3</sup> Ibid.

may cause different problem in learning another language.<sup>4</sup> Therefore, study and mastery English as foreign language is very important.

English is foreign language in Indonesia. English has four skills, namely listening, speaking, reading and writing and two components such as vocabulary and grammar. These skills and components are taught in every level of school in Indonesia. Teaching and learning English in Indonesia is different with the country where English is spoken in the society, such as United States or Malaysia.<sup>5</sup> In Indonesia, English is learned only at schools by talking about grammatical rules and people do not speak the language in society.

Learning English only at school and not use it in the society is not the right way to learn second language. It also appears that the most beneficial language environment is one where language is used naturally for communication.<sup>6</sup> It means that learning English is not only learning the grammatical of the language, but also practice to speak and use it for communication. Moreover, the purpose of teaching-learning second language is to produce the speakers who are able to communicate naturally and effectively.

It can be concluded that teaching English as the second language is very important. Moreover, It became a separate demand for English teachers to

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<sup>4</sup> Ag. Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing*, (Yogyakarta: Graha Ilmu, 2006), p. 23

<sup>5</sup> *Ibid*, p. 22

<sup>6</sup> Dulay, Burt, Krashen, *Op. Cit*, p. 3

make the students can use the time at school more effective for them to be able to apply and understand English itself. However, this is not easy to do it without the guidance of the teacher. Therefore, teachers should understand things in teaching English by using such as media of learning, teaching techniques, or effective teaching methods that can be used in teaching and learning process.

## 2. Simple Present Tense

### a. Concept of Grammar

Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.<sup>7</sup> Nunan defined grammar to be a set of rules specifying the correct ordering of words at the sentence level.<sup>8</sup> It rules the arrangement of where the word should be placed. The right placement and the wrong placement of words could affect the meaning in the sentences. Grammar is one of an important component language in English. Its' use is to forming words and building English sentences. It has important role in communication and important component for forming 2 words and building English sentences.

Harmer states that Grammar is not just concern with syntax. However, the way words are form and can change their form in order to express

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<sup>7</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (2<sup>nd</sup> Ed), (London: Longman, 2001), p. 362

<sup>8</sup> David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill, 2003), p. 154

different meanings, is also at the heart of grammatical knowledge.<sup>9</sup> In forming a words should consider the rules. For instant, in forming the word teach into teacher, it is added by suffix *-er*. If the word teach is added by the suffix *-ing*, the meaning is different. Therefore forming the words correctly is very important.

Thornbury stated that grammar is a description of the rules that govern how a language's sentences are form<sup>10</sup>. It is also supported by Harmer who stated that the grammar of language is the description of the ways in which words can change their forms and can be combined into sentences in that language.<sup>11</sup> The placement of the words in the sentence is very important. The wrong placement happens because doesn't follow the rules. It makes the meaning of the sentences become ambiguous and even has no meaning. Therefore, it can make other problem such as misunderstanding in comprehending the sentence. Grammar is very important in the process of arranging sentences.

From the theories above, it can be concluded that grammar is one of important element in language especially English. Grammar is the rules that govern how a language's sentences are form. It is important to be learned. Moreover, by mastering grammar student should able to make

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<sup>9</sup> Jeremy Harmer, *The Practice of English Language Teaching* (4<sup>th</sup> Ed), (Cambridge: Pearson Longman , 2007), p. 32

<sup>10</sup> Scott Thornbury, *How to Teach grammar*, (Harlow: Pearson Education, 2002), p. 1

<sup>11</sup> Jeremy Harmer, *The Practice of English Language Teaching* (3<sup>th</sup> Ed), (London: Longman , 2001), p. 12

a good sentence. Therefore, they can speak and write English using correct form of sentences.

### **b. Concept of Tenses**

In English, Tense is very important matter. It is important part of grammar. Quirk and Greenbaum explain *tense*, aspect and mood as follow: “time is a universal, non-linguistic concept with three divisions: past, present, and future; by *tense* we understand the correspondence between the form of the verb and our concept time.<sup>12</sup> The verbs form is depend on the time. The use of the verb form is different every tenses. It means that tense is a category that locates a situation in time.

Tense means time. However, it should be pointed out that time in relation to action is a concept that exist in the mind of the speaker, reader, or listener. Tenses in actual usage refers consistently only to grammatical form.<sup>13</sup> Grammatical form is used to make a sentence. The grammatical form of the sentence depends on the tenses which used. There are three major parts of tenses and four tenses are conditional. The three major are divided into sixteen kinds of tenses, can be seen in table 2.

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<sup>12</sup> Ercan Tomakin, “Teaching English Tenses (grammar) in the Turkish Texts: A Case of Simple Present Tense: Işıl maketi iter”, (International Journal of Learning & Development, Vol. 4 No. 1, 2014), p.115

<sup>13</sup> George E. Wishon and Julia M. Burks, *Let's Write English*, (Revised Ed), (New York: Litton Educational Publishing, 1980), p. 192

**Table 2**  
**Types of Tenses**

Tense	Present Tense	Simple Present Tense
		Present Continuous Tense
		Present Perfect Tense
		Present Perfect Continuous Tense
	Past Tense	Simple Past Tense
		Past Continuous Tense
		Past Perfect Tense
		Past Perfect Continuous Tense
	Future Tense	Future Tense
		Future Continuous Tense
		Future Perfect Tense
		Future Perfect Continuous Tense
	Future Past Tense	Past Future Tense
Past Future Continuous Tense		
Past Future Perfect Tense		
Past Future Perfect Continuous Tense		

Every component of tenses is different and has its own function. It is the reason why the students must learn about tenses. They need to know and understand the use every tense. Tenses are important part of grammar in English to make a good sentence. Therefore, it must be mastered by the students.

### c. Concept of Simple Present Tense

Simple Present Tense is one of tenses that is important to be mastered by the students. Wrong perception of Simple Present Tense will affect the students' ability in constructing or understanding simple present tense sentences. Simple present tense is tense denoting an action happening in this time. According Hinkel cited in Taslim, this tense is



used to talk about things in general. We are not only thinking about now, but used to say something is true in general.<sup>14</sup>

Simple present tense indicates an action in the present time which is not finish. According to Azar, simple present tense says that something is true in the past, is true in the present, and it will be true in the future. It expresses the general statements of facts and timeless truths. Simple present tense is used to express habitual or everyday activities<sup>15</sup> According to Leech & Svartvik in Taslim, Simple Present Tense has three important meanings. They are:<sup>16</sup>

1. A present state
  - a. Simple Present Tense often indicates a state which exists now that refers to a fact which is generally true.
  - b. Simple present tense can also refer to states that can change.
2. A present habit
  - a. Simple Present Tense refers to an action repeated regularly such as habit or custom
  - b. Simple Present Tense can be used with frequency verbs like always, never, sometimes, ever, usually, often, etc.

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<sup>14</sup> Fadila Taslim, "Improving the Students' mastery on simple present tense through Climbing Grammar Mountain Game", (Al-Ta Lim Journal, 23 (2), 2016), p. 148

<sup>15</sup> Betty S. Azar, *Understanding and Using English Grammar* (3<sup>rd</sup> Ed), (New York: Pearson Education, 2002), p. 13

<sup>16</sup>Fadila Taslim, *Op. Cit.* p.148

### 3. A present event

This meaning of simple present tense is less common. It refers to an event which happens at the very moment of speaking. There are two kinds of sentence in Simple Present Tense. They are nominal sentence and verbal sentence.

According to Leo, the function of simple present tense, as follows:<sup>17</sup>

1. To describe habit or repeated action
2. To express general truth or fact
3. To express feeling
4. To express future action
5. To express special short-term event.

According to Wishon, simple present tense performs the following functions:<sup>18</sup>

1. Expresses general truths.
2. Expresses customs and habitual actions, often with such adverbial expression as frequently, usually, every day, and so on.
3. When used with the verb *do*, shows emphasis.
4. Expresses commands or request (second person only).
5. Expresses future time with a future time adverbial.

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<sup>17</sup> Sutanto Leo, *A Challenging Book to Practice Teaching in English*, (Yogyakarta: Penerbit ANDI, 2013 ), p. 78

<sup>18</sup> George E. Wishon and Julia M. Burks, *Op. Cit.*, pp. 193-194

#### d. Usage of Simple Present Tense

The way in which a word or phrase or sentence is normally and correctly used. Here are the rules of usage of simple present tense:

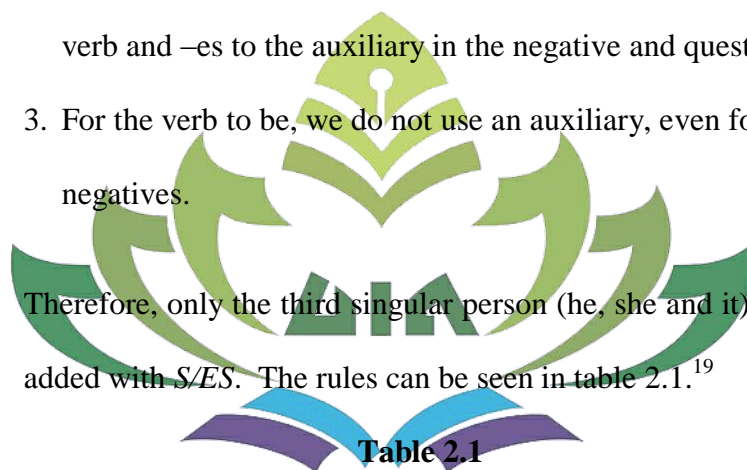
Auxiliary verb + main verb

Do/ Does Base

There are three important exceptions:

1. For positive sentence, we do not normally use the auxiliary.
2. For the 3rd person singular (he, she, it), we add –s or –es to the main verb and –es to the auxiliary in the negative and question form.
3. For the verb to be, we do not use an auxiliary, even for questions and negatives.

