



**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)**

**By  
SUCI HANDAYANI  
NIM. 201132253**

**ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY  
2015**



**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)**

**SKRIPSI**

**Presented to Muria Kudus University  
in Partial Fulfillment of the Requirements for Completing  
the Sarjana Program in English Education**



**By  
SUCI HANDAYANI  
NIM. 201132253**

**ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY  
2015**

## MOTTO AND DEDICATION

### MOTTO:

- ❖ *Do the best and pray, God will take care of the rest.*
- ❖ *Always be yourself and never be anyone else even if they look better than you.*
- ❖ *Better to feel how hard education is at this time rather than feel the bitterness of stupidity, later.*
- ❖ *Education is not learning of facts, but the training of the mind to think (Albert Einstein)*
- ❖ *Happiness is not how much money we have, but how much time we can be thankful.*
- ❖ *It only takes a smile to hide a million tears.*
- ❖ *The more you give, the more you will get.*

### DEDICATIONS:

This skripsi is dedicated to:

- ∞ The writer's beloved parents (Mr. Kardi and Mrs. Sukirah)
- ∞ The writer's beloved brother (Rumaji, Suhadi, Sunaryo) and sister (Anin Na'im, Nur Sholichah)
- ∞ The big family of English Education Department 2011.
- ∞ All of the writer's friends who always give the spirit.

**ADVISOR'S APPROVAL**

This is to certify that the *Skripsi* of Suci Handayani (201132253) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

Kudus, 09 Mei 2015

Advisor I



Dr. Drs. Slamet Utomo, M. Pd.  
NIP. 196212191987031015

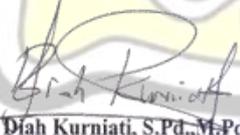
Kudus, 09 Mei 2015

Advisor II



Dra. Sri Endang Kusmarvati, M. Pd.  
NIS. 0610712030001009

Acknowledged by  
The Faculty of Teacher Training and Education  
Dean,



Diah Kurniati, S.Pd., M.Pd.  
NIS. 0610701000001190

**EXAMINERS'S APPROVAL**

This is to certify that the *Skripsi* of Suci Handayani (2011-32-253) has been approved by the *Examining Committee* as a requirement for the Sarjana Degree of English Education.

Kudus, August 2015

Skripsi Examining Committee:



Diah Kurniati, S.Pd., M.Pd.

Chairperson

NIS.0610701000001190



Dra. Sri Endang Kusmarwati, M.Pd

Member

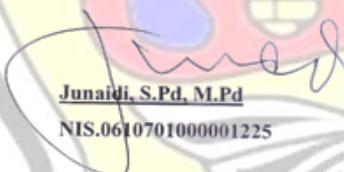
NIS. 0610713020001009



Drs. Suprihadi, M.Pd

Member

NIP. 195706161984031015



Junaidi, S.Pd, M.Pd

Member

NIS.0610701000001225

Acknowledged by  
English Education Department  
Head of Department,



Dr. Drs. Slamet Utomo, M.Pd

NIP.196212191987032015

## ACKNOWLEDGEMENT

Bismillahirrahmannirrahim

First and foremost, Alhamdulillahirobbil'alamin to the Almighty Allah SWT for giving the writer the strength, both mentally and physically to accomplish this skripsi. Peace and blessing be upon the greatest Prophet Muhammad SAW, the family, the companions, and the followers.

In this occasion, the writer would like to express her great honor and sincerest gratitude to her beloved parents, who always give the writer enormous prayer, biggest support, motivation, and greatest attention.

The writer would like to thank those who help her work among others.

1. Dr. Drs. Slamet Utomo, M.Pd as the dekan of the Teacher Training and Education Faculty, for all his supports.
2. Diah Kurniati, S.Pd, M.Pd as the head of English Education Department, for all her supports.
3. Dra. Sri Endang Kusmaryati, M.Pd as my advisor of final project, for all his invaluable time and patience in guiding the writer during the process of writing.
4. Drs. Syaiful Islam S.Pd, as the head master of MTs. Abadiyah Kuryokalangan Gabus Pati for her permission and helps.
5. Ihwan S.Pd, as the English teacher of the eighth grade for her advice and helps.

6. All the students in the eighth grades, especially in class E for the joy and help that always full of spirit during the process of research.
7. The writer beloved family, my mother, father, sister, and brother who always give spirit and love.
8. My best friends (Disma, Niken, Puji, Susi yulianti and Susi Wulandari), thank for the joy and our friendship.
9. All people involved during the writing of this research proposal.

The last, there is nothing perfect in this world and this final project is not exception. The writer relize that there are many weaknesses in this final project. Therefore, suggestion and criticization are always needed for betterment. Hopefully, this final project will be usefull for all the readers, especially for the students at English Education Department, Teacher Training and Education Faculty of Muria Kudus University.

Kudus, July 2015

The writer,

Suci Handayani

## ABSTRACT

Handayani Suci. 2015. *Improving the 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*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University, Advisors: (i) Drs. Slamet Utomo, M.Pd, (ii) Dra. Sri Endang Kusmaryati M.Pd.

Key words: *Simple Past Tense, Climbing Grammr Mountain game, the Students of Class VIII E*

Learning language means learning to use that language to communicate both in oral form (listening, speaking) and written form (reading, writing). Grammar has important role in communication. It is important component for forming words and building English sentences. In fact, that there are many students of eight graders especially the students of class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati who still have problems in learning grammar especially simple past tense. Those are most of the students not interest to learn grammar, they fell bored when learn it and they still got score under KKM. The fact shows that there are many students of eighth graders especially the students of class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati who still have under capability to mastery grammar. They can give name of grammar (formula of grammar) but they still cannot apply that grammar well. In other words, in teaching and learning process they are too afraid asked to the teacher when they found some difficulties. Therefore, the researcher proposes Climbing Grammar Mountain game as a technique of teaching to solve the students' problem.

The objective of this research is to find out whether Climbing Grammar Mountain game can improve the mastery of simple past tense for the students of class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati in academic year 2014/2015.

This research belongs to classroom action research. This research is conducted in Abadiyah Kuryokalangan Gabus Pati, while the subject is the students of class VIII E of Abadiyah Kuryokalangan Gabus Pati that consist of 38 students. This research is done in 2 cycles. There are two meetings in each cycle which consist of four stages, those are: planning, acting, observing, and reflecting. In this research, there are two instruments that are used by the researcher to collect the data. They are observation sheet and test.

Based on the finding of this research, the students' average score is improved from 66.2 in cycle 1 then it is changed into percentage to be 66.2 % to 77.5 in cycle 2 that is changed into percentage to be 77.5 %. From the data above, the category of the average score of the students' mastery of simple past tense in cycle 1 is sufficient, while the category of the average score of the students' mastery of simple past tense in cycle 2 is good. In cycle 1, the teacher did not apply the technique well because the teacher was still confused about

## TABLE OF CONTENTS

COVER .....	i
LOGO .....	ii
TITLE .....	iii
MOTTO AND DEDICATION .....	iv
ADVISORS' APPROVA.....	v
EXAMINERS' APPROVAL .....	vi
ACKNOWLEDGMENT.....	vii
ABSTRACT.....	ix
ABSTRAK .....	xi
TABLE OF CONTENTS.....	xiii
LIST OF TABLES .....	xvi
LIST OF FIGURES .....	xviii
LIST OF APPENDICES .....	xix
<b>CHAPTER I INTRODUCTION</b>	
1.1 Background of the Study.....	1
1.2 Statement of the Problem .....	4
1.3 Objective of the Research .....	4
1.4 Significance of the Research.....	5
1.5 Scope of the Research .....	6
1.6 Operational Definition .....	6
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b>	
2.1 Teaching Grammar in MTs. Abadiyah Kuryokalangan Gabus Pati .....	8
2.1.1 Purpose of Teaching English in MTs. Abadiyah Kuryokalangan Gabus Pati.....	9
2.1.2 The Curriculum of Teaching English in MTs. Abadiyah Kuryokalangan Gabus Pati .....	10
2.1.3 The Material of Teaching English in MTs. Abadiyah Kuryokalangan Gabus Pati.....	10
2.1.4 The Technique and Media of Teaching English in MTs. Abadiyah Kuryokalangan Gabus Pati .....	11

2.2 Grammar as A Complement of Language .....	12
2.2.1 Simple Past Tense .....	13
2.3 Climbing Grammar Mountain Game as Technique of Teaching.....	18
2.3.1 The Advantages and Disadvantages of Climbing Grammar Mountain Game.....	19
2.3.2 Step in Teaching Grammar by Using Climbing Grammar Mountain Game.....	20
2.4 Review of Previous Research.....	23
2.5 Theoretical Framework .....	24
2.6 Action Hypothesis.....	26
<b>CHAPTER III METHOD OF THE RESEARCH</b>	
3.1 Setting and Characteristic of the Subject of the Research .....	27
3.2 Variable of the Research .....	28
3.3 Research Design.....	28
3.3.1 Planning .....	29
3.3.2 Action.....	30
3.3.3 Observation .....	31
3.3.4 Analysis and Reflection .....	31
3.4 Data Collecting.....	31
3.5 Instrument of the Research.....	32
3.6 Data Analysis .....	33
3.7 Success Indicator.....	36

## **CHAPTER IV FINDING OF THE RESEARCH**

4.1 Pre- Cycle.....	38
4.2 The Result of Cycle 1.....	40
4.2.1 The Implementation of Climbing Grammar Mountain Game in Teaching Simple Past Tense of Class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati in Academic Year 2014/2015 in Cycle 1 .....	42
4.2.2 The Students' Mastery of Simple Past Tense of Class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati by Using Climbing Grammar Mountain Game in Cycle 1 .....	49
4.3 The Result of Cycle 2.....	53
4.3.1 The Implementation of Climbing Grammar Mountain Game in Teaching Simple Past Tense of Class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati in Academic Year 2014/2015 in Cycle 2 .....	55
4.3.2 The Students' Mastery of Simple Past Tense of Class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati by Using Climbing Grammar Mountain Game in Cycle 2.....	62
<b>CHAPTER V</b>	
5.1 The Implementation of Climbing Grammar Mountain Game to Improve Students' Mastery of Simple Past Tense of Class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati in Academic Year 2014/2015 .....	67
5.2 The Students' Mastery of Simple Past Tense of Class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati in Academic Year 2014/2015 by Using Climbing Grammar Mountain Game .....	73
<b>CHAPTER VI</b>	
6.1 Conclusion .....	76
6.2 Suggestion.....	77
<b>BIBLIOGRAPHY</b>	

## LIST OF TABLES

Table 2.1 The Formula of Simple Past Tense .....	14
Table 2.2 The Regular Verb of Simple Past Tense .....	15
Table 2.3 The Irregular Verb of Simple Past Tense.....	17
Table 3.1 The Criteria of Achievement of Grammar Mastery.....	36
Table 4.1 Scoring of the Students' Mastery of Simple Past Tense before Using Climbing Grammar Mountain Game of Class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati in Academic Year 2014/2015	39
Table 4.2 The Implementation of Climbing Grammar Mountain Game in Teaching Simple Past Tense of Class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati in Academic Year 2014/2015 in the First Meeting in Cycle 1.....	43
Table 4.3 The Implementation of Climbing Grammar Mountain Game in Teaching Simple Past Tense of Class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati in Academic Year 2014/2015 in the Second Meeting in Cycle 1.....	47
Table 4.4 The Students' Mastery of Simple Past Tense of Class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati by Using Climbing Grammar Mountain Game in Cycle 1 .....	49
Table 4.5 The Students' Summary Score of Mastery Simple Past Tense of Class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati by Using Climbing Grammar Mountain Game in Cycle 1.....	51
Table 4.6 The Scoring Criteria of The Students' Achievement Test.....	52
Table 4.7 The Implementation of Climbing Grammar Mountain Game in Teaching Simple Past Tense of Class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati in Academic Year 2014/2015 in the First Meeting in Cycle 2 .....	56
Table 4.8 The Implementation of Climbing Grammar Mountain Game in Teaching Simple Past Tense of Class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati in Academic Year 2014/2015 in the Second Meeting in Cycle 2.....	60

Table 4.9 The Students' Mastery of Simple Past Tense of Class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati by Using Climbing Grammar Mountain Game in Cycle 2.....	62
Table 4.10 The Students' Summary Score of Mastery Simple Past Tense of Class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati by Using Climbing Grammar Mountain Game in Cycle 2 .....	64
Table 4.11 The Scoring Criteria of The Students' Achievement Test.....	65
Table 4.12 Recapitulation of The Students' Mastery of Simple Past Tense of Class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati by Using Climbing Grammar Mountain Game.....	65



## LIST OF FIGURES

2.1 Figure of Climbing Grammar Mountain Game .....	21
2.2 Figure of Theoretical Framework .....	26
3.1 Figure of Cyclical of CAR Model.....	29



## LIST OF APPENDICES

Appendix	Page
1. Syllabus .....	81
2. Lesson Plan of Cycle 1 .....	86
3. Lesson Plan of Cycle 2 .....	93
5. The Layout of the Observation Sheet of Teacher' and Students' Activities .....	100
6. List of Students' Name .....	110
7. The Layout of Students Test in Cycle I .....	111
8. The Layout of Students Test in Cycle II .....	114
9. The Layout of Answer Key in Cycle I .....	116
10. The Layout of Answer Key in Cycle II .....	119
11. Curriculum Vitae .....	122
12. Keterangan Selesai Penelitian .....	123
13. Statement .....	124
14. Keterangan Selesai Bimbingan .....	125
15. Permohonan Ujian Skripsi .....	126
16. lembar Kerja Siswa .....	126

# CHAPTER I

## INTRODUCTION

This chapter describes six points: background of the research, statement of the problem, objective of the research, significance of the research, limitation of the research, and operational definition.