Therefore, only the third singular person (he, she and it) who have verb added with S/ES. The rules can be seen in table 2.1.<sup>19</sup>



**Table 2.1**  
**The Use of S/ ES in Verb**

Verb ending in	Verb in third singular	Example
O	Add -es	Do - Does
X	Add -es	Fix - Fixes
Z	Add -es	Buzz – Buzzes
Ss	Add -es	Kiss - Kisses
Sh	Add -es	Wash - Washes
Ch	Add -es	Catch - Catches
Consonant + y	Change y into I, add -es	Study - Studies
Vowel + y	Add -s	Play – Plays
Anything else	Add -s	Read – Reads

<sup>19</sup> Simple Present Tense in English, (Online), available in: <http://www.grammar.cl/Present/Simple.htm>, Accessed in September 2018

## e. Form of Simple Present Tense

### 1. Verbal Sentence

#### a. Positive Form

Formula: Subject + main verb (V1) + Object.

Example:

- Nurses look after patients in hospitals.
- I usually go away at weekends.
- the café opens at 7.30 in the morning.

#### b. Negative Form

Formula: Subject + auxiliary verb (do/does) + not + main verb (V1).

Example:

- A doctor does not work alone, but he works with nurses.
- Children do not have to go to school on Sunday.
- He does not need any money to buy a dictionary.<sup>20</sup>

#### c. Interrogative Form

Formula: Auxiliary verb (Do/Does) + Subject + main verb ( V1) ?

Example:

- Does Ann live in Solo?
- Do you know that she is married now?
- Does he go to school by bus?

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<sup>20</sup> Pardiyo, *Bahasa Inggris 16 Tenses*, (Yogyakarta: Penerbit ANDI, 2007), p. 21

In verbal sentence in positive form, we use the verb without an ending. But in the third person singular the verb ends in *s* or *es*. We use a form of *do* in negatives and questions. We use *do* and *don't* except in the third person singular, where we use *does* and *doesn't* instead. We do not add *s* to the verb in negatives and questions.<sup>21</sup>

## 2. Nominal Sentence

### a. Positive Form

Formula: Subject + to be (am, are, is) + Noun/ Adjective/ Adverb.

- Example:
- He is a pilot.
  - Alex is hungry.
  - They are in Catherine' house.

### b. Negative Form

Formula: Subject + to be (am, are, is) + not + Noun/ Adjective/ Adverb.

- Example:
- He is not a pilot.
  - Alex is not hungry.
  - They are not in Catherine' house.

### c. Interrogative Form

Formula: To be (am, are, is) + Subject + Noun/ Adjective/ Adverb ?

- Example:
- Is he a pilot?
  - Is Alex hungry?

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<sup>21</sup> John Eastwood, *Oxford Practice Grammar* (2<sup>nd</sup> Ed), (Oxford New York: Oxford University Press, 1999), p. 19

- Are they in Catherine' house?

### f. Time Signal of Simple Present Tense

Time signals are words and phrases that tell us when an event takes place.

#### a. Adverb of Time<sup>22</sup>

- Every day
- Every other day
- Every week
- Twice a week
- Once a week

#### b. Adverb of Frequency<sup>23</sup>

- Always
- Seldom
- Often
- Usually
- Sometimes
- Frequently
- Generally
- Regularly
- Occasionally
- Never
- Normally

The placement of adverb of frequency in simple present tense:<sup>24</sup>

1. Verbal sentence: adverb of frequency comes before the main verb.

Formula: adverb of frequency + V<sub>1</sub>

Example: Mary usually studies at night.

2. Nominal sentence: adverb frequency comes after form of *be*.

Formula: be (am, is, are) + adverb of frequency

Example: Mary is always busy.

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<sup>22</sup> Elan Dwi W, *Modern English Grammar Plus Job Hunting*, (Yogyakarta:Pustaka Pelajar, 2009), pp. 5

<sup>23</sup> *Ibid*, pp. 5-6

<sup>24</sup> Robert Krohn, *English Sentence Structure*, (Jakarta: Binarupa Aksara, 1990), pp. 17-18

### g. Concept of Simple Present Tense Mastery

Mastery is a term that all educators use and believe they understand well. Mastery is defined in terms of particular educational objectives each student is expected to achieve.<sup>25</sup> Mastery is a construct that cannot be observed directly but can be inferred from observable performance on a set of items or tasks related to a particular concept, skill, or subject.<sup>26</sup> In education settings, we verify mastery by asking individuals to respond to a series of questions or to perform a sequence of tasks.

According to Azar, simple present tense says that something is true in the past, is true in the present, and it will be true in the future. It expresses the general statements of facts and timeless truths. Simple present tense is used to express habitual or everyday activities. It means that simple present tense is type of tense that usually used in daily life to express a fact and habitual activity in present time.

From the explanation above, it can be concluded that simple present tense mastery is the achievement in understanding kind of tense to express an activity or situation that happen in present time whether it is in nominal form or verbal form, positive, negative or interrogative sentence. The mastery itself can be measured by giving a set of items or tasks.

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<sup>25</sup> *Mastery Learning Strategy- Shodhganga*, (Online), available in: [http://shodhganga.inflibnet.ac.in/bitstream/10603/177/20/11\\_chapter2.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/177/20/11_chapter2.pdf) (March 24<sup>th</sup>, 2018), p. 36

<sup>26</sup> Thomas R Guskey, and Eric M. Anderman, "In Search of a Useful Definition of Mastery", (EL Educational Leadership, Vol 71 No. 4, December 2013/January 2014), p. 3

### 3. Climbing Grammar Mountain game

#### a. Concept of Game

Sometimes, students feel bored when teaching and learning process. In teaching and learning process, it will be fun if the teacher and the students enjoy the learning together. Therefore, there is something which is needed to make it happen. One of the ways is using a game. Game can be a very useful teaching technique for the effective and joyful learning. Game is also believed can give a positive effect on the students' interest and motivation in learning English.

Game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others.<sup>27</sup> Games involve the emotions, and the meaning of the language is thus more vividly experienced. By using games, the learners can interact and competing with others. Competition against others is not an essential ingredient of games, but challenge often is. Competition may be stimulating for some, but it can also be destructive.

According to Martinez in Carlos, games coincide principally in three aspects: competition, rules, and employment.<sup>28</sup> Games are made to have interaction and the term competition is the complement to make it more interesting, here is the motivation that everyone takes part of the game,

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<sup>27</sup> Andrew Wright, David Betteridge and Michael Buckby, *Games for Language Learning* (3<sup>rd</sup> Ed), (New York: Cambridge University Press, 2006), p. 1

<sup>28</sup> Carlos Alcivar Yagual Suarez, "Interactive Games to Enrich the English Vocabular in the Students of Eight Basic Grade at Unidad Educativa Salinas Siglo xxi", (Peninsula of Santa Elena State University, 2017), p.28



this basically means the capacity of having more potential in that particular ability. Rules are one of the parts describes which is completely necessary to have control of the game and not let them commit some irregularities.

Celce Murcia 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. In addition to this, McCallum explain that there are many advantages of games such as the fact that they:<sup>29</sup>

- a. Focus students' attention on specific structure, grammatical patterns, and vocabulary items.
- b. Can function as reinforcement, review and enrichment.
- c. Involved equal participation from both slow and fast learners.
- d. Can adjust to suit the individual age and language levels of the students.
- e. Contribute to an atmosphere of healthy competition, providing an outlet for the creative use of natural language in a non-stressful situation.
- f. Can be used in any language teaching situation and with all the skill areas (reading, writing, speaking, or listening)
- g. Provide immediate feedback for the teacher.

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<sup>29</sup> Gulin Yolageldili, Arda Arikan, "Effectiveness of Using Games in Teaching Grammar to Young Learners", (Elementary Education Online, Vol 10 (1), 2011), pp. 220-221

- h. Ensure maximum student participation for a minimum of teacher preparation.

From the explanation above, the researcher conclude that game is activity which is entertaining and engaging. Game helps teacher to make a conducive learning atmosphere in the classroom. Furthermore, by using game students can enjoy the material and interact with each other. It makes the students less stress while learning in the classroom. Therefore, the researcher will choose the game to teach students in this research. The name of the game that the researcher will use is Climbing Grammar Mountain game.