### 1.1.1 Background of the Research

Language learning means learning to use the language to communicate both in oral form (listening, speaking) and written form (reading, writing). Learning language particularly English, involves four skills as mentioned in KTSP (Task Based Curriculum). Those are listening, speaking, reading and writing. They are called language skills. Besides that, English has some aspects or language components. They are vocabulary, grammar, and pronunciation. In order to learn English well both language skills and language components are interrelated each other.

In learning English, language skills and language components cannot be separated. They have an important role each other. Language component can complete language skills. To learn English, students should be able to use appropriate basic structural pattern, master grammar and vocabulary. Grammar is an important component for forming words and building English sentences. Another definition, Grammar is an integral part of language use; It is a resource to be accessed for effective communication, not just an isolated body of knowledge. It has important role in communication and important component for forming

words and building English sentences. According to O'Grady and Dobrovolsky in Cahyono (2000: 67) said that grammar is the mental system that allows human being to form and interpret the words and sentences of the language. In short, we may say that grammar is partly the study of how we make sentences. Thornbury (2002:1) said that "grammar is partly the study of what forms or structures are possible in a language". That is why grammar is important to learn and the students should master it.

In fact, the teacher teaches grammar by writing down the name of grammar on the board, giving the rule and structure, giving examples, and getting the students learn grammar by heart. Those activities still cannot make the students to be able to communicate in English at all. The students can give name of grammar (formula of grammar) but they still cannot apply that grammar well. As a result, a lot of the students have English scores under KKM on English caused by the failure in grammar. Those problems are found by the writer when she interviewed the English teacher of MTs Abadiyah Kuryokalangan Gabus Pati. He said that most students still focus on the rule of grammar in building sentences. They do not know the use of grammar. They just know that grammar is about the formula to make a sentence, but they are still confused about differences between using Verb<sub>1</sub> and Verb<sub>2</sub> in positive and negative sentences. And after the writer observed the eighth grade students of class E, the writer got information about the result of their test related to simple past tense. From the total of students in class E, they are 38 students; 25 students got scores under KKM (<70) and 13 students got scores upper KKM (>70).

Widdowson (1988:234) stated that, “Language learning is essentially grammar learning and it is a mistake to think otherwise. In fact the writer found the other problem about learning grammar; it is sometimes boring and uninteresting for many students because many teachers teach grammar to their students only by giving a lot of rule about making sentences grammatically. It is sometimes taught only assigning students to memorize the rules of tenses, verb and so on. This way of teaching makes students difficult to learn grammar and some of students assume that learning grammar is not easy for them. Sometimes, they found difficulties in learning grammar and also they still regarded grammar as boring subject to be learned.

From the problems above the writer wants to give solution to teach grammar, it is Climbing Grammar Mountain game. According Gunn McCallum in Mei Kartina (2014:) “Climbing Grammar Mountain game is a technique of teaching 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”. The purpose of this research is to improve the students’ mastery of simple past tense of class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati by using Climbing Grammar Mountain game. In doing this research, the writer will use an action research as research design. According to Carr and Kemmis (1986) “action research is a form of self-reflection enquiry undertaken by participants in social situation to improve the rationality and justice if their own practices and the situation in which those practice carried out”.

Therefore the writer carries out the research with entitled “Improving Students Mastery of Simple Past Tense by Using Climbing Grammar Mountain Game for class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati in Academic Year 2014/2015 (A Classroom Action Research )”.

### **1.2 Statement of the Problem**

From the background of the research above, the writer determines the statements of problem as follow:

1. How is the implementation of Climbing Grammar Mountain game in teaching grammar mastery of simple past tense for the students of class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati in academic year 2014/2015?
2. Can Climbing Grammar Mountain game improve grammar mastery of simple past tense for the students of class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati in academic year 2014/2015?

### **1.3 Objective of the Research**

Relating to the statement of the problem above, the objectives of this research include as follows:

1. to describe how the implementation of climbing Grammar Mountain game in teaching grammar mastery of simple past tense for the students OF class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati in academic year 2014/2015 is.

2. to find out if Climbing Grammar Mountain game can improve grammar mastery of simple past tense for the students of class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati in academic year 2014/2015.

#### **1.4 Significances of the Research**

The research will be conducted in MTs Abadiyah Kuryokalangan Gabus Pati in academic year 2014/2015. By Climbing Grammar Mountain game as technique, the researcher hopes that the result will be useful :

##### 1. Theoretically :

- a. The result of this research will give information for the English teacher and the students about teaching and learning grammar by using Climbing Grammar Mountain game.
- b. This research can enrich the theory of teaching grammar by Climbing Grammar Mountain game and also can be used as the reference for those who want to conduct a research in English teaching and learning process.

##### 2. Practically:

- a. The result of this research will give information for the English teacher and the students about using Climbing Grammar Mountain game in teaching and learning process. So that, they can use tenses well and easily.
- b. The result of this research will give information for the English teacher how the implementation of teaching grammar by using Climbing Grammar Mountain game is.
- c. The result of this research will give information for the reader about teaching grammar by using Climbing Grammar Mountain game.

### **1.5 Scope of the Research**

There are some components of English; they are grammar, pronunciation and vocabulary. In conducting this research, the researcher will be going to focus her attention on using of simple past tense in verbal sentence and nominal sentences of the students of class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati in academic year 2014/2015.

The subject of this research will be limited to the students of class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati in academic year 2014/2015. This research will be limited on the use of Climbing Grammar Mountain game as technique of teaching. It 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". In teaching and learning by using climbing grammar mountain game, the students will be divided into some group and each group will get opportunity to identify a sentence as correct or incorrect sentence alternately.

### **1.6 Operational Definition**

Based on the title of this research, the researcher clarifies the operational definitions of each terminology as follows.

1. Mastery of simple past tense is mastery of the students in using simple past tense in verbal sentences and nominal sentences correctly.
2. Climbing Grammar Mountain is a technique of teaching that is drawn into some vertical climbing lines on the board and each line is divided into 10 segments to represent vertical feet.

3. The eighth grades are the students who are studying English in MTs Abadiyah in academic year 2014/2015.
4. Abadiyah is one of Islamic junior high schools in Pati which is under Ma'arif NU foundation.

## CHAPTER II

### REVIEW OF RELATED LITERATURE & HYPOTHESIS

In this chapter, the writer will give further explanation about teaching English in MTs Abadiyah, the purpose of the teaching English at MTs Abadiyah, the curriculum of teaching English at MTs Abadiyah, the material of teaching English at MTs Abadiyah, grammar, tense, the media and technique of teaching English at MTs Abadiyah, review of previous research, theoretical framework, and hypothesis.

#### 2.1 Teaching English in MTs Abadiyah Kuryokalangan Gabus Pati

English is as foreign language and it becomes one of subject that must be learned in all of high schools in this country. It is one of difficult lesson to learn in Indonesia. Moreover, English is also made as a subject that must be tested in National Examination in Indonesia. It makes English become a subject that must get deep attention from students and teachers in Indonesia. Brown (2000:7) states that,

“Teaching is guiding and facilitating learning enable the learners to learn, setting the condition for learning. It means that teaching is not only as knowledge movement, giving instruction to get knowledge and skill in off hand, but also the use of technique, media which is well prepared in needed to facilitate and to get good teaching and learning process”.

The curriculum that is used in MTs Abadiyah Kuryokalangan Gabus Pati is KTSP (School-Based Curriculum). Based on the curriculum, the materials that are given including four skills (listening, speaking, reading, and writing).

According to Alberty Harold (1946: 1.3) curriculum is all activities that are provided for students. And the aims of English Teaching in MTs Abadiyah Kuryokalangan Gabus Pati is to create the students to be able in four skills, they are listening speaking, reading and writing. MTs Abadiyah is Islamic school, so the students argue that English is not important subject which must be learned. It is makes the teacher need more time to prepare the students in Facing National Examination. In this school, English is taught twice a week with eighty minutes for every meeting. Minimum Standard Competency of English subject in this school is 70.

### **2.1.1 Purpose of Teaching English in MTs Abadiyah Kuryokalangan Gabus Pati**

The purpose of English learning in Indonesia as noted in *Standar Isi Satuan Pendidikan Dasar dan Menengah Standar Kompetensi dan Kompetensi Dasar (2006)* is to improve students' skills. They are listening, speaking, reading, and writing. On that purpose, language components which involve grammar, vocabulary, and pronunciation are also learned because both language skills and language components are interrelated each other. Those language components must be taught integrated with the skills and the purpose of teaching English in Abadiyah Kuryokalangan Gabus Pati. It is to improve students' skill in English and to make the students understanding and mastery in English better. It is not enough if the students know about the formula of grammar only, but after studying English they must implement their skills in daily activities, so they able to communicate with other people.

### **2.1.2 The Curriculum of Teaching English at MTsAbadiyah**

Before the teaching and learning process is done, the teacher must know the curriculum that is used in that school. Curriculum is one of factors influencing the teaching implementation because curriculum is set of education program. Brown (2001:16) maintains that “curriculum is design for carrying out a particular language program”. The English language curriculum in school will help students become independent lifelong learners, creative thinkers and problem solvers who can communicate effectively in English. The curriculum based on a syllabus which merely specifies what topics must be understood and to what level to achieve a particular grade or standard.

Teaching English in MTsAbadiyah uses the KTSP (Kurikulum Tingkat Satuan Pendidikan). The teacher develops teaching material and the lesson plan, appropriate with the situation and condition of the students and based on the syllabus that the teacher gets from Department National.

### **2.1.3 Materials of Teaching English in**

#### **MTsAbadiyah Kuryokalangan Gabus Pati**

English is one of the lessons that must be learned by the students in MTsAbadiyah Kuryokalangan Gabus Pati. They language skills and language components, especially grammar. Material that the teacher used is Supplementary Material based on BSE (eBook School) which is made by National Education Department of Indonesia (*Depdiknas*). That material is used by the teacher and the

students in learning English. In addition, the teacher also uses “LKS” as sources for teaching English.

Material of teaching English in this school focus in four skills and language components which language components are taught integrated with skills. Grammar is an important language component that must be taught in this school and it involves many materials. Materials of grammars that are taught in the eighth grade are tenses (simple past tense and simple past continuous), temporal conjunction, adjective, descriptive, recount, narrative, etc. Those material are learn in second semester of the eighth grade students of MTs Abadiyah Kuryokalangan Gabus Pati.

#### **2.1.4 The Technique and Media of Teaching English at MTs Abadiyah**

##### **Kuryokalangan Gabus Pati**

In teaching and learning process the teacher have to find out an appropriate technique and media because if the teacher can create a good learning situation in making the students happy, interested and motivated, so it can be an interesting activity. Technique is a way that used to help a teacher in teaching and learning process. Once of technique that is used in this research is a game, namely Climbing Grammar Mountain game. According to Gunn and McCallum (2005:14) in Mei Kartina, “game is structured playing, usually undertaken for enjoyment and sometimes used as an educational tool.

Media is a tool which used the teacher to deliver the material in learning process. Sanakhy Hujair AH (2013: 4) state that “media is a tool that used to share

a message in learning process”. There are some kinds of media that can help the teacher in teaching and learning process, such as ; visual, audio, and audio-visual.

Based on the explanation above, the media and technique is very important thing in teaching. It makes the students understand easily and enjoyable with the English lesson. The teacher at MTs Abadiyah used cooperative learning technique and use some media, like visual, audio and audio-visual, but the teacher often uses visual such as: picture, poster, magazine, news item, etc.

## **2.2 Grammar as Complement of Language**

Learning grammar is visual as learning the rules of grammar. Grammar is one of language components in learning English which completes in learning four basic abilities that are listening, speaking, reading, and writing. Thus, grammar has important rule in learning English language.

Learning grammar will help to learn four basic skills to be easier too. According to Brown (2001:362), “grammar is the system of rules governing the conventional and relationship of words in a sentence”. And the other definition, Grammar is a story of language, of how language is put together and how it works (Gerot and Wigell, 1994:21), Zain (2007:19) sees grammar concern on form and structure of words and their relationships in sentences. From those definitions of grammar, it can be concluded that grammar is the system of rules that help a person to make or use of words and combine words to give meaning in a proper manner. The function of grammar itself is to understand and produce the text.

Learning grammar which English is as foreign language, learners need to know what the words of language are and what they mean. Learners needs also

combine the word to say what they want to say. The grammar of English is different from Indonesia grammar, for example particularly usage of tenses. In English, there are many types of tenses and they also have different position and function. In English, the use of verb is different time in tenses but in Indonesia, the use of verb is not different in time.

example:

- Kemarin saya meminjam sebuah buku cerita.
- Andi akan membeli sebuah buku cerita besok.

Possible responds:

- Yesterday , I bought a story book.
- Andi will buy a story book, tomorrow.

Although grammar does not belong to skill in English like listening, speaking, reading, and writing, grammar supports those skills. But the grammatically English have important roles, whether in speaking, writing, and reading, in formal context and academic.