#### **b. Concept of Climbing Grammar Mountain game**

Gunn and McCallum introduce new game in teaching grammar namely Climbing Grammar Mountain game. Climbing Grammar Mountain game can be used as a reinforcing technique. Climbing Mountain Game is an easy game that is prepared and adapted to unique needs of different classrooms. The game promotes learning opportunity and enthusiasm for the learners.

According to Gunn and McCallum, Climbing Grammar Mountain game is a game that provides a way to address grammatical usage and sentence construction in such a way that the target structures are being

reviewed and reinforced in an engaging manner.<sup>30</sup> The game promotes learning opportunity and enthusiasm for the learners.<sup>31</sup> It can make the students pay attention from on specific structure, grammar patterns and vocabulary item.

In implementing Climbing Grammar Mountain game in the classroom process, the teacher will focus on attaining two main objects. They are:<sup>32</sup>

1. To improve students' understanding of the fundamentals of effective written communication, especially grammatical usage, sentence construction, paragraphing, and essay development.
2. To help students learn from others through such activities as peer review, team work, and group discussions.

From the explanation above, it can be concluded that Climbing Grammar Mountain game is game to help the students to provide the grammatical usage and sentence construction through review, and analyze the grammar structures in group with interesting and engaging manner, so all of the students in group are able to understand.

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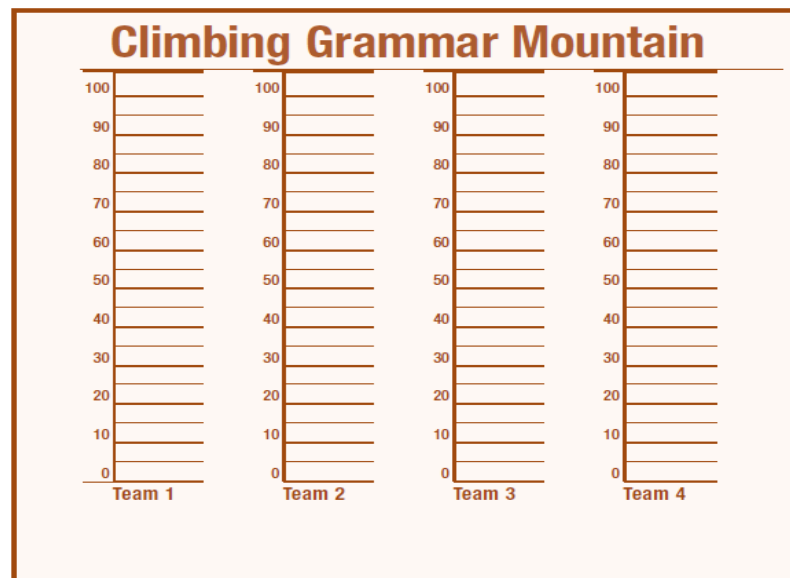
<sup>30</sup> Cindy Gunn and Ann McCallun, "Climbing Grammar Mountain Game: An Interactive Learning Experience", (English Teaching Forum , Vol 43 No. 4, 2005), p. 41

<sup>31</sup> Dian Arista, Sudarsono, Surmiyati, "Climbing Grammar Mountain Game as a Reinforcing Technique in Teaching Expressing Daily Activities", (Journal Pendidikan dan Pembelajaran, Vol. 3 No. 4, 2014) p. 2

<sup>32</sup> Cindy Gunn and Ann McCallun, *Loc. cit*

**c. Procedure of Climbing Grammar Mountain game**

1. Draw 4 vertical climbing lines (for a class size of approximately 20 students) on the board or on an overhead transparency. Leave space on the bottom of the transparency to show one sentence at a time.
2. Divide each line into 10 segments to represent vertical feet.
3. As in the example below, mark the segments 10, 20, 30, 40, etc.



**Figure 1**  
**Climbing Grammar Mountain**

4. Prepare a series of sentences. Some should be correct, and about three quarters should contain one grammatical error per sentence. Before starting the game, ask the students to get into team of four or five people depending on how many students are in the class. Then start by playing a practice, round of the game.
5. Provide the whole class with a correct sentence that is fairly easy to identify as correct. Ask each team how many vertical feet (up to

maximum of 20) they are willing to award to it. Show how you would move a player up the mountain by that many vertical feet.

6. Next, provide a sentence that is incorrect. If students cannot recognize it as incorrect and award any vertical distance to it, they must go back down the mountain that many feet. If students recognize the sentence as incorrect and do not wager any vertical feet on it, they can stay where they are.
7. After the practice round, begin the actual play, using the sentences you prepared. Draw one sentence at a time. Show the first team one sentence and have them make their play. If the sentence is incorrect, give the playing team to correct the sentence for 5 bonus feet. If the team cannot correct the sentence, open it up to the rest of the class and give the answering team an extra 5 bonus feet. Then, move on to the next team, drawing a new sentence. The game continues until you have used all the sentences.<sup>33</sup>

#### **d. Advantages and Disadvantages of Climbing Grammar Mountain game**

##### 1. The Advantages:

- a) The beauty of Climbing Grammar Mountain is in its adaptability.

The target grammar points can be from beginner levels through advanced levels.

- b) It encourages students' motivation in learning grammar.

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<sup>33</sup> *Ibid*, p. 40

- c) It can increase students' enthusiastic. Since it is competitive game, students will work hard to find the right answer in order to win the game.
- d) The students' competence in using simple present tense can be increase since in playing the game.
- e) It overcomes students' boredom in learning grammar because students like something enjoyable and fun.
- f) It encourages students' team work. It allowing the students to discuss and discuss together as a team to judge the validity of the sentences.<sup>34</sup>

## 2. The disadvantages:

- a) The class will be noisy. Considering that Climbing Grammar Mountain game, students are given a competition. They who will or lose remain unanswered until the game is over. Their enthusiasm of it that makes the classy noisy.
- b) It takes long time. Since it is a game, it takes long times because the instruction is too much and there are a lot of students that should be controlled.
- c) Since there are many groups in the class, it will be difficult for teacher to measure the students one by one.<sup>35</sup>

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<sup>34</sup> Cindy Gunn and Ann McCallun, *Ibid*, p. 41

<sup>35</sup> Indah Safitri, "The Use of Climbing Grammar Mountain to Improve Students' Skill in Past Tense, An Experimental Study of the Eight Grade Students of MTs. Yaspia Ngroto Gubug Grobogan in the Academic Year of 2015/2016", (Thesis English Education IAIN Salatiga, Salatiga, 2015), pp. Iiv-Iv

#### 4. Lecturing Technique

##### a. Concept of Lecturing Technique

A lecture is defined as one person speaking, more or less continuously, to a group of people on a particular subject or theme.<sup>36</sup> Lecturing technique is oral presentation that is used in the classroom where the teacher is the central focus of information transfer. It means that in this technique the teacher is more active than the students. In lecturing technique, the teacher as the source person gives lecture about certain topics covered in the teaching learning syllabus or curriculum.

Good and Merkel suggest lecture as a method of teaching by which the instructor gives an oral presentation of facts or principles to learners and the class usually being responsible for note taking.<sup>37</sup> The teacher dominates the activity and flow of information is one way from the teacher to the students. This is usually followed by questions and requests for clarification. Although only few students respond to the lecture in limited time, it is expected that other students get deeper understanding from the question and answer session.<sup>38</sup>

From the explanation above, it can be concluded that lecturing technique is a technique where the teacher is the central focus who

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<sup>36</sup> Alex Amartei Marmah, "Students' Perception about the Lecture as a Method of Teaching in Tertiary Institutions. Views of Students from College of Technology Education, Kumasi (Coltek)", (International Journal of Educational and Research, Vol. 2 No. 6, June 2014), p. 602

<sup>37</sup> Gupreet Kaur, "Study and Analysis of Lecture Model of Teaching", (International Journal of Education Planning & Administration, Volume 1, Number 1, 2011), p. 10

<sup>38</sup> Sutanto Leo, *Op. cit.*, p. 92

present the information orally to the students. In this technique, the students only listening teachers' explanation. This technique does not involve students' participant and can make students feel bored.

### **b. Procedures of Lecturing Technique**

1. Intention: The lecturer' intentions may be considered to provide coverage of a topic, to generate understanding and to stimulate interest.
2. Transmission: A lecturer sends a message verbally, extra verbally and non-verbally to the learners.
3. Receipt of Information: The information, meaning, and attitudes conveyed by the lecturer may or may not be perceived by the students.
4. Output: The students' response or "output" is very essential in the process of lecturing and it may occur on immediate reactions to the lecture and the lecturer.<sup>39</sup>

### **c. Advantages of Lecturing Technique<sup>40</sup>**

1. Good for teaching specific facts and basic skills.
2. Factual materials are presented in a direct, logical manner.
3. Used to present new material not yet available in print or books.
4. Efficient to transmit content to a large group of learners.
5. Can present large amounts of information to large groups.

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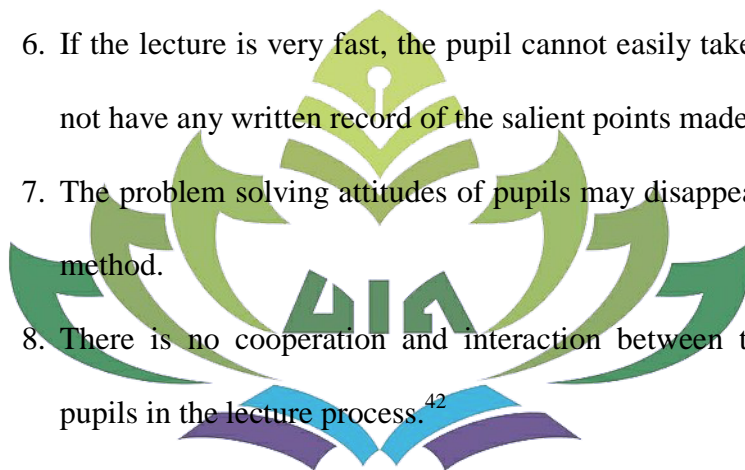
<sup>39</sup> Gupreet Kaur, *Loc. Cit*

<sup>40</sup> Alex Amartei Marmah, *Op. Cit*, p. 605



#### d. Disadvantages of Lecturing Technique

1. Not be effective for higher order thinking skills, depending on the knowledge base and skill of the teacher.
2. Can stifle learners' creativity.
3. Learning is very difficult to judge.
4. Lectures cannot keep students attention for a long time or for the whole lesson.
5. Lectures assume that all learners have the same learning style.<sup>41</sup>
6. If the lecture is very fast, the pupil cannot easily take notes and will not have any written record of the salient points made out.
7. The problem solving attitudes of pupils may disappear in the lecture method.
8. There is no cooperation and interaction between the teacher and pupils in the lecture process.<sup>42</sup>



#### B. Frame of Thinking

Based on the frame of theories, it can be assumed that game is a useful teaching technique for the effective and joyful learning. There are many advantages of using game in teaching learning process. Game is also believed can give a positive effect on the students' interest and motivation in learning English. Involved equal participation from both slow and fast learners is one

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<sup>41</sup> *Ibid.*

<sup>42</sup> Gupreet Kaur, *Op.Cit*, p. 13

of so many advantages of game. Therefore, using game in teaching is very useful.

The researcher assumed that the teacher needs to implement technique that can help the students to understand the material easily with the relaxing and stress-less way. Therefore the researcher assumes that Climbing Grammar Mountain game can help the students to increase their comprehension and understanding in simple present tense. Besides, the game promotes learning opportunity and enthusiasm for the learners. It can make the students pay attention from on specific structure, grammar patterns and vocabulary item.

### C. Hypothesis

Based on the statement of the problem, the hypothesis of the research can be formulated as follows:

$H_a$  = There is a significant influence of using Climbing Grammar Mountain game towards students' simple present tense mastery.

$H_o$  = There is no significant influence of using Climbing Grammar Mountain game towards students' simple present tense mastery.

## CHAPTER III RESEARCH METHODOLOGY

### A. Research Design

In this research, the researcher used quantitative research. Quantitative research is a means for testing objective theories by examining the relationship among variables. These variables in turn, can be measured. Typically on instruments, so that numbered data can be analyzed using statistical procedures.<sup>1</sup> Experimental research is one of the strategy belong to quantitative research. There are three designs, these are pre-experimental, true experimental, and quasi experimental. Quasi experimental design is use in this research.

From the three types of experimental design, the researcher used quasi experimental design. Quasi experimental has three criteria: 1) there is control group 2) both of the subjects are chosen by random 3) pre-test is given to see the beginning student's ability of both groups. Therefore in conducting the research, the researcher used quasi experimental to know the students' simple present tense mastery using climbing grammar mountain.

In quasi experiments design, the experimental group A and the control group B are selected without random assignment. Both groups take a pre-test and post- test, but only the experimental group receives the treatment.<sup>2</sup> Therefore, the researcher used two classes, one as an experimental class and another one

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<sup>1</sup> John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches (3<sup>rd</sup> Ed)*, (California: SAGE Publications. Inc, 2009), p. 4

<sup>2</sup> *Ibid*, p. 160

as a control class. In experimental class, the researcher taught simple present tense by using climbing grammar mountain game while in control class, the researcher taught by using lecturing technique.

The design is illustrated as below:

Group A	T1	X	T2
Group B	T1	O	T2

Notes:

Group A : experimental class

Group B : control class

T1 : pre-test

T2 : post-test

X : treatment by using Climbing Grammar Mountain game

O : treatment by using Lecturing Technique

## B. Variable of the Research

In this research, there were two variables called independent variable and dependent variable. Independent variable is presumed to affect (at least partly cause) or somehow influence at least one other variable. Dependent variable is presumed to be affected by one or more independent variable.<sup>3</sup>

1. The independent variable of this research is Climbing Grammar Mountain game (X).

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<sup>3</sup> Jack R. Fraenkel, Norman E. Wallen and Helen H. Hyun, *How to Design and Evaluate Research in Education 8<sup>th</sup> ed.*, (New York: McGraw-Hill, 2012), p. 80

2. The dependent variable of this research is students' simple present tense mastery (Y).

### **C. Operational Definition of Variable**

The operational definition of variable is used to explain the variables which are use in the research. The operational definition variables are as follows:

1. Independent variable (X)

Climbing Grammar Mountain game is a game that provides a way to address grammatical usage and sentence construction in such a way that the target structures are being reviewed and reinforced in an engaging manner.

2. Dependent variable (Y)

Simple Present Tense Mastery is the achievement in understanding kind of tense to express an activity or situation that happen in present time whether it is in nominal form or verbal form, positive, negative or interrogative sentence. The mastery itself can be measured by giving a set of items or tasks.

### **D. Population, Sample and Sampling Technique of the Research**

#### **1. Population**

Population is a set or collection of all elements consisting one or more attribute of interest. Population is all individuals of interest to the researcher<sup>4</sup>

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<sup>4</sup> Geoffrey Marczyk, David DeMatteo and David Festinger, *Essential of Research Design and Methodology*, (New Jersey: John Wiley & Sons, Inc, 2005), p. 18

The population of this research was all the students in the Eighth grade of SMP Negeri 21 Bandar Lampung in the academic year of 2018/2019 with the total of the population is 273 students that consist of nine classes. The total number of Students can be seen in table 3.

**Table 3**  
**The Total Number of the Students of the Eighth Grade of SMP Negeri 21 Bandar Lampung in the Academic Year of 2018/2019**

No	Class	Gender		Number of Students
		Male	Female	
1	VIII A	15	15	30
2	VIII B	16	16	32
3	VIII C	16	14	30
4	VIII D	13	16	29
5	VIII E	15	15	30
6	VIII F	16	14	30
7	VIII G	15	17	32
8	VIII H	15	15	30
9	VIII I	13	17	30
<b>Total</b>		<b>134</b>	<b>139</b>	<b>273</b>

Source: The data of documentation of the Eighth Grade of SMP Negeri 21 Bandar Lampung in the academic year of 2018/2019

## 2. Sample

According to Sugiyono, sample is part of total and characteristic from population.<sup>5</sup> Sample is a small proportion of a population selected for analysis.<sup>6</sup> The samples of this research were two classes. One as experimental class which the students taught by using climbing grammar mountain game, and another class as control class which the students taught by using lecturing technique. In this research, the researcher used

<sup>5</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D*, (Bandung: Alfabeta, 2013), p 81.

<sup>6</sup> Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International, 2006), p. 225

two classes, they were VIII B as the control class consisted of 32 students and VIII C as experimental class consisted of 30 students.

### 3. Sampling Technique

In conducting the research, the researcher took the sample using cluster random sampling technique because the population was in group and considered homogeneous. In cluster sampling the sample units contain groups of elements (clusters) instead of individual members or items in the population.<sup>7</sup> The name of each class was written in a small piece of paper then rolled them and put into a glass. After that, shook the cup and took one of the pieces, class VIII C as experimental class. Then, took another pieces of rolled paper, class VIII B as the control class.

### E. Data Collecting Technique

In collecting the data, the researcher used test as an instrument. According to Donald Ary, test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.<sup>8</sup> The test consisted of pre-test and post-test. The test used to know the students' ability in their simple present tense mastery. In this research the researcher used the data:

#### 1. Pre-test

Pre-test was done to know the students' simple present tense mastery before the treatment. The test was done by giving multiple choice

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<sup>7</sup> *Ibid*, p. 89

<sup>8</sup> Donald Ary, et.al, *Introduction to Research in Education* (8<sup>th</sup> Ed),(Canada: Nelson Education, Ltd, 2010), p. 201

questions. The students answered the questions and the researcher got the result of students' score from the test. Students' score from pre-test were compared with the score from post-test.

## **2. Post-test**

Post-test was done to know the students' simple present tense mastery after the treatment was given to the students in experimental class and control class. The system and the difficulty of post-test is the same as pre-test. The students' score from post-test in experimental class were to know whether there is significant influence of using Climbing Grammar Mountain game or not.