### **2.2.1 Simple Past Tense**

In learning grammar there are three tenses that must be mastered by students in young learners. So that, the students can use the formula of each tenses to make a sentences, paragraph and text. Tense is the trappings on a verb that indicate when the action take place. According to Akhilis (2005:1), tense is verb form that the change of it depends on the time and event. Tense indicates time of an activity. Mukti (2008:178) said that “verb can explains an activity that is done at present (simple present tense), an activity that is done in past (simple past

tense), and an activity that is done in future (simple future tense)”. Those tenses constitute three fundamental tenses from four fundamental tense (Mukti, 2008:178). Those four fundamental tenses are present tense, past tense, future tense, and past future tense. From those definition about tenses, it can conclude that tense is verb form to indicate the time of activities.

In this research, the writer will focus on simple past tense. Simple past tense expresses events or situation that happened in the past (Azar, 1989:1). It means this tense indicates and activity or event that is done in the past. Murphy (1985:4) states that, “we use the past simple to talk about actions or situations in the past”. Meanwhile, Praniskas (1980:110) said that simple past expresses on one-time completed past event. Hall (1993:173) said that simple past tense indicates a past action that occurred a definite time in the past, whether that time is started or not. Ali Faidal R. (2010: 200) adds simple past tense is tense that indicate activity or event that is happended in the past. From those definition, it can be conclude that simple past tense is a tense that can express situation or event in the past .

According to Hariyanto and Hariyono (2002:141), there are two sentences in simple past tense. The sentences are devided into verbal and nominal sentences. First, a sentence uses a verb that called verbal sentences. Second, a sentence used to be as the verb that called nominal sentence. It will saw as table;

## 2.1 Table the Formula of Simple Past Tense

<b>Verbal</b>		
	Pattern	Example
Positive	Subject + V <sub>2</sub> + Object + adverb	I watched a film last night
Negative	S + did + not + V <sub>1</sub> + Object + adverb	I didn't watch a film last night
Interrogative	Did + Subject + V <sub>1</sub> + Object + adverb	Did I watch a film last night?

<b>Nominal</b>		
	Pattern	Example
Positive	Subject + to be (was/were) + noun, adjective, adverb	I was a bank teller
Negative	S + to be + not + noun, adjective, adverb	I wasn't a bank teller
Interrogative	Was/were + Subject + noun, adjective, adverb	Was I a bank teller?

As stated above, there are two kinds of sentences in simple past tense. There are verbal and nominal sentences. In verbal sentences, divide into two forms of verb. As said by Murphy (1985:22), there are two kinds of verb that used in the verbal sentence. There are regular and irregular verbs.

## 1. Regular Verb

Regular verb is a verb that adds -d or -ed. For example: accepted, arranged, played, replaced, started, studied, and etc.

Table 2.2 The Regular Verb of Simple Past Tense Forms

NO.	REGULAR VERB		
	Present	Past	Past Participle
1.	accept	accepted	accepted
2.	act	acted	acted
3.	add	added	added
4.	believe	believed	believed
5.	call	called	called
6.	change	changed	changed
7.	dance	danced	danced
8.	drop	dropped	dropped
9.	design	designed	designed
10.	enjoy	enjoyed	enjoyed
11.	exist	existed	existed
12.	kick	kicked	kicked
13.	need	needed	needed
14.	push	pushed	pushed
15.	reflect	reflected	reflected
16.	remain	remained	remained
17.	serve	served	served
18.	sort	sorted	sorted
19.	try	tried	Tried
20.	work	worked	Worked

## 2. Irregular verb

Irregular verb is a verb that doesn't follow the general rules of verb form.

For example: be, bet, buy, bring, dig, draw, drive, eat, write, and etc.

Table 2.3 The Irregular Verb of Simple Past Tense Forms

NO.	IRREGULAR VERB		
	Present	Past	Past Participle
1.	be	was	Been
2.	begin	began	Begun
3.	bet	bet	Bet
4.	come	came	Come
5.	cut	cut	Cut
6.	do	did	Done
7.	draw	drew	Drawn
8.	drink	drank	Drunk
9.	eat	ate	Eaten
10.	fall	fell	Fallen
11.	fit	fit	Fit
12.	get	got	Gotten
13.	lay	laid	Laid
14.	leave	left	Left
15.	lost	lost	Lost
16.	make	made	Made
17.	read	read	Read
18.	ride	rode	Ridden
19.	say	said	Said
20.	shoot	shot	Shot

According to Akhlis (2005:11), the usage of this tense is to state an activity that happened at one particular time in the past. Example: He brought a laptop last week. And Ali Faidal R. (2010: 200) stated that there are some usages of past tense, such as :

1. express a situation or event that is done in the past at a definite time.

Ex. He was not here yesterday.

- Express the situation or event that is done completely.

Ex. We went the city fair yesterday

- It is used for a past habit.

Ex. I often visited my grandparents' house.

- It is used in conditional sentences type 1.

Ex. If you had much money, what would you buy?

- Show the situation or event that is done in the past and it can express into question .

Ex. when did you buy that cellphone?

- Express a daily activity in the past but, now it don't do.

Ex. My father used to smoke when he was young.

Based on the explanation about the usages of simple past tense is to express the situation, activity or event that is done completely in the past at a definite time. In simple past tense there are some time signals (Mongot: 155) such as; yesterday, last night (week, month, year, etc), the day before (week, month, year, etc), at that time, in the past, in the early time, in 1945, when, ago, etc.

### 2.3 Climbing Grammar Mountain Game as Technique of Teaching

In teaching and learning process the teacher uses approach, technique, methods, and media to make the students enjoy and interest to learn. One of technique that is used is a game. Game is an activity or contest that has rules and

that people do for pleasure and in this research the writer will introduce and apply a new game, namely climbing grammar mountain game.

According to Gunn and McCallum in Mei Kartina(2014:8):,

“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 and that an easy game that is prepared and adapted to the unique needs of different classroom.”

The game promotes learning opportunity and enthusiasm for the learners.

In implementing Climbing Grammar Mountain game in the classroom process, the teacher will focus on attaining two main object (Gunn and McCallum, 2005:41). They are:

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

### **2.3.1 Advantages and Disadvantages of Climbing Grammar Mountain**

When the teachers use a technique in teaching and learning process, so they will find the advantages and disadvantages of technique that is used. that is same, when the writer do a research in teaching grammar by using Climbing Grammar Mountain game. This technique have advantages and disadvantages when it is used in teaching Simple Past Tense. According to Gunn and McCallum (2005) in Mei Kartina, there are two advantages of it, as follow:

1. Its adaptability, the game as Climbing Grammar Mountain game is its adaptability. It can be implemented to all learner levels. In other Words, the target learners can be form the beginner level and advanced level.
2. It provides sense of satisfaction to the students during their learning grammar process.

The sense of satisfaction for the students comes from the fact that they can work and climb the mountain together. Like in the real climbing mountain game, in this game the students are given sentences that are not too easy for them. It aim at motivating the students to use all their ability, knowledge and understanding on simple past tense.

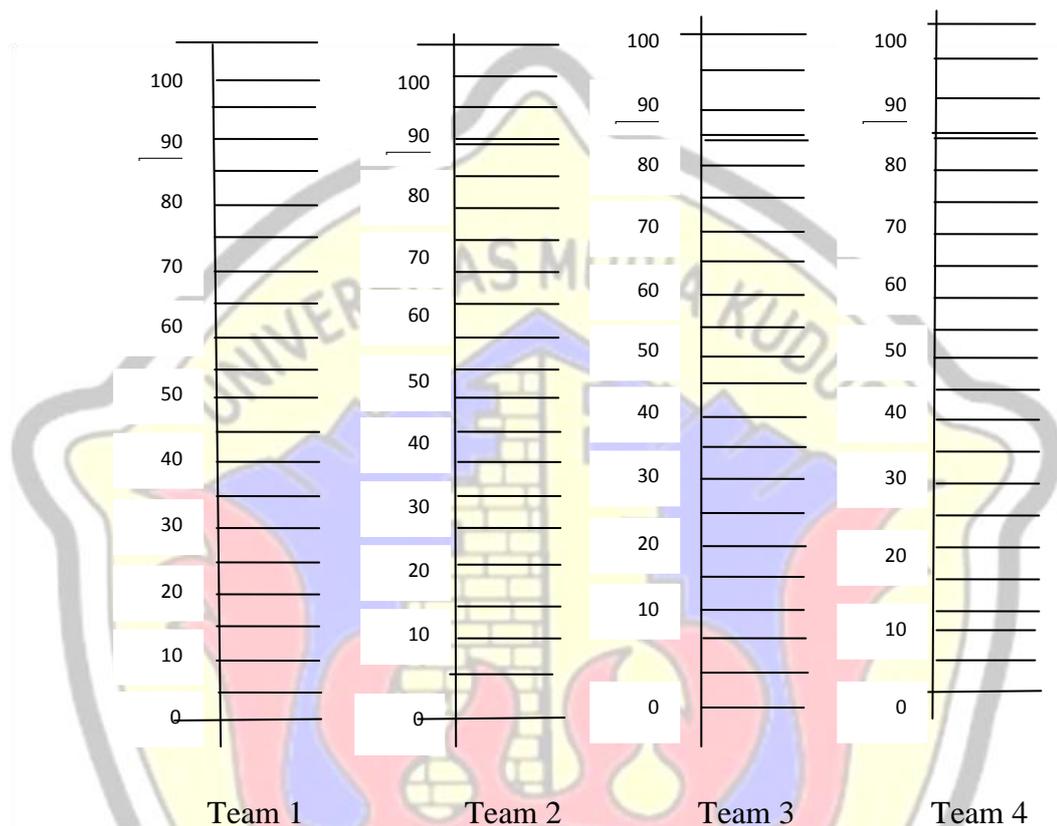
And in using Climbing Grammar Mountaingame there are two disadvantages also, such as;

1. It needs a long time to apply  
it means the teacher must prepare the picture of Climbing Grammar Mountain game, the piece of paper that consist of sentences, etc.
2. A classroom will be noisy because the students must discuss their assignment in group.

### **2.3.2 Steps in Teaching Grammar By Using Climbing Grammar Mountain Game**

There are some steps in teaching grammar by using Climbing Grammar Mountain, here are the steps of Climbing Grammar Mountain in the classroom in teaching Simple Present Tense (Gunn and McCallum,2005: 39-40):

1. Draw some vertical climbing lines on the board. The amount of the vertical climbing lines depends on how many teams are in the classroom.
2. Decide each line into 10 segments to represent vertical feet.
3. As in the example, mark the segments 10,20,30,40, etc.



### 2.3.1 Figure of Climbing Grammar Mountain Game

4. Prepare a series of sentences. Before starting the game, ask the students to get into teams of four or five people depending on how many students are in the class. Let the students choose a name for their team. And 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 a maximum of 20)

they are willing to award to it. And then show how the team will be moved up the mountain by that many vertical feet.

6. Next, provide a sentence that is incorrect. If the students cannot recognize it as incorrect and they award some 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 by using the sentences prepared. Draw one sentence at a time. Show one sentence to the first team. If the sentence is incorrect, give the playing team the first chance to correct the sentence for 5 bonus feet. If that team cannot correct the sentence, give chance to another team 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 all the sentences have been used.

#### **2.4 Review to Previous Research**

The previous research as reference in this current study is from the journal by AristaDian, etollwith the title Climbing Grammar Mountain game as A Reinforcing Technique in Teaching Experience Daily Activities. This research presented that using Climbing Grammar Mountain game can build up a good behaviour such as, helping each other, tolerance, mutual respect among the students.

The once of previous research as reference in this study which used Climbing Grammar Mountain as a game was conducted by Mei Kartina (2014), Using Climbing Grammar Mountain game to Asess Students' Grammar Ability in Senior High School. In this study, she used Climbing Grammar Mountain game as Game to assess students' grammar ability. The results of the research are can make the students more attractive to find grammatical feature in the text and it can build their embittered to play the game. So the students were not bored if they studied about grammar.

There are similarity and difference between the previous research and this research. The similarity between the first previous research and this research is the technique of teaching and learning grammar because both of them use Climbing Grammar Mountain as technique of teaching and the differences are the materials, subject setting and characteristic of the research, the subject in first previous research is fifth grade students of SDS KarunaSingkawang in academic year 2012/2013 that consist of 32 students which have score under KKM and the materials that is learned is simple present tense and the subject of this research is the students of class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati in academic year 2014/2015 that consist of 38 students which is have little understanding in grammar expecially in simple past tense.

And the similarity between the second previous research and this reseach is the technique of teaching and learning grammar because both of them use Climbing Grammar Mountain as technique of teaching and the differences are the materials, subject and setting of the research, the subject in first previous research

is senior high school and the materials that is learned is simple past tense in recount text and the subject of this research is the students of class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati in academic year 2014/2015 that consist of 38 students which is have little understanding in grammar especially using simple past tense in nominal and verbal sentences.

## 2.5 Theoretical Framework

Teaching is guiding and facilitating learning enable the learners to learn, setting the condition for learning and in MTs Abadiyah Kuryokalangan Gabuspati the purpose of English teaching are to improve students' skill in English and to make the students understanding and mastery in English, when doing teaching and learning process, this school used the KTSP (Kurikulum Tingkat Satuan Pendidikan). The teacher develops the syllabus, teaching material and the lesson plan, appropriate with the situation and condition of the students and the school combining the curriculum that the teacher gets from Department National.

The material that is learn in second semester of the eighth grade are tenses (simple past tense and simple past continuous), temporal conjunction, adjective, descriptive, recount, narrative, etc. And the technique that used by English teacher is cooperative learning technique and he used handout as media of teaching.

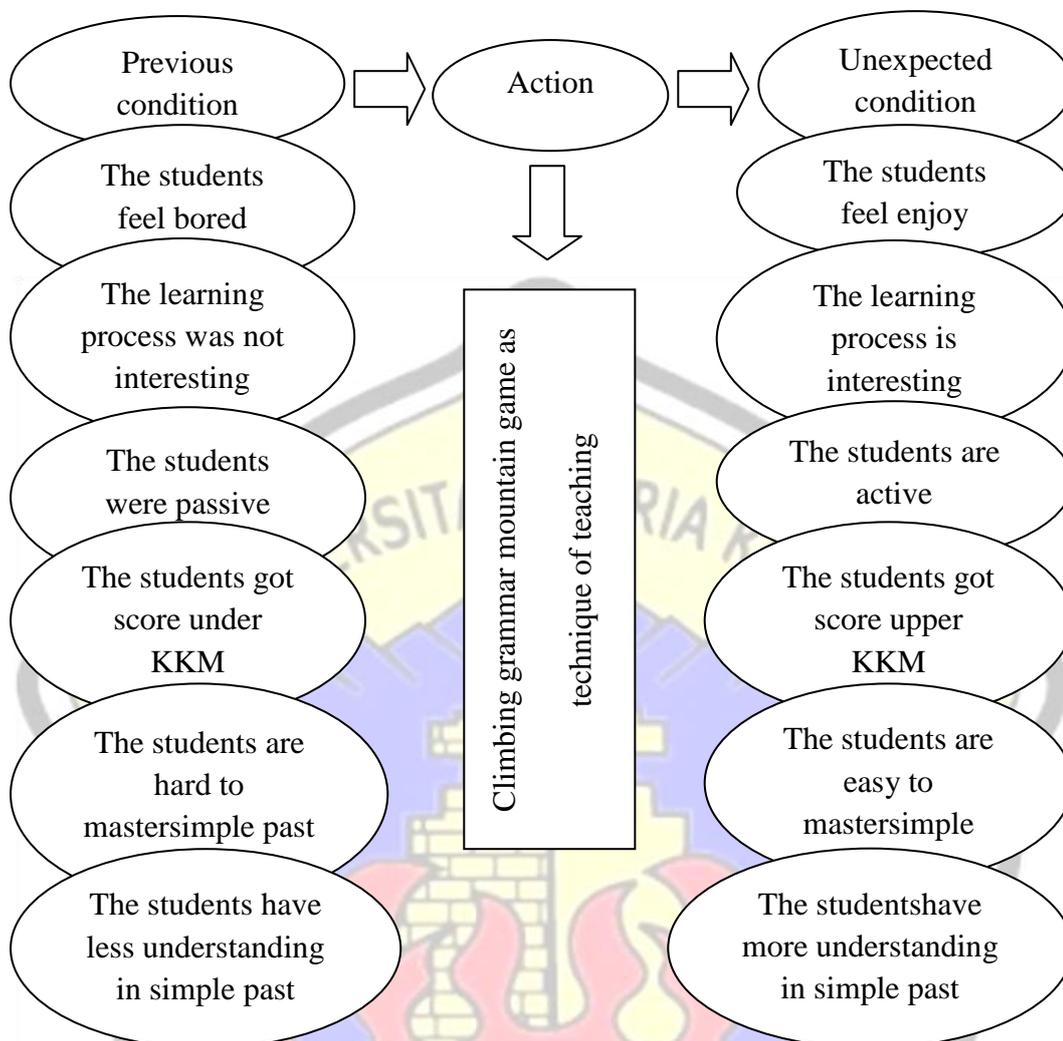
In this research, the writer will focus to improve students' mastery of grammar especially on simple past tense. Grammar is one of language components that very important in learning English which completes in learning

four basic abilities that are listening, speaking, reading, and writing. There are sixteen tenses in English grammar and one of them is simple past tense. Hall (1993:173) said that simple past tense indicates a past action that occurred a definite time in the past, whether that time is started or not.

When the writer observed at MTs Abadiyah Kuryokalangan Gabus Pati, the writer found a problem. That is most of students have difficulty in mastery simple past tense. They have difficulties in pattern and irregular verb of simple past tense. To solve the problem the teacher must have new interesting technique and media which make students enjoy and interest in teaching and learning process, so the writer gives solution to use Climbing Grammar Mountain game in teaching grammar.

Climbing Grammar Mountain game is ones of technique of teaching that can improve students mastery on past tense. It is ones of teaching technique where the students will playing and learning with their friends in group discussion. Climbing Grammar Mountain game have some disadvantages that useful to increasing students mastery on past tense such as make students have fun, and improve the motivaion in English. From the reason above the writer believes that teaching grammar by Using Climbing Grammar Montain game can improve students understanding in past tense for the students of class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati in academic year 2014/2015. The situation that happened in the classroom will saw in drawing, as follow:

2.2 Figure of Theoretical Framework



## 2.6 Action Hypothesis

Hypothesis is an action which is expected that it can solve research problem. Based on the statement of the problem, the hypothesis of the research can be formulated as follow “ Climbing Grammar Mountain game can improve students mastery of simple past tense for class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati in academic year 2014/2015.

## **CHAPTER III**

### **METHOD OF THE RESEARCH**

This chapter describes the research method used to examine how the implementation of Climbing Grammar Mountain game improves the students writing ability in classroom action research. This chapter involves setting and characteristic of subject of the research, variables of the research, design of the research, procedure of the research, and data analysis.

#### **3.1 Setting and characteristics of the subject of the Research**

In this research, the writer will use Climbing Grammar Mountain game as a technique to improve students understanding on past tense. It will be conducted at class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati in academic year 2014/2015. The eighth grade consist of six classes and the total number of eighth grade students are 228 students, but the writer choose one class in this research. It is class VIII E that consists of 38 students. They are 16 male and 22 females. The writer choose class VIII E because when the writer have interviewed with the English teacher of MTs Abadiyah, the teacher said that there are students' problems in English lesson expecially when studying grammar on simple past tense and that problem is found in class VIII E.

There are some characteristic of the students, such as they felt bored, did not give good attention, got score under KKM, and etc. These are the reason why the writer conducted the research in that school.

### 3.2 Variable of the Research

To answer the problems, there are two variables that are known. These variables are :

#### 1. Process variable

- The teachers activities in the process of teaching grammar by using Climbing Grammar Mountain as technique of teaching.
- Students' activities in the process of teaching grammar by using Climbing Grammar Mountain as technique of teaching.

#### 2. Output variable

The students' grammar mastery taught by using Climbing Grammar Mountain as technique of teaching.

### 3.3 Research Design

The design of this research is collaboration classroom action research and the research purpose is to improve the grammar mastery. This research will be conducted in the classroom and also to increase learning quality between teacher and learner in the classroom.

In this research the writer will conduct teaching collaboration with the English teacher. In this research, the English teacher becomes the teacher and teach the students by using Climbing Grammar Mountain during learning process. And the writer works as observer to observe the process of teaching by using Climbing Grammar Mountain.

Kemmis and Taggart (1988) (in Burns 2010:7) explains, "The procedure of classroom action research consists of some cycles, each cycle is conducted

through four steps; they are planning, acting, observing and reflecting”. Every cycle should be able to obtain the goal of the research, which is improve the students’ mastery of grammar.

The finding of each cycle is used to formulate plans for solving the problem faced in the teaching and learning process. Adapted from Kemmis and Mc. Taggard (in Burns.2010:9), in one cycle consists of four steps : planning, action, observation and reflection. Those steps will be repeated to the next cycle and so on; as described on the picture as follow;

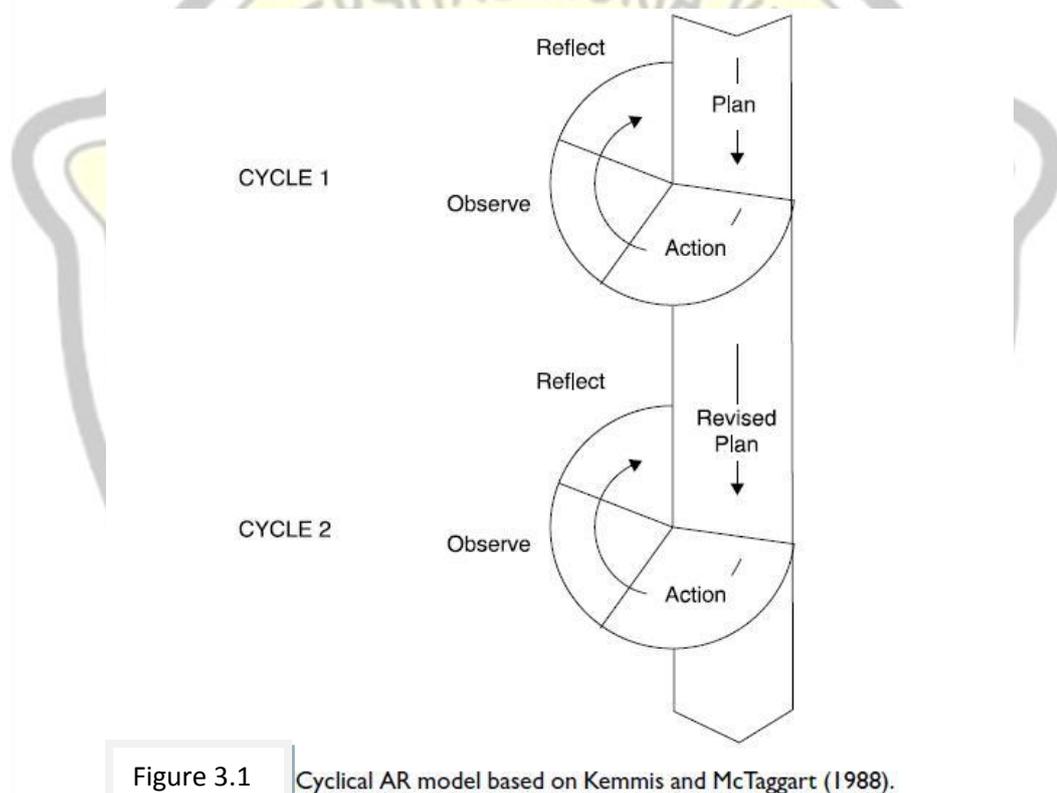


Figure 3.1 Cyclical AR model based on Kemmis and McTaggart (1988).

### 3.3.1 Planning

Plan is the first step occurs when we do something. It is occurs in classroom action research too. In planning phase, the writer identified the

problems and constructs the plan based on the research context in doing this activity, as follows:

1. Preparing the materials which is appropriate to teach by using Climbing Grammar Mountain game
2. Making a lesson plan to teach grammar by using Climbing Grammar Mountain game
3. Preparing for teaching facilities such as : picture, paper , card, board marker, book ,etc
4. Making the observation sheets to observe the condition of learning process
5. Making the students test to know the improvement of the students by using Climbing Grammar Mountain game

### **3.3.2 Action**

This activity is the implementation or application of planning concept. In this stage the teacher used the steps of plan in teaching and learning process as a treatment to gain improvement. The activity in this phase included:

1. Applying lesson plan in which Climbing Grammar Mountain game used as the technique of teaching
2. Applying the media as teaching facilities such as : picture, paper , card, board marker, book ,etc
3. Using the observation sheets to observe the condition of learning process
4. Giving the students test to know the improvement of the students by using Climbing Grammar Mountain game
5. Simultaneously, the writer takes the data of teaching and learning process

### **3.3.3 Observation**

Observation was done at the same time with the action. The purpose of observation was to know the teacher's and students' activities in the teaching and learning process. In this phase, the teacher taught while the writer as observer who observed whole activities in the classroom. While observing teacher's and student's activities, the writer also identified and analyzed the data in the teaching process. The writer used observation sheet that based on the real situation and condition in the classroom.

### **3.3.4 Analysis and Reflection**

After doing the action and the observation the writer investigated the action result which is included the strength and the weakness of the action. If there is still weakness, the writer revised the planning, the action, the observation and the reflection again so that the problem got a good suitable solution. In this stage of analysis and reflection, the writer used the observation to analyze the process of learning English by using Climbing Grammar Mountain game. After analyzing, the writer used the unexpected situation found in the observation to revise the next planning of the next cycles.

### **3.4 Data Collecting**

The technique of collecting data in this research involves:

1. Observation

The observation is technique of collecting data by observing the teacher and the students' activities and to know how is the implementation of

Climbing Grammar Mountain game as technique in grammar learning process by using observation sheet.

## 2. Test

The test is used to measure the students' grammar mastery of simple past tense in each cycle that will be conducted at the end of the cycle. In this research, the writer use essay test.

### 3.5 Instrumen of the Research

Instrument of the research was used by the writer to collect the data. The writer used two instruments to get the data.

In doing this classroom action research, there are instruments which are needed. The writer uses two instruments of this research. They are observation, and test.

#### 1. Observation Sheet

Observation is one of instrument that use to observe teacher activities and students activities in teaching and learning process. The writer uses it to record activities in teaching and learning grammar on simple past tense by using Climbing Grammar Mountain game.

#### 2. Achievement Test

Test is one of instruments that used by the writer to know the improvement of students mastery of simple past tense by using Climbing Grammar Mountain game. The teacher give the test to the students, before and after do classroom action research by using Climbing Grammar Mountain game.