## **F. Research Instrument**

The instrument used in this research was test. The test was in form of simple present tense test. The purpose of the test is to know students' mastery in simple present tense. The total items of the try-out for pre-test were consisted of 40 items and 40 items for try-out of post-test in multiple choice question with four options (a, b, c, and d). It is consisted of simple present tense in verbal and nominal sentence in positive, negative and interrogative form and also time signals. The specification of simple present tense test can be seen on the table 3.1 for pre-test before validity and table 3.2 after validity, table 3.3 for post-test before validity and table 3.4 after validity.



**Table 3.1**  
**The Specification of Items Test for Pre-Test Before Validity**

Question	(+)	(-)	(?)	Number (Odd)			Number (Even)		
				(+)	(-)	(?)	(+)	(-)	(?)
<b>Verbal</b>	5	5	4	3, 13	7, 25	21, 35	20, 28, 32	22, 26, 34	12, 38
<b>Nominal</b>	4	5	4	1, 31	9, 11, 17	19, 33	6, 14	30, 40	18, 36
<b>Time Signals</b>	6	4	3	23, 27,39	5, 15, 29	37	2, 4, 16	24	8, 10
<b>Total</b>	<b>14</b>	<b>14</b>	<b>12</b>	<b>20</b>			<b>20</b>		
	<b>40</b>			<b>40</b>					

Based on the table 3.1 above, the pre-test items before validity with three aspects, they were verbal, nominal and time signals question in positive, negative and interrogative form. In aspect verbal sentence were 14 items consisting of 5 in positive form, 5 in negative form and 4 in interrogative form. The items of nominal were 13 items consisting of 4 in positive form, 5 in negative form and 4 in interrogative form. The items of time signals were 13 items consisting of 6 in positive form, 4 in negative form and 3 in interrogative form. The total number of items was 40 items.

**Table 3.2**  
**The Specification of Items Test for Pre-Test After Validity**

Question	(+)	(-)	(?)	Number (Odd)			Number (Even)		
				(+)	(-)	(?)	(+)	(-)	(?)
<b>Verbal</b>	1	5	3	9	5, 13, 15	21, 23	-	16, 20	22
<b>Nominal</b>	4	3	3	1	7, 25	11, 19	4, 10, 18	8	12
<b>Time Signals</b>	2	3	1	-	3, 17	-	2, 24	14	6
<b>Total</b>	<b>7</b>	<b>11</b>	<b>7</b>	<b>13</b>			<b>12</b>		
	<b>25</b>			<b>25</b>					

Based on the table 3.2 above, the pre-test items after validity with three aspects; verbal, nominal and time signals question in positive, negative and interrogative form. In aspect verbal sentence were 9 items consisting of 1 in positive form, 5 in negative form and 3 in interrogative form. The items of nominal were 10 items consisting of 4 in positive form, 3 in negative form and 3 in interrogative form. The items of time signals were 6 items consisting of 2 in positive form, 3 in negative form and 1 in interrogative form. The total number of items was 25 items.

**Table 3.3**  
**The Specification of Items Test for Post-Test Before Validity**

Question	(+)	(-)	(?)	Number (Odd)			Number (Even)		
				(+)	(-)	(?)	(+)	(-)	(?)
<b>Verbal</b>	5	5	4	11, 33	1, 17, 21	5, 23	6, 20, 24	10, 36	18, 38
<b>Nominal</b>	4	5	4	13, 19, 25	27, 35	37, 39	32, 2	14, 16	12, 30
<b>Time Signals</b>	5	4	4	3, 9, 29	7	15, 31	8, 22	26, 34, 40	4, 28
<b>Total</b>	<b>14</b>	<b>14</b>	<b>12</b>	<b>20</b>			<b>20</b>		
	<b>40</b>			<b>40</b>					

Based on the table 3.3 above, the post-test items before validity with three aspects, they were verbal, nominal and time signals question in positive, negative and interrogative form. In aspect verbal sentence were 14 items consisting of 5 in positive form, 5 in negative form and 4 in interrogative form. The items of nominal were 13 items consisting of 4 in positive form, 5 in negative form and 4 in interrogative form. The items of time signals were 13 items consisting of 5 in positive form, 4 in negative form and 4 in interrogative form. The total number of items was 40 items.

**Table 3.4**  
**The Specification of Items Test for Post-Test After Validity**

Question	(+)	(-)	(?)	Number (Odd)			Number (Even)		
				(+)	(-)	(?)	(+)	(-)	(?)
<b>Verbal</b>	2	2	3	21	1	5, 13, 15	8	12	-
<b>Nominal</b>	5	3	3	9	11	19, 23	2, 14, 16, 20	10, 22	24
<b>Time Signals</b>	3	2	2	3, 7	17, 25	-	6	-	4, 18
<b>Total</b>	<b>10</b>	<b>7</b>	<b>8</b>	<b>13</b>			<b>12</b>		
	<b>25</b>			<b>25</b>					

Based on the table 3.1 above, the pre-test items before validity with three aspects, they were verbal, nominal and time signals question in positive, negative and interrogative form. In aspect verbal sentence were 7 items consisting of 2 in positive form, 2 in negative form and 3 in interrogative form. The items of nominal were 11 items consisting of 5 in positive form, 3 in negative form and 3 in interrogative form. The items of time signals were 7 items consisting of 2 in positive form, 3 in negative form and 2 in interrogative form.

### G. Scoring System

The scoring formula to know the score as follows:

$$S = \frac{r}{n} \times 100$$

Notes:

$S$  : The score of the test

$r$  : The total of the right answer

$n$  : The total items.<sup>9</sup>

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<sup>9</sup> Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2012), p. 272

## H. Research Procedures

The procedures of the research can be seen as follows:

### 1. Planning

Before apply the research procedure, the researcher made some planning to run the application well. There are some steps that should be planned by the researcher. The procedure can be seen as follows:

#### a. Determining the subject of the research

The researcher determined the subject. The researcher chose the students at the first semester of the eighth grade of SMP Negeri 21 Bandar Lampung, one class as experimental class and other one as control class.

#### b. Preparing Try-Out

The researcher prepared try-out that was given to the students. The researcher prepared try-out for pre-test and post-test, the total number of test are 40 items. Then, the researcher evaluated the test items to get good items that to be tested in pre-test and post-test.

#### c. Preparing the Pre-test

The researcher prepared pre-test that was given to the students. Pre-test was given to know the students' simple present tense mastery before giving the treatment. The researcher used the instrument that has already been selected based on the try-out and validated.

d. Determining Material to be Taught

The researcher determined the material to be taught to the students. It was about simple present tense. It consisted of simple present tense verbal and nominal sentence in positive, negative, and interrogative form.

e. Preparing the experiment

The researcher taught simple present tense to the students in the experimental class by using Climbing Grammar Mountain game and using lecturing technique in control class.

f. Preparing the Post-test

The researcher prepared a post-test to be given to the students. The researcher used the instrument that had already been tried out and validated. The test was given to know students' simple present tense mastery after given the treatment.

## 2. Application

After planning, the researcher tried to apply the research procedures that had already been planned. The steps are as follows:

a. In the first meeting, the researcher gave try-out.

The test was multiple choice that consist of 40 items in pre-test and post-test with four options (a, b, c, and d). The test was given to the students who not included for the sample of the research.

- b. In the second meeting, the researcher gave pre-test

The test was multiple choice that consisted of 25 items with four options (a, b, c, and d). The items of the test were determined based on the validity and reliability from the try-out. It means that only the valid and reliable test items that were used in pre-test.

- c. Giving the Treatment

The researcher conducted the treatment in the control class and experimental class. The researcher gave the treatment in experimental class by using climbing grammar mountain game and using lecturing technique in control class. There were six meetings, where the three meetings were conducted to each group of class.

- d. In the last meeting, the researcher gave post-test.

The researcher gave post-test in form of multiple choice question that consisted of 25 items with four options (a, b, c, and d). The items of the test were determined based on the validity and reliability of the try-out. By giving the post-test, the researcher knew whether using climbing grammar mountain could give significance influence towards students' simple present tense mastery influence or not.

### **3. Reporting**

The last step that should be done in the research procedure is reporting.

The three things in reporting are as follows:

- a. Analyzing data that already obtained from try-out test.

- b. Analyzing data that already obtained from pre-test and post-test.
- c. Making a report on the findings.

## I. Validity and Reliability of the Test

### 1. Validity of the test

Validity refers to the conceptual and scientific soundness of a research study or investigation, and the primary purpose of all forms of research is to produce valid conclusion.<sup>10</sup> Validity is a measurement that shows how far the measurement can measure something we measure. Even though the measurement has high reliability by giving the consistent result, the measurement is not said valid if it cannot measure that must be measured. To measure that the test has good validity, the researcher used content validity, construct validity and internal validity.

#### a. Content Validity

Content validity refers to the relevance of the instrument or measurement strategy to the construct being measured.<sup>11</sup> To demonstrate this form of validity the instrument must show that it fairly and comprehensively covers the domain or items that it purports to cover.<sup>12</sup> Content validity is related with the textbook, syllabus. If all the measurement had represented all ideas that related to the material to be measured, the measurement had fulfilled the content validity.