The kind test that used by the writer was oral test. The oral test used to measure the students' mastery of simple past tense.

### 3.6 Data Analysis

In this research, the writer will use both qualitative and quantitative method to analyze the data.

According to Creswell (2008:56) qualitative data tends to consist of text analysis tends to involve developing a description and themes, and interpretation tends to consist of stating the larger meaning of the findings.

While the data analysis for quantitative according to Creswell (2008:56) tends to consist of statistical analysis. Then, data analysis tends to involve describing trends, comparing differences, or relating variables. The last, interpretation tends to consist of comparing results with prior predictions and past research.

Furthermore, in this research to analyze the data from observation sheet, the writer used qualitative method. While to analyze the data from the students' grammar achievement test, the writer used quantitative method. The data that will be collected are:

1. Data of Teacher' and Students' Activities in teaching grammar on Simple Past Tense Using Climbing Grammar Mountain game

To know how the teacher' and students' activities during the teaching and learning process, the writer was used the observation sheet. The writer analyzed the data from observation sheet by using qualitative data method. Through the

observation sheet, took a note about the unexpected condition that apperas in the classroom.

Based on the unexpected condition that found, it can be as consideration to make a revision. The unexpected condition should be highlighted to revise the plan in the next cycle.

According to Burns Anne (2005:167), there are some steps to analyze the qualitative data;

- a. Define the content, text or message,

The content that was analyzed are the unexpected condition of teacher and students' activities.

- b. Write clear definition of the key categories.

There are three catagories of students' activities that was analyzed. They are; a) the students who are passive in learning process, b) the students who are not anthusiastic in learning process, c) the students who are busy with their friends if the teacher gives explanation, and there are three categories of teacher' activities that were analyzed. They are, a) the teacher who does not give review the material in the end of teaching and learning process, b) the teacher who does not apply the technique well, c) the teacher who does not ask the students about their understanding of the material that was learned during teaching and learning process.

- c. Analyse the data and code the categories.

The data was analyzed based on the categories, and each categories had different codes.

d. Count the data.

The data counted based on the code of categories.

2. Data of Students' Grammar Mastery of Simple Past Tense

To analyze the data from students' grammar achievement test, the writer was used quantitative data method. The students' achievement test were used to measure the grammar mastery of simple past tense whether it was improved or not. After calculating the students' test score, then the total score was calculated to find the mean by using the formula from Arikunto (2010:324),

$$X = \frac{\sum x}{N}$$

The formula note:

X= the mean score

$\sum$ = sum of the whole of score

N= the number of the students

After that, the average score is changed percentage by using the formula:

$$NP = \frac{X}{R} \times 100\%$$

Note:

NP= the average score percentage

X= the average score

R= maximum score (100)

Besides, the average score of the students' grammar mastery can be categorized based on the criteria as follow:

Table. 3.3 The Criteria of Students' GrammarMastery Mean Score

Score	Achievement category
81-100	Excellent
70-79	Good
56-69	Sufficient
40-55	Low
30-39	Poor
<30	Bad

### 3.7 Success Indicator

According to explanation of the English teacher in MTs Abadiyah Kuryokalangan Gabus Pati, the minimum Standard Competency of English subject in this school is 70. Meanwhile, the success indicator in this classroom action research would be achieved if the subject had be achieved the minimum Standard Competency of English subject. There are two categories of success indicators in this research, as follow:

1. The teaching and learning process are successful, if all of the activities in teaching and learning process of grammar by using Climbing Grammar Mountain game can be done and got the good response from the students.. Its means if the students that give good response in teaching and learning process more than 70% from all of the students in the class.
2. The students' Grammar mastery on past tense by using Climbing Grammar Mountain game is improved, if the students that get minimum Standard

Competency score of English subject or 70 more than 70 % from all of the students in the class.

If two success indicators above are achieved by the students of class VIII E in MTs Abadiyah Kuryokalangan Gabus Pati, so the research will be stopped.



## **CHAPTER IV**

### **FINDING OF THE RESEARCH**

The chapter discusses the finding of the research. It consists of pre- cycle, the result of cycle I, and the result of cycle 2. The finding of the research could be explained as follows:

#### **4.1 Pre- Cycle**

Before doing research, the writer has interviewed with an English teacher of eighth grade especially the students of class E in MTs. Abadiyah Kuryokalangan Gabus Pati in academic year 2014/2015. from the result of interview, the writer got the information that many students had difficulties to mastery simple past tense. They still difficult to made sentences in simple past tense especially in negative and introgative sentences. So, the students' English scores are still under KKM. After that, the writer did observation in the classroom. She observed the teacher and students activities when teaching and learning process. The writer found many problems such as; most of the students are crowded, uninteresting, felt bored and did not enthusistic during teaching and learning process and then, the writer gave pre- test to the students to know the grammar score of the students axpecially on simple past tense.

Based on the fact, the writer assumed that the students of class VIII E needed an appropriate technique to solve their problem. The technique that the writer proposed was Climbing Grammar Mountain game because it could help the

students to mastery simple past tense. It can make the students more interested in teaching and learning grammar.

In conducting this research, the writer collaborated with the English teacher. Here, the teacher acted as the teacher (tutor) who taught the students based on the lesson plan, and the writer was as the observer who observed the teacher's and students' activities in the classroom. In this research, there were two instruments that were used by the writer to collect the data. They were observation sheet and test. The observation sheet was used to know the teacher's and the students' activities in the implementation of Climbing Grammar Mountain game, while the test was used to measure the students' mastery of simple past tense. The result of the instruments can be seen as follows:

**Table 4.1 Scoring of the Students' Mastery Simple Past Tense Before Using Climbing Grammar Mountai Game of Class VIII E MTs Abadiyah Kuryokalangan Gabus Pati in the Academic Year 2014/2015**

STUDENTS	Name	SCORE	STUDENTS	Name	SCORE
1	AA	55	20	MH	62
2	Ad	70	21	MR	60
3	AS	62	22	MN	66
4	AK	57	23	MB	65
5	AV	56	24	MA	64
6	AP	63	25	MAR	63
7	AW	65	26	PH	64
8	AM	66	27	RM	70
9	AS.	75	28	RH	61
10	DL	64	29	RF	67
11	DS	62	30	Ru	68
12	DN	71	31	SW	65
13	DL	65	32	SA	63
14	FK	66	33	SR	56
15	FD	70	34	TA	65

STUDENTS	Name	SCORE	STUDENTS	Name	SCORE
16	HT	67	35	WA	60
17	IH	63	36	WS	55
18	IH	59	37	AN	60
19	KU	60	38	SK	62
<b>SUM = 2484/38 = 65.7</b>					
<b>Percentage = 65.7%</b>					

#### 4.2 The Result of Cycle 1

The writer did cycle 1 on May 22<sup>th</sup> up to 25<sup>th</sup>, 2015. This activity was followed by the all of students of class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati in academic year 2014/2015. It consisted of 38 students (22 male students and 16 female students). This cycle was done by implementing Climbing Grammar Mountai game as a technique of teaching that was applied by the teacher (tutor). In this cycle, the writer acted as the observer, while the English teacher was still as the teacher. The result of cycle 1 shows the teacher's and the students' activities and the students' pronunciation skill. This cycle was applied by some procedures as follows:

##### 1. Planning

In the first step, the writer designed the lesson plan and made indicator that was appropriate in the Class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati. The lesson consists of 3 activities; they were pre-activity, main activity, and post activity. In this lesson plan, the writer included the material about simple past tense that taught by the English teacher to the students in teaching grammar. All of the preparations about lesson plan and material had been discussed to the

teacher before doing action. It was important because it would be used by the teacher to guide her in teaching and learning process.

## **2. Action**

The writer applied the planning concept in action. The teacher taught by using Climbing Grammar Mountain game as technique of teaching and the writer observed the teaching and learning process. The first cycle consisted of two meetings:

### **a. First meeting**

The first meeting in cycle 1 was held on May, 22<sup>th</sup> 2015. The English teacher did the activities that had set in the lesson plan. The teacher did three activities in teaching and learning process. Pre-activity was the first activity before starting the lesson. These activities consist of greetings, checking the attendance list and apperception.

The second activity was main activity. The writer did some steps of teaching in this activity. The teacher explained the material about simple past tense to the students. Then the teacher explained about how the way of doing Climbing Grammar Mountain game as technique of teaching. The teacher decides the students into some groups that consist of 5-6 students to do the assignment (identify some sentences into correct or incorrect sentence).

The last activity in the first meeting was post-activity. The teacher gave opportunities to the students to ask questions if still get difficulties. In the end, the teacher made conclusion of material that had given then closed the teaching and learning process.

### **b. Second Meeting**

The second meeting in cycle 1 was held on May, 25<sup>th</sup> 2015. The teacher did all activities that have been set in lesson plan. The teacher did three activities in the class. The teacher gave greeting and check attendant list in the pre-activity. In the main activity, the teacher reviewed the material about simple past tense which had given in the first meeting of cycle 1. The teacher also reviewed how to conduct Climbing Grammar Mountain game as technique of teaching. Then the teacher gives test to the students and the students must do it individually. And the end the teacher ask to the students to momorize the irregular verbs at home.

The students felt fun in teaching simple past tense by using Climbing Grammar Mountai game as technique of teaching. The teacher felt really happy because the students had big motivation to learn although they still confused to apply Climbing Grammar Mountain game as technique of teaching grammar.

### **3. Observation**

The observation was conducted by the writer to know the teacher's and students' activities in teaching grammar by using conversational shadowing technique. The total of student was 38; 16 males and 22 females. The writer concluded observation sheet in the first and second meeting in cycle 1.

#### **4.2.1 The Implementation of Climbing Grammar Mountain Game in Teaching Simple Past Tense of Class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati in Academic Year 2014/2015 in Cycle 1.**

In this cycle, the writer used observation sheet to know the teacher's and the students' activities in the teaching and learning process applying Climbing

Grammar Mountain game. Below is the result of the implementation of Grammar Mountain game in teaching simple past tense in cycle 1:

**Table 4.2 The Implementation of Climbing Grammar Mountain Game Teaching Simple Past Tense of Class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati in Academic Year 2014/2015 in First Meeting of Cycle 1.**

NO.	Teacher Activities	Students Activities	Notes
	<b>Pre-Teaching</b>		
	A. Greeting		
1.	Saying greeting	Respo Responding greeting	<i>Some students were still busy with their business</i>
2.	Checking students' attendant list	Rising their hands	All of the students rose their hands one by one
3.	Giving introduction	Paying attention	<b>Some students talked with their friends</b>
	B. Apperception		
5.	Giving questions and about material that will be taught	Responding the questions	<u>There were some students did not response the questions</u>
	Motivation		
6.	Explaining about the materials that will be learned, that is about simple past tense	Paying attention	<b>There were 2 students who talked to each other</b>
7.	Giving general illustrations about benefits of learning that material	Paying attention	<b>There were four students who talked to each other</b>
	<b>Main Teaching</b>		
	A. Exploration		
8.	Giving introduction about simple past tense	Paying attention	<i>There were two students slept in their desk</i>
9.	Explaining about simple past tense in nominal and verbal sentences	Paying attention	<b>There were three students talked with their friend</b>
10.	Giving pattern of simple past tense	Paying attention	The students paid attention
11.	Giving example of simple past tense	Paying attention	The students paid attention

Table 4.2 Continued

NO.	Teacher Activities	Students Activities	Notes
	B. Elaboration		
12.	Explaining about Climbing Grammar Mountain Game	Paying attention	<i>There were three students slept in their desk</i>
13.	Explaining about steps of teaching and learning process by using Climbing Grammar Mountain Game	Paying attention	<u>The teacher did not give more explanation the steps of teaching process by using Climbing Grammar Mountain game</u>
14.	Preparing a series of sentences., ask the students to get into teams of four or five people. Let the students choose a name for their team. And then start by playing a practice, round of the game	Making a team consist of four or five people and give name of their teams	<u>Some of students did not made a team</u>
15.	<ul style="list-style-type: none"> <li>- Providing the whole class with a correct sentence that is fairly easy to identify as correct</li> <li>- Asking each team how many vertical feet (up to a maximum of 20) they are willing to award to it</li> <li>-Showing how the team will be moved up the mountain by that many vertical feet.</li> </ul>	<ul style="list-style-type: none"> <li>- Discussing the sentence with their team and then, identify the sentences</li> <li>- Each teams responding the instruction</li> <li>- Paying attention</li> </ul>	<u>Some of students did not understand about the instruction, but the students did not asked to the teacher</u>
16.	- Explaining how is the way in using climbing grammar mountain game?	- Paying attention and trying to comprehend that explanation	All of the students paid attention

Table 4.2 Continued

NO.	Teacher Activities	Students Activities	Notes
17.	- After the practice round, beginning the actual play by using the sentences prepared. Writing one sentence at a time and show one sentence to the first team,	- Paying attention and trying to comprehend that explanation	All of the students paid attention
18.	Giving the list of irregular verb and asking the students to memorize it	Accepting the list of irregular verb and memorize it	The students accepted the list of irregular verb
<b>C. Confirmation</b>			
19.	Engaging one of teams to give reconstruction in whole class discussion with particular focus on targeted grammatical form	One of teams giving reconstruction focus on grammatical form in front of the class	<u>There was not team that gave reconstruction focus on grammatical form in front of the class</u>
20.	Discussing the problem face by the students during learning process	Explaining their problem during learning process	<u>There was not student explained their problem during learnig process</u>
<b>Post Teaching</b>			
21.	Taking conclusion to the material that has been learned with the students	Paying attention	<u>The teacher forgot to took conclusion</u>
22.	Asking to the students' difficulties	Responding the questions	<u>There was not student responded the question</u>
24.	Closing a meeting by saying leave taking	Responding leave taking	<u>All of the students responded it</u>

Notes :

the students was passive

*the students did not enthusiastic*

**the students were busy with their friends**

the teacher did not explanation well

the teacher did not take conclusion

Based on the observation sheet above, it was noted that there were some weaknesses or unexpected conditions that were found in the first meeting of cycle I. The first problem was most of the students was passive in learning process, they did not answer the teacher' questions because they afraid if their answer was false. And if they did not understand with the teacher' explanation they afraid to ask to the teacher. The second problem was most of the students did not enthusiastic in learning process, they did not pay attention to the teacher' explanation because they felt bored and they busy with their business or just slept in their desk. And the third problem was most of students were busy with their friends because they felt the technique that was use by the teacher in learning process was not interesting.