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<sup>10</sup> Geoffrey Marczyk, David DeMatteo and David Festinger, *Op. Cit*, p. 66

<sup>11</sup> *Ibid*, p. 107

<sup>12</sup> Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education* (5<sup>th</sup> Ed), (New York: Routledge Falmer, 2000), p. 109

Therefore, to get the content validity, the material that was taught to the students was adapted with the students' textbook based on the syllabus for the eighth grade of junior high school. Based on the syllabus, simple present tense is taught at the first semester of the eighth grade of Junior High School.

b. Construct Validity

Construct validity refers to the basis of the causal relationship and is concerned with the congruence between the study' result and the theoretical underpinnings guiding the research.<sup>13</sup> Construct validity assesses the extent to which the test or measurement strategy measures a theoretical construct or trait.<sup>14</sup> It means that the test items should measure the students' simple present tense mastery. The researcher consulted to the English teacher of SMPN 21 Bandar Lampung to know whether the test had obtained construct validity or not. (Appendix 17)

c. Internal Validity

After scoring the try-out test, item analysis is carried out to find out the effectiveness of the items. Internal validity is the ability of a research design to rule out or to make implausible alternative explanations of the result. The purpose of internal validity is in order to know whether the test has good validity or not. The researcher used *Anates* to analyze the validity. The detail can be seen in appendix 18 and 19.

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<sup>13</sup> Geoffrey Marczyk, David DeMatteo and David Festinger, *Op. Cit*, p. 67

<sup>14</sup> *Ibid*, p. 110



## 2. Reliability of the Test

According to Creswell, reliability refers to whether scores to items on an instrument are internally consistent, stable over time, and whether there is consistency in test administration and scoring.<sup>15</sup> Reliability shows that an instrument can be believed to be used as a tool of data collecting technique when the instrument is good enough.

Reliability refers to consistency of the test. Reliability shows the degree of mainstays about something. It can be concluded that reliability is important to make sure that the instrument is reliable to be used in the research. The researcher used *Anates* to test the reliability of the instrument. *Anates* is necessary in the research to assess the good instrument or not.

The researcher use the criteria of reliability are as follows:<sup>16</sup>

1. Between 0.800 until 1.000 (very high)
2. Between 0.600 until 0.799 (high)
3. Between 0.400 until 0.599 (medium)
4. Between 0.200 until 0.399 (low)
5. Between 0.00 until 0.199 (very low)

After analyzed students' score by using *Anates*, it found that the reliability for pre-test was 0.76 and for post-test as 0.78. Therefore, based on the

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<sup>15</sup> John W. Creswell, *Op. Cit*, p. 233

<sup>16</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2013), p. 257

criteria of reliability above, it can be drawn that the reliability was high. (Appendix 18 and 19)

## **J. Data Analysis**

### **1. Fulfillment of the Assumptions**

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by researchers in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied. It means that to get the accurate result, the researcher has to do some tests such as normality test and homogeneity test.

#### **a. Normality of the Test**

The normality of the test is used to measure whether the data in experimental class and control class are normal distributed or not. Analyzing variables that are not normally distributed can lead to serious overestimation or underestimation.<sup>17</sup> In this research, the researcher used statistical computation by using SPSS (Statistical Package for Social Science) for normality test.

The hypotheses for the normally test is formulated as follows:

$H_0$  : the data are normally distributed

$H_a$  : the data are not normally distributed

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<sup>17</sup> Geoffrey Marczyk, David DeMatteo and David Festinger, *Op. Cit*, p. 207

The criteria of acceptance or rejection of normally test are as follows:

$H_0$  is accepted if Sig. ( $P_{\text{value}}$ )  $> \alpha = 0.05$

$H_a$  is accepted if Sig. ( $P_{\text{value}}$ )  $< \alpha = 0.05$

### b. Homogeneity of the Test

Homogeneity test is used to know whether the data in experimental class and control class are homogenous or not. To measure homogeneity, the researcher used statistical computation by using SPSS (Statistical Package for Social Science) for homogeneity test.

The hypotheses for the homogeneity test are formulated as follows:

$H_0$  : the variance of the data is homogeneous

$H_a$  : the variance of the data is not homogeneous

The criteria for acceptance or rejection of homogeneity are as follows:

$H_0$  is accepted if Sig. ( $P_{\text{value}}$ )  $> \alpha = 0.05$

$H_a$  is accepted if Sig. ( $P_{\text{value}}$ )  $< \alpha = 0.05$

## 2. Hypothetical Test

To measure the hypotheses, the researcher analyzed the data by using statistical computation by using SPSS (Statistical Package for Social Science) in order to know the significance of the treatment effect.

The hypotheses are:

$H_a$  : There is a significant influence of using Climbing Grammar Mountain game towards students' simple present tense mastery at the first

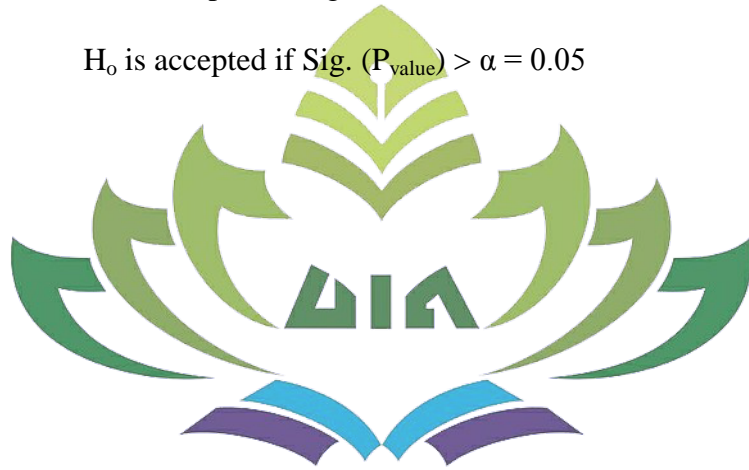
semester of eighth grade at SMP Negeri 21 Bandar Lampung in the academic year of 2018/ 2019.

$H_0$ : There is no significant influence of using Climbing Grammar Mountain game towards students' simple present tense mastery at the first semester of eighth grade at SMP Negeri 21 Bandar Lampung in the academic year of 2018/ 2019.

The criteria for acceptance or rejection of hypotheses are:

$H_a$  is accepted if Sig. ( $P_{value}$ )  $< \alpha = 0.05$

$H_0$  is accepted if Sig. ( $P_{value}$ )  $> \alpha = 0.05$



## **CHAPTER IV RESULT AND DISCUSSION**

### **A. Description of Treatment**

This research had been carried through six steps, they involved try-out test, pre-test, three treatments and post-test. The researcher began by giving try out test to the students class VIII A as a try out class. The researcher prepared 40 test items for each pre-test and post-test. From all test items that had been tried out, some items were chosen as the instrument for pre-test and post-test.

Before conducting the treatment, the researcher conducted pre-test for class VIII B as control class on August 1<sup>st</sup>, 2018 and class VIII C as experimental class on August 2<sup>nd</sup>, 2018. In pre test, the test items consist of 25 items of multiple choice test with four options (a, b, c and d). After conducted the pre-test, the researcher continued conducted the treatment. The total of treatment was three meetings.

The first meeting was conducted on August 6<sup>th</sup>, 2018. The lesson began by greeting the students, and checking their attendance. The researcher gave brainstorming. After that, the researcher gave explanation about simple present tense before taught the students by using climbing grammar mountain game. In the first treatment, the researcher focused on nominal sentence in form of positive, negative, and interrogative.

As the material had been delivered, the researcher implemented climbing grammar mountain game. The researcher explained what climbing grammar

mountain game to the students. The researcher drew four vertical climbing lines in the whiteboard and mark with point or score. After that, the researcher divided the students into four teams. The researcher provided correct and incorrect sentence of simple present tense in nominal sentence for students to identify. First, the researcher gave a correct sentence. Then, the researcher gave 10 points as the starting point for each team.

The researcher gave another sentence and asked each team to answer whether the sentence was correct or incorrect and asked how many vertical feet that they are willing to awarded to it. The game continued until the team reached the top of the grammar mountain. At the end of the treatment, the researcher with the students concluded the material that had been learned. Finally, the researcher closed the first meeting.

The second treatment was conducted on August 9<sup>th</sup>, 2018. In this meeting, the researcher did almost the same activity to begin the class as what the researcher did in the first meeting. However, in the second meeting of the treatment, the researcher focused on verbal sentence. Because the students knew and still remember the technique, the students more active and motivate in learning simple present tense.