The other problem was the teacher did not give more explanation about the step of teaching and the teacher also didn't apply the technique well because the teacher focused too much on the material that will be taught to the students and the teacher still confused about the steps of applying the technique. And the teacher forgot to took conclusion in the end of teaching and learning process, so most of the students were still confused with the material and the technique.

**Tabl 4.3 The Implementation Climbing Grammar Mountain Gamein Teaching Simple Past Tense of Class VIII E of MTs Abadiyah Kuryoka1angan Gabus Patiin Academic Year 2014/2015 in the Second Meeting Cycle 1.**

NO.	Teacher Activities	Students Activities	Notes
	<b>Pre-Teaching</b>		
	A. Greeting		
1.	Saying greeting	Responding greeting	<i>Some students were still busy with their business</i>
2.	Checking students' attendant list	Rising their hands	All of the students rising their hands one by one
3.	Giving introduction	Paying attention	<b>Some students talked with their friends</b>
	B. Apperception		
5.	Giving questions and about material that will be taught	Responding questions	<u>There were some students did not response the questions</u>
	Motivation		
6.	Explaining about the materials that will be learned, that is about simple past tense	Paying attention	<u>There were 2 students who talked to each other</u>
7.	Giving general illustrations about benefits of learning that material	Paying attention	<u>There were four students who talked to each other</u>
8.	Reviewing the material in the last meeting	Paying attention and remembering the material	<i>There were two students slept in their desk</i>
9.	Giving example of simple past tense	paying attention	<b>There were three students talked with their friend</b>
	B. Elaboration		The
10.	Giving test to the students	Doing the test individually	<u>There were three students did not do the test</u>

**Table 4.3 Continued**

NO.	Teacher Activities	Students Activities	Notes
11.	Engaging one of teams to give reconstruction in whole class discussion with particular focus on targeted grammatical form	One of teams giving reconstruction focus on grammatical form in front of the class	<b>There were three students talked with their friend</b>
12.	Discussing the problem face by the students during learning process	Explaining their problem during learning process	The students paid attention
	<b>Post Teaching</b>		
13.	Taking conclusion to the material that has been learned with the students	Paying attention	<u>The teacher forgot to took conclusion</u>
14.	Asking to the students' difficulties	Responding the questions	<u>The teacher did not ask the students' understanding and difficulties</u>
15.	Giving a test to the students as evaluation towards their learning	Doing their test	All of the students responded it
16.	Closing a meeting by saying leave taking	Responding leave taking	All of the students responded it

Notes:

the students was passive

*the students did not enthusiastic*

**the students were busy with their friends**

the teacher did not take conclusion

The teacher did not ask the students' understanding

In the first meeting, there were some unexpected conditions that happened during teaching and learning process such most of the students was passive in learning process, they did not answer the teacher' questions because they afraid if their answer was false and if they did not understand with the teacher' explanation

they afraid to ask to the teacher. And the other problem was most of the students did not enthusiastic in learning process, they did not pay attention to the teacher' explanation because they felt bored. So, in this research the writer did the research collaboratively with the English teacher. The writer as the observer and the teacher as the teacher discussed to revise the plan. In the second meeting, the writer and the teacher provided different way to explained the materials to make the students more understood about the materials so, the students felt enjoy in teaching and learning process.

#### **4.2.2 The Students' Mastery of Simple Past Tense of Class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati by Using Climbing Grammar Mountain Game in Cycle 1**

In doing this research, the teacher also used test to know the students' mastery of simple past tense. The students' mastery of simple past tense was taken from the result of test. The students' mastery of simple past tense using Climbing Grammar Mountain Game in Cycle 1 can be seen as follows:

**Table 4.4 The Students' Mastery of Simple Past Tense of Class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati by using Climbing Grammar Mountain Game in Cycle 1**

No.	Name	Score	Note
1.	AA	57	-
2.	Ad	65	-
3.	AS	83	√
4.	AK	60	-
5.	AV	53	-
6.	AP	73	√
7.	AW	85	√
8.	AM	60	-

**Table 4.4 Continued**

No.	Name	Score	Note
9.	AS.	52	-
10.	DL	87	√
11.	DS	85	√
12.	DN	57	-
13.	DL	78	√
14.	FK	65	-
15.	FD	52	-
16.	HT	65	-
17.	IH	63	-
18.	IH	57	-
19.	KU	70	√
20.	M H	67	-
21.	MR	80	√
22.	MN	80	√
23.	MB	55	-
24.	MA	52	-
25.	MAR	57	-
26.	PH	58	-
27.	RM	62	-
28.	RH	68	-
29.	RF	65	-
30.	Ru	78	√
31.	SW	75	√
32.	SA	70	√
33.	SR	52	-
34.	TA	60	-
35.	WA	57	-
36.	WS	83	√
37.	AN	52	-
38.	SK	79	√
Total		2.517	
Average		66,2	
Percentage		66,2 %	

**Note :**

√ = achieve the minimum score (70)

- = not achieve the minimum score (70)

**Table 4.5 The Students' Summary Score of Mastery Simple Past Tense of Class VIII E MTs Abadiyah Kuryokalangan Gabus Pati by Using Climbing Grammar Mountain Game in cycle 1**

No.	Score	Frequency	Percentage
1.	89-100	0	0%
2.	79-88	6	16%
3.	66-78	8	21%
4.	46-65	24	63%
5.	0-45	0	0%
<b>Total</b>		<b>38</b>	<b>100%</b>

Based on the table above I calculated the average score of the students' mastery of simple past tense of Class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati after taught by using Climbing Grammar Mountain game. The higher score was 87 and the lowest score was 52. The students who got high score was one students and the students who got the lowest score was twenty four students.

To get the mean of the students' mastery of simple past tense score uses the formula as follow:

$$\bar{x} = \frac{\sum Fx}{N} = \frac{\sum 2517}{38} = 66.2$$

Then to get the average score percentage I uses the formula as follow:

$$NP = \frac{X}{t} \times 100\%$$

$$NP = \frac{66.2}{100} \times 100\%$$

$$NP = 66.2\%$$

I get the data from the calculation above that the mean 66.2 and the average score percentage is 66.2 %.

**Table 4.6 The Scoring Criteria of the students' achievement test**

No	Score	Achievement category
1.	81-100	Excellent
2.	70-79	Good
3.	56-69	Sufficient
4.	40-55	Low
5.	30-39	Poor

Based on the criteria above I could conclude that the students'

mastery of simple past tense was sufficient.

#### 4. Reflection

In this phase, Based on the result of the observation in the second meeting of cycle 1 above, it can be seen that most of the students paid attention well to teacher and they could do the teacher's command but here the writer still found some problems. There were some students who did not enthusiastic in learning process, they did not pay attention to the teacher' explanation .There were some students who slept when the teacher explained the material. There weres ome students who did not do the test because they have less understanding about the materials. So they still confused to did the test.. In the result of oral test showed that the average score of oral test in cycle 1 was 66.2 and the percentage was 66.2 % with 24 students got score < 70 (fail) and 14 students got score > 70 (pass). Based on the KKM or Minimum Criteria of Completeness, the students' grammar expecially of simple past tense can be categorized **sufficient**.

Based on the observation sheet and the result of essay test, the writer can reflect that the teacher should more explain the way to do Climbing Grammar Mountain game in teaching simple past tense. The teacher should deliver more the example of simple past tense in nominal and verbal sentences. From that

explanation, the writer concluded that the students still difficult to mastery simple past tense. So, the writer decided to continue the research in the next cycle.

### 4.3 The Result of Cycle 2

Cycle 2 was done on April 27<sup>th</sup> up to 30<sup>th</sup>, 2015. It was followed by 38 students of class VIII E of Mts Abadiyah Kuryokalangan Gabus Pati. The cycle was done by using Climbing Grammar Mountain game as a technique of teaching that was applied by the teacher in the teaching and learning process. The result of cycle 2 consisted of the teacher's and the students' activities in the implementation of Climbing Grammar Mountain game and the students' pronunciation skill of class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati.

Basically, the design of teaching learning of cycle 2 was not far different from those on cycle 1. The aims of cycle 2 were not only to settle the weaknesses of teaching learning design on the first cycle but also to encourage the students to be more active during the implementation of Climbing Grammar Mountain game in teaching and learning process so the students can understand about simple past tense in nominal and verbal sentences and they should memorized irregular verb.

In this cycle, the teacher's and the students' activities in the implementation of Climbing Grammar Mountain game, and there was an improvement of the students' mastery of simple past tense of class VIII E from cycle 1. Therefore, the writer decided to stop the action in this cycle because the students' average score was more than the minimum score criteria. This cycle was applied by some procedures as follows:

## **1. Planning**

In cycle II, the writer prepared difference lesson plan from cycle I. The lesson was about simple past tense. There were three activities in the lesson plan; they are: pre-activity, main-activity and post-activity. The writer designed the lesson plan in cycle II is based on the result from cycle I.

## **2. Action**

From cycle I to cycle II should be difference. The writer changed the activity better than cycle I. It was hoped that the result of cycle II could be improvement.

### **a. First Meeting**

The first meeting in cycle II was held on May, 27<sup>th</sup> 2015. The teacher did the activities that had been set in the lesson plan. In pre-activity, the teacher did some activities likes greeting, checking the attendance list and checking the students' readiness.

In the main activity, the teacher did some activities. She delivered the material about simple past tense. She also gave the example of simple past tense. The teacher asked the students to make a group consist of 4-5 students. Each group had assignment to clasify some sentences into nominal and verbal sentence.

The third activity was post-activity. In this activity, the teacher concluded the material and she gave the oppotunities to the students to ask question that still make confusing. Then, the teacher closed the teaching and learning process.

### **b. Second Meeting**

The second meeting in cycle II was held on May, 30<sup>th</sup> 2015. The teacher implemented all activities that have been set in lesson plan. The teacher gave greeting and check attendant list in the pre-activity. In the main activity, the teacher reviewed the material about simple past tense which has given in the first meeting of cycle II. The teacher asked the students to do essay test individually.

### **3. Observation**

The observation was conducted by the writer to know the teacher's and students' activities in teaching simple past tense by using Climbing Grammar Mountain game as technique of teaching. The observation was doing in the same time of action. The writer wrote all activities that happened in teaching and learning process. She did the observation in the first and second meeting in cycle II.

#### **4.3.1 The Implementation of Climbing Grammar Mountain Game in Teaching the Students' Mastery of Simple Past Tense of Class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati in Academic Year 2014/2015 in the First Meeting of Cycle 2.**

In cycle 2, the writer stayed to use observation sheet to know the teacher's and the students' activities in the teaching and learning process using Climbing Grammar Mountain game. Here, the writer provides the result of the implementation of Climbing Grammar Mountain game in teaching the students' mastery of simple past tense in cycle 2 that can be seen below:

**Table 4.7 The Implementation of Climbing Grammar Mountain Game in Teaching the Students' Mastery of Simple Past Tense of Class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati in Academic Year 2014/2015 in the First Meeting of Cycle 2.**

NO.	Teacher Activities	Students Activities	Notes
	<b>Pre-Teaching</b>		
	A. Greeting		
1.	- Saying greeting	Responding greeting	The students responded the greeting
2.	- Checking students' attendant list	Rising their hands	All of the students rised their hands one by one
3.	-Giving introduction	Paying attention	The students paid attention
	B. Apperception		
5.	-Giving questions and about material that will be taught	Responding the questions	The students answer the questions
	Motivation		
6.	Explaining about the materials that will be learned, that is about simple past tense	Paying attention	The students paid attention
7.	Giving general illustrations about benefits of learning that material	Paying attention	<b>There were four students who talked to each other</b>
	<b>Main Teaching</b>		
	A. Exploration		
8.	Giving introduction about simple past tense	Paying attention	The students paid attention
9.	Explaining about simple past tense in nominal and verbal sentences	Paying attention	<b>There were two students talked with their friend</b>
10.	Giving pattern and examples of simple past tense	Paying attention	The students paid attention
	B. Elaboration		
11.	Explaining about Climbing Grammar Mountain Game	Paying attention	<b>There were two students busy with their friends</b>

**Table 4.7 Continued**

NO.	Teacher Activities	Students Activities	Notes
12.	Explaining about steps of teaching and learning process by using Climbing Grammar Mountain Game	Paying attention	The teacher gave explanation well and All of the students paid attention
13.	Preparing a series of sentences. Before starting the game, ask the students to get into teams of four or five people. the	Making a team consist of four or five people and give name of their teams	<u>Some of students did not made a team</u>
14.	<ul style="list-style-type: none"> <li>- Providing the whole class with a correct sentence that is fairly easy to identify as correct</li> <li>-Asking each team how many vertical feet (up to a maximum of 20) they are willing to award to it</li> </ul>	<ul style="list-style-type: none"> <li>- Discussing the sentence with their team and then, identify the sentences</li> <li>- Each teams responding the instruction</li> </ul>	Some of students did not understand about the instruction
15.	<ul style="list-style-type: none"> <li>- Explaining how is the way in using climbing grammar mountain game? it is provide a sentence that is incorrect or correct.</li> </ul>	<ul style="list-style-type: none"> <li>- Paying attention and trying to comprehend that explanation</li> </ul>	All of the students paid attention
16.	After the practice round, beginning the actual play by using the sentences prepared. Writing one sentence at a time and show one sentence to the first team, The game continues until all the sentences have been used.	<ul style="list-style-type: none"> <li>- Paying attention and trying to comprehend that explanation</li> </ul>	All of the students paid attention
17.	Giving peace of paper that consist of some sentences (nominal and verbal sentences)	Accepting the paper	The students accepted the list of irregular verb

Table 4.7 Continued

NO.	Teacher Activities	Students Activities	Notes
18.	Asking the students to identify the sentences as nominal or verbal sentence individually	Identifying the sentences	
	C. Confirmation		
19.	Engaging one of teams to give reconstruction in whole class discussion with particular focus on targeted grammatical form	One of teams giving reconstruction focus on grammatical form in front of the class	There was team that gave reconstruction focus on grammatical form in front of the class
20.	Discussing the problem face by the students during learning process	Explaining their problem during learning process	There was student explained their problem during learning process
	<b>Post Teaching</b>		
21.	Taking conclusion to the material that has been learned with the students	Paying attention	All of the students paid attention
22.	Asking to the students' difficulties	Responding the questions	All of the students responded it
23.	Closing a meeting by saying leave taking	Responding leave taking	<u>There were two student just silent</u>

Notes :

The students was passive

**the students were busy with their friends**

The shown data in the observation sheet described the writer collaborated with the English teacher had revised the plan in cycle 2. They revised the plan based on the weakness which was found in cycle 1. Relating to the table above, there were some progresses that were shown by the students and the teacher.

Here, the teacher made the students to know the differences of nominal and verbal sentences of simple past tense by using Climbing Grammar Mountain as technique of teaching and learning process well. Then the teacher asked to the students to found out the Subject, verb/to be, object and adverb in sentences. It encouraged the students to be more active during the implementation of Climbing Grammar Mountain in teaching and learning process. The teacher also did not forget to review the material in the end of teaching and learning process and gave motivation to the students. In addition, most of the students paid attention well to the teacher's explanation, so they understood more about the material. At the end of meeting, the teacher gave motivation and appreciation to the students. The teacher prepared surprise to the student who got the best score in the previous test. The teacher also gave motivation to the students and they responded to the teacher's motivation well. In addition, the class was not crowded when applying Climbing Mountain game in teaching and learning process.

In the other hand, the writer still found some problems. There were some students who still talked with their friends and two students came late because the weather was not good. In addition, there were four students still stayed on their seats when the teacher asked them to gather with their friends to make a team and even there were two students who slept on their table when the teacher gave explanation. From the finding above, the writer continued the action in the second meeting. The result can be seen as follow:

**Table 4.8 The Implementation of Climbing Grammar Mountain Game in Teaching the Students' Mastery of Simple Past Tense of Class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati in Academic Year 2014/2015 in the Second Meeting of Cycle 2.**

NO.	Teacher Activities	Students Activities	Notes
	<b>Pre-Teaching</b>		
	A. Greeting		
1.	- Saying greeting	Responding greeting	The students responded the greeting
2.	- Checking students' attendant list	Rising their hands	All of the students rising their hands one by one
3.	- Giving introduction	Paying attention	The students paid attention
	B. Apperception		
5.	- Giving questions and about material that will be taught	Responding questions	the <u>There were two students did not response the questions</u>
	Motivation		
6.	Explaining about the materials that will be learned, that is about simple past tense	Paying attention	The students paid attention
7.	Giving general illustrations about benefits of learning that material	Paying attention	The students paid attention
	<b>Main Teaching</b>		
	A. Exploration		
8.	Reviewing the material in the last meeting	Paying attention and remembering the material	All of the students paid attention

Table 4.8 Continued

NO.	Teacher Activities	Students Activities	Notes
	B. Elaboration		The students paid attention
10.	Giving test to the students	Doing the test individually	All of the students did the test
	C. Confirmation		
11.	Engaging one of teams to give reconstruction in whole class discussion with particular focus on targeted grammatical form	One of teams giving reconstruction focus on grammatical form in front of the class	There were one student talked with their friend
12.	Discussing the problem face by the students during learning process	Explaining their problem during learning process	The students paid attention
	<b>Post Teaching</b>		
13.	Taking conclusion to the material that has been learned with the students	Paying attention	The teacher took conclusion
1114	Asking to the students' difficulties	Responding the questions	There were some students responded the question
	Giving a test to the students as evaluation towards their learning	Doing their test	All of the students responded it
	Closing a meeting by saying leave taking	Responding leave taking	The teacher took conclusion.

Notes :

The students was passive

In the second meeting of cycle 2, the result of the observation can be described that there were many improvement of teacher's and students' activities in teaching and learning process. Here, the teacher taught the students well and did all the plans that have been prepared before. The students also gave good response and paid much attention and be more interactive than before although there were still some students who talked each other in the classroom. This result showed that there was a significant improvement from cycle 1 to cycle 2. So, it could be concluded that there was no serious problem in this cycle. Based on the explanation above, the writer decided to stop the action in this cycle.

#### **4.3.2 The Students' Mastery of Simple Past Tense of Class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati in Academic Year 2014/2015 in Cycle 2 by Using Climbing Grammar Mountain Game**

From the observation sheet above, it can be seen that the teacher also used test to know the students' mastery of simple past tense in cycle 2. The students' mastery of simple past tense was taken from the result of test. Here is the result of the students' pronunciation skill using Climbing Grammar Mountain Game in Cycle 2:

**Table 4.9 The Students' Mastery of Simple Past Tense of Class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati in Academic Year 2014/2015 in Cycle 2**

No.	Name	Score	Note
1.	AA	69	-
2.	Ad	75	√
3.	AS	78	√
4.	AK	78	√
5.	AV	73	√
6.	AP	85	√
7.	AW	89	√
8.	AM	74	√
9.	AS.	68	-

**Table 4.9 Continued**

10.	DL	90	√
11.	DS	85	√
12.	DN	75	√
13.	DL	82	√
14.	FK	76	√
15.	FD	65	-
16.	HT	75	√
17.	IH	77	√
18.	IH	78	√
19.	KU	85	√
20.	MH	80	√
21.	MR	88	√
22.	MN	85	√
23.	MB	68	-
24.	MA	64	-
25.	MAR	72	√
26.	PH	76	√
27.	RM	78	√
28.	RH	74	√
29.	RF	79	√
30.	Ru	82	√
31.	SW	87	√
32.	SA	75	√
33.	SR	70	√
34.	TA	69	-
35.	WA	72	√
36.	WS	86	√
37.	AN	75	√
38.	SK	88	√
Total		2.946	
Average		77.5	
Percentage		77.5 %	

**Note** :

√ = achieve the minimum score (70)

- = not achieve the minimum score (70)

**Table 4.10 The Students' Summary score of Simple Past Tense of Class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati After Taught by Using Climbing Grammar Mountain Game in cycle 2**

No.	Score	Frequency	Percentage
1.	89-100	0	0%
2.	79-88	14	37%
3.	66-78	22	58%
4.	46-65	2	5%
5.	0-45	0	0%
<b>Total</b>		<b>35</b>	<b>100%</b>

Based on the table above I calculated the average score of the students' mastery of simple past tense of Class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati after taught by using Climbing Grammar Mountain game in cycle II. The higher score was 90 and the lowest score was 64. The number of the students who got the highest score was one student and the number of the students who got the lowest score was one students. The number of the students which under the KKM were six students and the students who passed the KKM were 32 students. To get To get the mean of the students' writing score uses the formula as follow:

$$\bar{x} = \frac{\sum Fx}{N} = \frac{\sum 2946}{38} = 77.5$$

Then to get the average score percentage I uses the formula as follow:

$$NP = \frac{X}{t} \times 100\%$$

$$NP = \frac{77.5}{100} \times 100\%$$

$$NP = 77.5\%$$

I get the data from the calculation above that the mean 77.5 and the average score percentage is 77.5 %.

**Table 4.11 The Scoring Criteria of the students' achievement test**

No	Score	Achievement category
1.	81-100	Excellent
2.	70-79	Good
3.	56-69	Sufficient
4.	40-55	Low
5.	30-39	Poor

Based on the criteria above I could conclude that the students' mastery of simple past tense was good.

Based on the data above, the average score of the students' pronunciation skill of class VIII E of was 77.5. Then, it was changed into percentage to be 77.5 %. It means that the category of the average score of the students' pronunciation skill of class VIII E in this cycle was **good**. Here, most of the students have achieved the minimum score criteria. From the data above, it could be concluded that there was an improvement of the students' mastery of simple past tense of class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati MTs Abadiyah Kuryokalangan Gabus Pati. The improvement can be seen in the recapitulation table as follows:

**Table 4.12 Recapitulation of the Students' Mastery of Simple Past Tense of Class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati in Academic Year 2014/2015 by Using**

	Pre-Test	Cycle I	Cycle II
<b>Total Score</b>	2484	2517	2946
<b>Average score</b>	65.7	66.2	77.5
<b>Average Category</b>	Sufficient	Sufficient	Good

From the recapitulation table above, it can be seen that the students' average score was improved from 66.2 in Cycle 1 became 77.5 in Cycle 2. It showed that the score of the students is more than the minimum score criteria. Based on the finding above, the writer could decide to stop the action in the cycle 2.



## CHAPTER V

### DISCUSSION

In this chapter, the writer will explain about the result of the research. Based on the finding of the research, the result shows that Climbing Grammar Mountain Game can improve the students' mastery of simple past tense of class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati in academic year 2014/2015. The improvement can be seen from: the implementation of Climbing Grammar Mountain Game can improve the students' mastery of simple past tense, and the improvement of the students' mastery of simple past tense of class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati in academic year 2014/2015.

#### **5.1 The Implementation of Climbing Grammar Mountain Game to Improve the Students' Mastery of Simple Past Tense of Class VIII E of Mts Abadiyah Kuryokalangan Gabus Pati in Academic Year 2014/2015.**

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 and that an easy game that is prepared and adapted to the unique needs of different classroom. And it is a technique of teaching that is drawn into some vertical climbing lines on the board and each line is decided into 10 segments to represent vertical feet. This technique can help the students improve their mastering of simple past tense, because the students will learn and play a game in a time, so they will interest to learn grammar especially about simple past tense. In this research, the students

were gotten a paper that consists of some sentences of simple past tense. After that, they were classified the sentences as correct or incorrect in team.

In pre-cycle, the writer has interviewed with an English teacher of eighth grade especially the students of class E in MTs. Abadiyah Kuryokalangan Gabus Pati in academic year 2014/2015. from the result of interview, the writer got the information that many students had difficulties to mastery simple past tense. They still difficult to made sentences in simple past tense especially in negative and introgative sentences. So, the students' English scores are still under KKM. After that, the writer did observation in the classroom. She observed the teacher and students activities when teaching and learning process. The writer found many problems such as; most of the students are crowded, uninteresting, felt bored and did not enthusistic during teaching and learning process and then, the writer gave pre-test to the students to know the grammar score of the students axpecially on simple past tense.

Based on the fact, the writer assumed that the students of class VIII E needed an appropriate technique to solve their problem. The technique that the writer proposed was Climbing Grammar Mountain game because it could help the students to mastery simple past tense. It can make the students more interested in teaching and learning grammar.

In conducting this research, the writer collaborated with the English teacher. Here, the teacher acted as the teacher (tutor) who taught the students based on the lesson plan, and the writer was as the observer who observed the teacher's and students' activities in the classroom. In this research, there were two instruments

that were used by the writer to collect the data. They were observation sheet and test. The observation sheet was used to know the teacher's and the students' activities in the implementation of Climbing Grammar Mountain game, while the test was used to measure the students' mastery of simple past tense.

In Cycle 1, the teacher explained the material to the students; the teacher gave the example of simple past tense, and then asked one of the students to give another example of simple past tense. The teacher interspersed Climbing Grammar Mountain game which related to the material and gave example of nominal and verbal sentences of simple past tense. Then, asked the students decided the subject, verb/to be, object and adverb in each sentence and classified the sentences. After that, the teacher gave the formula of simple past tense in nominal and verbal sentences. Then, the teacher divided the students into seven team and each team consists of 5-6 students, so they worked in team. In end of cycle, the students were gotten test and it were done by themselves. the test used to know the students' mastery of simple past tense.