The third treatment was conducted on August 13<sup>th</sup>, 2018. In the third meeting was better than before because the students were already understand in learning simple present tense by using climbing grammar mountain. The researcher held the same activity as in the first and second meeting from

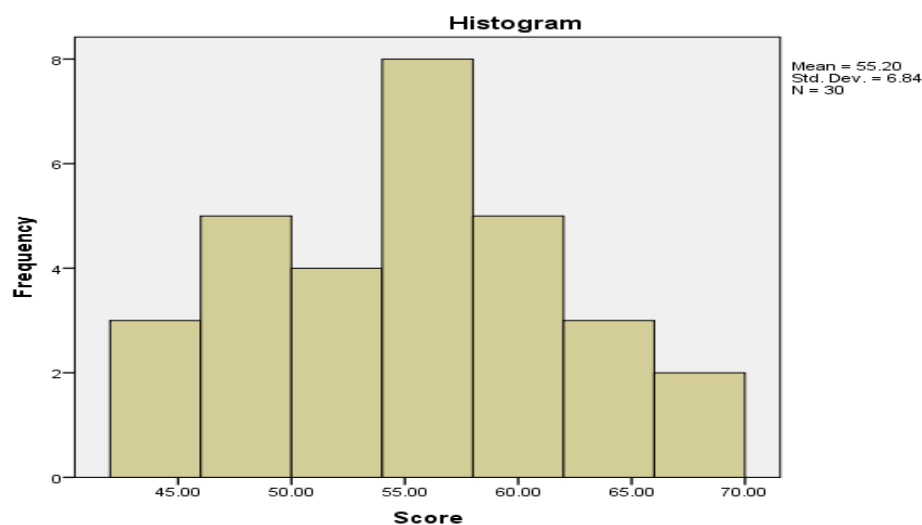
beginning until closing. The learning material in the third meeting was about simple present tense on nominal and verbal sentence in form of positive, negative, interrogative and also time signals. The students were enjoyed the teaching and learning process.

After administrated the treatment, the researcher conducted the post-test for experimental class and control class. Both control class and experimental class were tested with the same test items. In post test, the test item consisted of 25 items of multiple choice with four options (a, b, c and d).

## B. Result of the Research

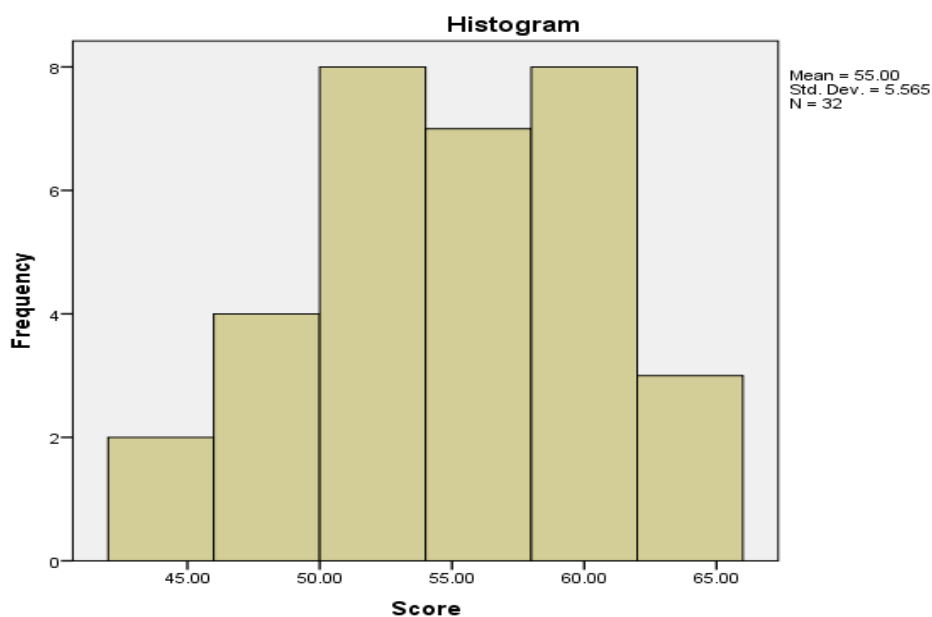
### 1. Result of the Pre-test

The researcher conducted the pre-test in order to know students' simple present tense mastery before the treatment. The scores of the students' simple present tense mastery that were tested in pre-test can be seen in Figure 2 and 3.



**Figure 2**  
**The Result of Pre-test in Experimental Class**

Based on the figure 2, the mean of pre-test in experimental class was 55.20, standard deviation was 6.84, N was 30, median was 56.00, variance was 46.786, minimum score was 44.00 and maximum score was 68.00. (Appendix 20)



**Figure 3**  
**The Result of Pre-test in Control Class**

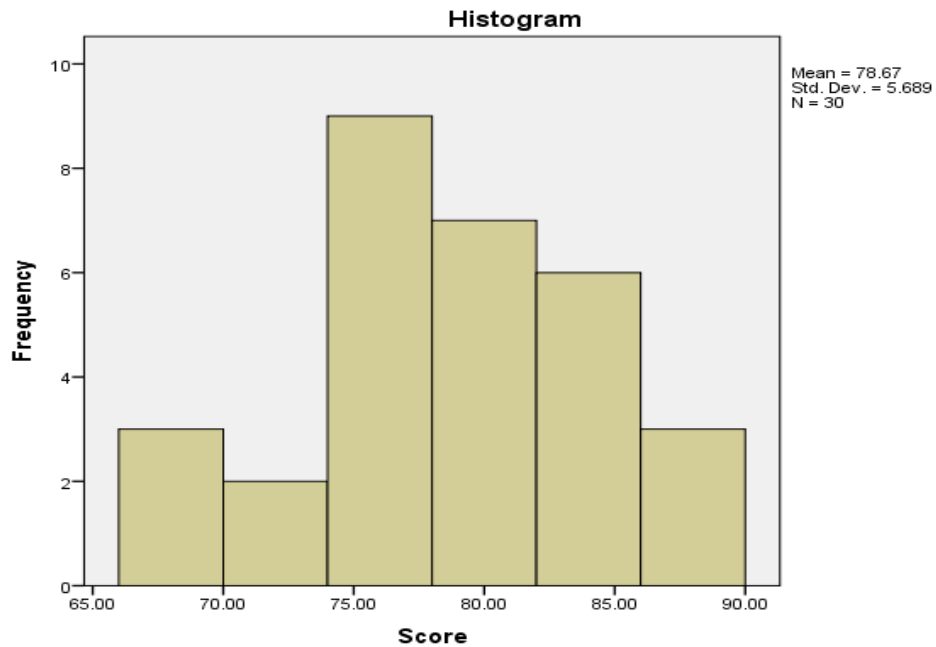
Based on the figure 3, the mean of pre-test in experimental class was 55.00, standard deviation was 5.65, N was 32, median was 56.00, variance was 30.968, minimum score was 44.00 and maximum score was 64.00 (Appendix 22)

## 2. Result of the Post-test

The researcher also conducted post-test in order to know students' simple present tense mastery after the treatment. The scores of the students' simple present tense mastery that were tested in post-test can be seen in

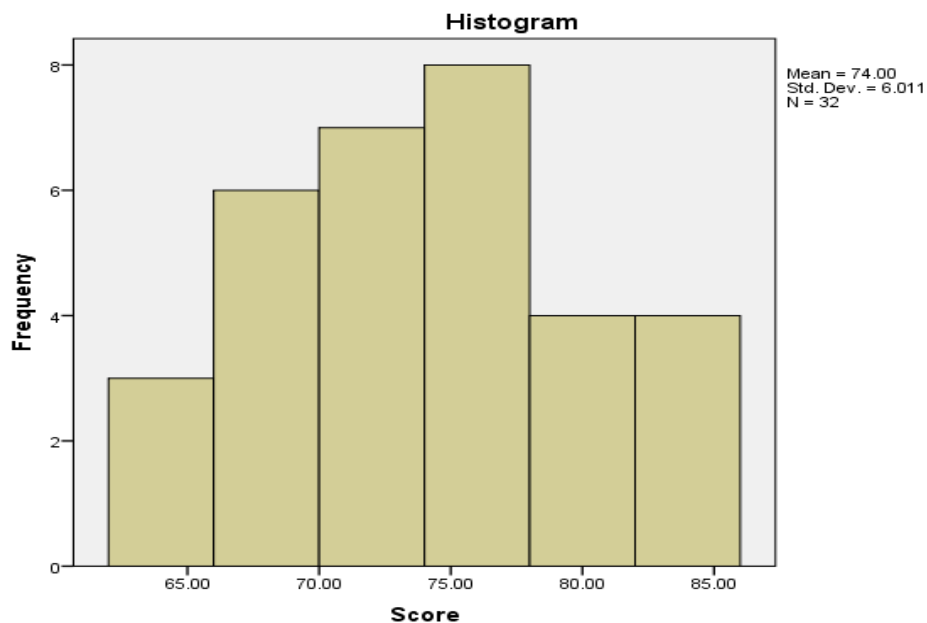


Figure 4 and 5



**Figure 4**  
**The Result of Post-test in Experimental Class**

Based on the figure 4, the mean of post-test in experimental class was 78.67, standard deviation was 5.689, N was 30, median was 80.00, variance was 32.368, minimum score was 68.00 and maximum score was 88.00 (Appendix 21)



**Figure 5**  
**The Result of Post-test in Control Class**

Based on the figure 5, the mean of post-test in experimental class was 74.00, standard deviation was 6.011, N was 32, median was 74.00, variance was 36.129, minimum score was 64.00 and maximum score was 84.00 (Appendix 23)

### 3. Gain Score

The researcher got gain score from post test score – pre test score. Gain score was used to analyze normality, homogeneity and independent T-test. If gain score in this manner positive gain score indicates that post-test score was higher than pre-test score, a negative gain score indicates that the post-test score was less than pre-test. The detail score pre-test, post-test, and gain in experimental and control class can be seen in appendix 24 and 25.

## C. Result of Data Analysis

After collecting the data, the researcher analyzed the data by using independent t-test. There were two assumptions that must be done before the researcher analyzed the data by using independent t-test.

### 1. Fulfillment of the Assumption

#### a. Result of Normality Test

The normality test was used to know whether the data, in experimental class and control class were normally distributed or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Program for Social Science*). The hypotheses for normality test are formulated as follows:

$H_0$  : the data are normally distributed

$H_a$  : the data are not normally distributed

While the criteria of acceptance or rejection of normally test are as follows:

$H_0$  is accepted if Sig. ( $P_{value}$ )  $> \alpha = 0.05$

$H_a$  is accepted if Sig. ( $P_{value}$ )  $< \alpha = 0.05$

**Table 4**  
**The Normality Test of Experimental and Control Class**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pre experiment	.147	30	.099	.949	30	.164
control	.156	30	.061	.938	30	.082
Post experiment	.153	30	.071	.932	30	.056
control	.137	30	.159	.931	30	.053

Based on the table 4 above, it can be seen that Sig. ( $P_{\text{value}}$ ) for pre-test experimental class was 0.99 and for post test was 0.71. Meanwhile, that Sig. ( $P_{\text{value}}$ ) for pre-test of control class was 0.61 and for post-test was 0.159 and  $\alpha = 0.05$ . It means that Sig. ( $P_{\text{value}}$ )  $> \alpha$  and  $H_0$  was accepted. The conclusion is the data in experimental class and control class were in the normal distribution.

### b. Result of Homogeneity Test

After knowing the normality of the data, the researcher calculated the homogeneity test. Homogeneity test was used to know whether the data were homogenous or not. The researcher used statistical computation by using SPSS (*Statistical Program for Social Science*). The hypotheses for homogeneity test are formulated as follows:

$H_0$  : the variance of the data is homogeneous

$H_a$  : the variance of the data is not homogeneous

While the criteria for acceptance or rejection of homogeneity are as follows:

$H_0$  is accepted if Sig. ( $P_{\text{value}}$ )  $> \alpha = 0.05$

$H_a$  is accepted if Sig. ( $P_{\text{value}}$ )  $< \alpha = 0.05$

**Table 4.1**  
**The Homogeneity Test of Experimental and Control Class**

		Levene Statistic	df1	df2	Sig.
Pre	Based on Mean	.964	1	60	.330
Post	Based on Mean	.215	1	60	.645

Based on the table 4.1 above, it can be seen that that Sig. ( $P_{\text{value}}$ ) for pre-test was 0.330 and for post test was 0.645, and  $\alpha = 0.05$ . It means that Sig. ( $P_{\text{value}}$ )  $> \alpha$  and  $H_0$  was accepted. The conclusion is the data have same variance or homogeneous.

## 2. Result of Hypothetical Test

After the researcher tested the normality and homogeneity of the data, then analyzed the data to know the significance of the treatment. The researcher used the hypothetical test using SPSS (*Statistical Program for Social Science*) independent t-test.

The hypotheses are:

$H_a$ : There is a significant influence of using Climbing Grammar Mountain game towards students' simple present tense mastery at the first semester of eighth grade at SMP Negeri 21 Bandar Lampung in the academic year of 2018/ 2019.

$H_0$ : There is no significant influence of using Climbing Grammar Mountain game towards students' simple present tense mastery at the first semester of eighth grade at SMP Negeri 21 Bandar Lampung in the academic year of 2018/ 2019.

While the criteria for acceptance or rejection of hypotheses are:

$H_a$  is accepted if Sig. ( $P_{\text{value}}$ )  $< \alpha = 0.05$

$H_0$  is accepted if Sig. ( $P_{\text{value}}$ )  $> \alpha = 0.05$

**Table 4.2**  
**The Result of Hypothetical Test**

T	df	Sig. (2-tailed)
3.379	60	0.001

Based on the result that that had been obtained in the independent t-test in the table 4.2 above, it can be seen that the value of significant generated Sig. ( $P_{\text{value}} = 0.001 < \alpha = 0.5$ ). Therefore,  $H_0$  was rejected and  $H_a$  was accepted. Based on the computation, it can be concluded that there was a significant influence of using climbing grammar mountain game towards students' simple present mastery at the first semester of the eighth grade at SMP Negeri 21 Bandar Lampung in the academic year of 2018/2019.

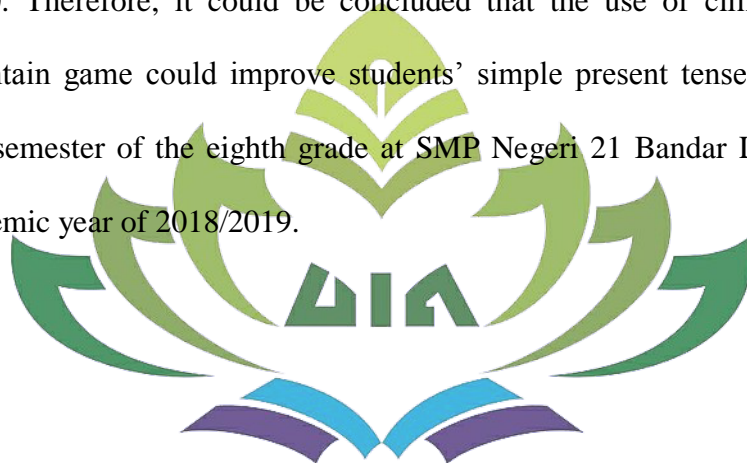
#### **D. Discussion**

Referring to the finding of the research, it showed that the using of climbing grammar mountain game could increase students' simple present mastery. It could be seen from the result of pre-test where the students had not been taught by climbing grammar mountain game and the result of post test where the students had been taught by climbing grammar mountain game.

Pre-test was conducted before implemented the treatment. Climbing grammar mountain game was implemented three times in experimental class. In the first treatment, the students looked nervous and did not know how to play the game. In the second and third treatment, the students followed the learning and really enjoyed the game.

Post-test was given to measure the students' simple present tense mastery after given the treatment. Based on the analysis of the data and testing the hypothesis, the result of the computation was null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted.

The result of post-test was higher than pre-test. It also can be seen from the mean of pre-test score in experimental was 55.20 and for post test was 78.67 while the mean of pre-test in control class was 55.00 and for post-test was 74.00. Therefore, it could be concluded that the use of climbing grammar mountain game could improve students' simple present tense mastery at the first semester of the eighth grade at SMP Negeri 21 Bandar Lampung in the academic year of 2018/2019.



## CHAPTER V CONCLUSION AND SUGGESTION

### A. Conclusion

Referring to the research finding of the research that had been conducted in SMP Negeri 21 Bandar Lampung in the academic year of 2018/2019, the researcher draws conclusion as follows:

In the previous chapter the researcher had analyzed the data statistically. Based on the statistically analysis, there was significance influence of using climbing grammar mountain game towards students' simple present tense mastery at the first semester of the eighth grade at SMP Negeri 21 Bandar Lampung in the academic year of 2018/ 2019. The significant influence can be seen from Sig. (2-tailed) is 0.001. It is lower than  $\alpha = 0.05$  and it means  $H_0$  is rejected and  $H_a$  is accepted.

The use of climbing grammar mountain game can motivate the students to learn simple present tense. Furthermore, climbing grammar mountain game can motivate and help the students more focused and enjoyed in learning. In other words, climbing grammar mountain game has influence students' simple present tense mastery at the first semester of the eighth grade at SMP Negeri 21 Bandar Lampung in the academic year of 2018/ 2019.



## B. Suggestion

Based on the conclusion of this research, the researcher proposed suggestions as follows:

1. For the teacher
  - a. Climbing grammar mountain game can be applied by the teacher to teach students as a technique to teach simple present tense mastery because it can motivate and help the students more focused and enjoyed in learning simple present tense.
  - b. The English teacher can help the students to increase students' skills mastery by using effective and relevant technique or media. This can be done based on the use of technique or media, according to materials that is going to teach so they can develop their skills.
2. For the Students
  - a. The students should learn harder simple present tense because simple present tense is the basic rule that must be learned and mastered in order to master English.
  - b. The students should have motivation to learn and practice their English for instance by speaking or make sentence in using simple present tense in their daily activity.
3. For the other Researcher
  - a. The researcher applied climbing grammar mountain game to increase students' simple present mastery. Other researcher could apply

climbing grammar mountain game to increase students' mastery on other tenses or find out the appropriate other technique to increase students' simple present mastery.

- b. In this research, the researcher used climbing grammar mountain game to help the students of junior high school, especially in simple present tense. Other researcher can use climbing grammar mountain game for elementary, junior, or senior high school.



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