Based on the finding of the observation sheet in the first meeting in cycle 1, it was found that there were some serious problems. They are; a) the students who are passive in learning process, b) the students who are not enthusiastic in learning process, c) the students who are busy with their friends if the teacher gives explanation, and there are three categories of teacher' activities that will be analyzed. They are, a) the teacher who does not give review the material in the end of teaching and learning process, b) the teacher who does not apply the technique well, c) the teacher who does not ask the students about their

understanding of the material that was learned during teaching and learning process.

It means, there were some students who talked to their friend in the teaching and learning process, so they did not paid attention well to teacher's explanation. There were also some students who slept on their table when the teacher gave explanation. In addition, most of the students was passive in learning process, they did not answer the teacher' questions because they afraid if their answer was false and if they did not understand with the teacher' explanation they afraid to ask to the teacher. And the other problem was most of the students did not enthusiastic in learning process, they did not pay attention to the teacher' explanation because they felt bored. Therefore, the writer should continue the action in the next meeting in cycle 1 with some revisions. First, the teacher should give motivation for the students, sho that the students be more active (they braved to answer the question, although the answer was false and they braved to ask if they did not understanding about the materials). Second, the teacher shold make teaching and learning process be more interesting, it will make the students interested and did not sleep during teaching and learning process. In the second meeting, although most of the students had paid attention well to the teacher and they could do the teacher's command but there were some students who were still busy with their business. The writer also found some students who talked to their friend , so the writer and the teacher provided different way to explained the materials to make the students more understood about the materials so, the students felt enjoy in teaching and learning process.

Based on the result of the observation in the second meeting of cycle 1 above, it can be seen that most of the students paid attention well to teacher and they could do the teacher's command but here the writer still found some problems and it made the students still confused to do the test. So the writer discussed the all of unexpected conditions that happened during teaching and learning process in cycle 1 with the English teacher to revise the plan in the next cycle.

Another problem was the class became crowded when the students did a Climbing Grammar Mountain game a technique of teaching because the total characters of the students in the scenario of the story were too much, it consist of there were seven teams and each team consist of five until six students. In addition, there were some weaknesses or unexpected conditions that were found in the first cycle. The weaknesses were that the teacher did not control the students well during the teaching and learning process, so the students were still busy with their business, the teacher also did not review the material in the first meeting, so when the teacher did action in the second meeting there were some students who were still confused with the material and the technique. Additionally, the teacher also did not apply the technique well because the teacher focused too much on the material that will be taught to the students and the teacher was still confused about the steps of applying the technique. The teacher only asked the students about the kind of sentences which has been prepared, but he did not ask the students to gave the reasons. For exmple: "Last afternoon, my brother buy a soft drink for me in supermarket". (False). But the students did not gave the reason why the sentence was false.

Therefore, after the students did that technique, the teacher explained about simple past tense more and gave example of simple past tense in nominal and verbal sentences. Based on the explanation above, it can be concluded that the students were confused about it. So, it can be said that the implementation of Climbing Grammar Mountain game in this cycle was not good enough because of some reasons that have been explained before. Therefore, the writer should continue the action in the next cycle with some revisions. First, the teacher should control the students who were busy with their business. Second, the teacher should explained more about the differences of nominal and verbal sentences in simple past tense. Third, the teacher should asked the students to memorize the list of irregular. Fourth, the teacher should give the students motivation to make the students feel confident to mastery simple past tense and review the material in the end of teaching and learning process to know the students' understanding.

In Cycle 2, there were some progresses that were shown by the students and the teacher. The teacher made the students to know the differences of nominal and verbal sentences of simple past tense well and the atmosphere of the classroom was crowded when the students were practiced Climbing Grammar Mountain game as technique of teaching and learning process.

In the first meeting in cycle 2, the teacher made the students to clasified some sentences of simple past together. The students were asked to clasified the sentences and asked how to apply climbing Grammar Mountvin game together. It cannot be run well because there were some students still talked each other when applied the technique. In this cycle, the teacher makes the students to memorize

the list of irregular verb. It encouraged the students more active during the implementation of Climbing Grammar Mountain game in teaching and learning process so the students can clasified sentences and made sentences of simple past tense well. In test that was done in cycle 2, most of the students finished the test well because they were paid attention well to the teacher's explanation although there were some incorrect answers.

In this cycle, there was a good improvement from cycle 1. The teacher taught the students and applied the technique well and did all the plans that have been prepared before and most of the students paid attention well to the teacher because the teacher could control the students. The teacher gave more attention to the students who talked each other and busy with their business so the teaching learning process could run effectively. From the explanation above, it could be concluded that the teaching and learning process in this cycle was more effective than in the cycle 1. Besides that, there was no serious problem that was faced in this cycle so the writer decided to stop the action in the cycle 2.

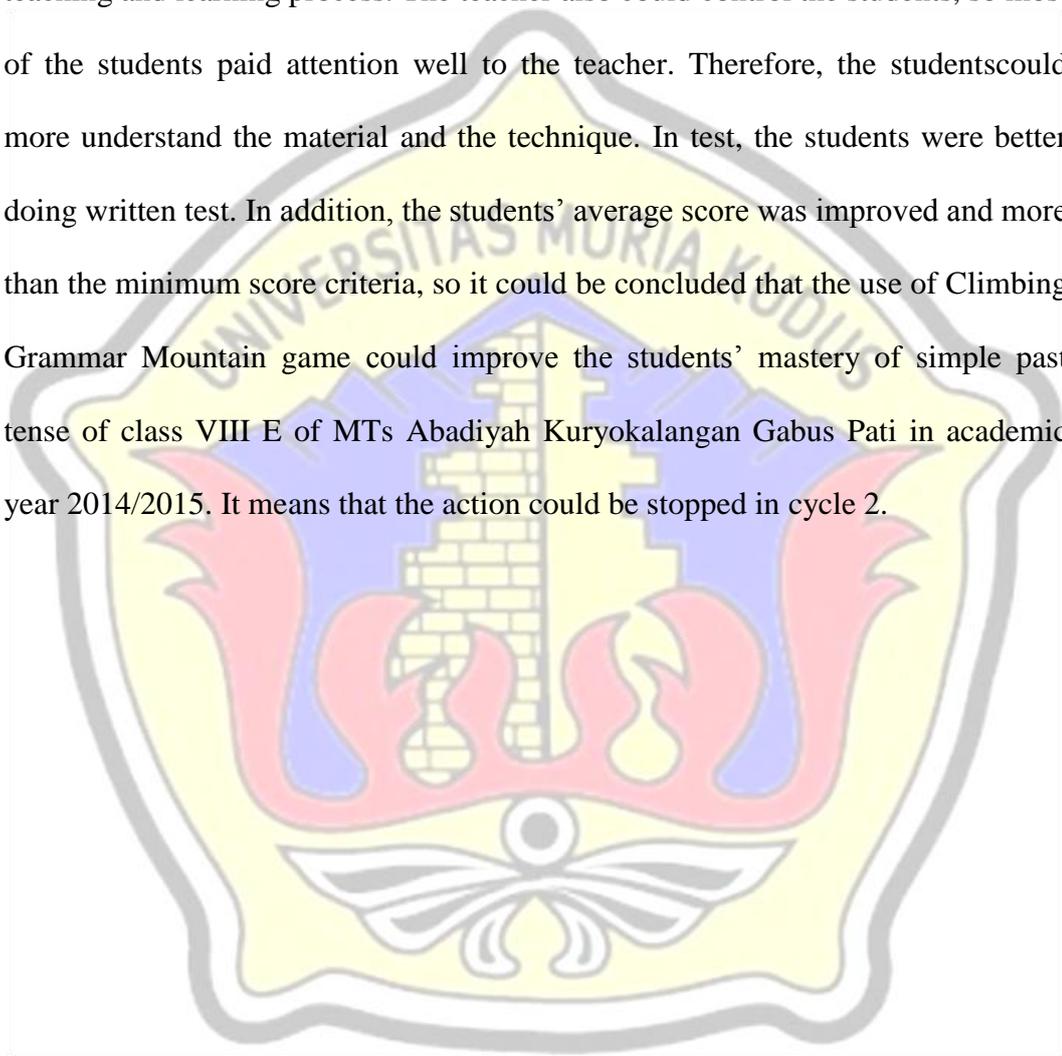
## **5.2 The Students' Mastery of Simple Past Tense of Class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati n Academic Year 2014/2015 UsingClimbing Grammar Mountain Game**

According to the finding of the research, the implementation of Climbing Grammar Mountain Game could used to teach the students' mastery of simple past tense of class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati in Academic Year 2014/2015. The writer got data of the average score from the students when they were doing test. In pre-cycle the students' average score was 65.7. It means that the students' mastery of simple past tense was still sufficient

and most students' score was under the minimum score criteria. In Cycle 1, the students' average score was 66.2. Then, it was changed into percentage to be 77.53 %. It means that the students' mastery of simple past tense was still sufficient and most students' score was under the minimum score criteria. The highest score was 87 while the lowest score was 52. There was a student who got the highest score and there was a student who got the lowest score. From the result of observation, the teacher didn't apply the technique well because the teacher was still confused about the steps of applying the technique and there were some students who did not pay attention well to the teacher so they were not confident and still confused to mastery simple past tense in nominal and verbal sentences. In fact, most of the students still confused to divided nominal and verbal sentences. Based on the explanation above, the writer concluded that the action must be continued in the next cycle.

In Cycle 2, there was an improvement of the students' mastery of simple past tense. It could be seen from their average score. The students' average score was 78.5 then it was changed into percentage to be 78.5 %. So, the students' average score was improved from 69.9 % in cycle 1 to 78.5 % in cycle 2. The students' mastery of simple past tense in this cycle was satisfying. The highest score was 90 while the lowest score was 64. Here, most of the students have achieved the minimum score criteria. There were 2 students who got the highest score and there was also a student who got the lowest score. In this cycle, the teaching and learning process was more effective than before. The teacher made the students to know the differences of nominal and verbal sentences of simple

past tense by using Climbing Grammar Mountain as technique of teaching and learning process well. Then the teacher asked to the students to found out the Subject, verb/to be, object and adverb in sentences. It encouraged the students to be more active during the implementation of Climbing Grammar Mountain in teaching and learning process. The teacher also could control the students, so most of the students paid attention well to the teacher. Therefore, the students could more understand the material and the technique. In test, the students were better doing written test. In addition, the students' average score was improved and more than the minimum score criteria, so it could be concluded that the use of Climbing Grammar Mountain game could improve the students' mastery of simple past tense of class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati in academic year 2014/2015. It means that the action could be stopped in cycle 2.



## CHAPTER VI

### CONCLUSION AND SUGGESTION

To complete this research, the researcher states the conclusion and gives some suggestions to the readers of this research. The researcher hopes this research will be useful for everyone.

#### 15.1 Conclusion

From the result of the research, the researcher can conclude that the implementation of Climbing Grammar Mountain game can improve the mastery of simple past tense of class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati in academic year 2014/2015. It can be seen from the result below:

1. In implementation Climbing Grammar Mountain Game in cycle 1, the teacher asked to the students to identify the contain typical erros in the sentence and change it into correct form of simple past tense in group that consist of 5-6 students. In cycle 2, the teacher asked to the students to clasify some sentences into nominal and verbal sentences and the students should find the verb or to be in the sentences in group that consist of 4-5 students. Then, by applying Climbing Grammar Mountain game, it makes the students able to identify and clasify nominal and verbal sentences and they can made nominal and verval sentences of simple past in daily life. Therefore, this technique is appropriate to be applied by the English teachers in teaching and learning process as the technique of teaching to improve the students' mastery of simple past tense.

2. Climbing Grammar Mountain game can improve the students' mastery of simple past tense. The students' average score in pre-cycle 1 is 65.7 and the criteria insufficient. Here, the students' average score is under the minimum score criteria. In cycle 1, the students' average score is 66.2, it means that the students' mastery of simple past tense was still insufficient and most of the students' score is under the minimum score criteria. While in cycle 2, the students' average score is improved to be 78.5 and the criteria is good. The researcher stops the cycle in cycle 2 because the students' average score has passed the minimum score criteria.

### 15.2 Suggestion

From the research about the implementation of Climbing Grammar Mountain game to improve the students' mastery of simple past tense, the researcher gives suggestions for the teachers and the students. Here are the suggestions

1. For the English teachers:
  - a. Climbing Grammar Mountain game can be applied by the teachers in the teaching and learning process as the technique of teaching to improve the students' mastery of simple past tense.
  - b. The teachers must always motivate and support the students to improve their mastery of simple past tense.
  - c. The teachers should more control and handle their students in teaching and learning process.

3. For the further researchers

a. For those, who are interested in using of Climbing Grammar Mountain game to improve students' mastery of simple past tense, this research can use as reference.

b. It is suggested can apply Climbing Grammar Mountain game to students mastery of grammar not only simple past tense but also in others tenses of grammar in different levels.



## BIBLIOGRAPHY

Akhlis, Nur and Lilik Sosiowati, 2000. *Simple English Usage*. Jakarta: Bumi Aksara

———, Nur and Lilik Sosiowati, 2000. *Simple English Usage*. Jakarta: Bumi Aksara

Ali, Mohammad. 1984. *Penelitian Kependidikan Prosedur dan Strategi*. Bandung: Penerbit Angkasa.

Arikunto, S. 1989. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta. PT. Bina Aksara

Azar, Betty S. 1992. *Fundamentals of English Grammar second Edition*. New Jersey: Prentice

Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching 4th Ed*. San Francisco: Addison Wesley Longman

———. 2000. *Principles of Language Learning and Teaching 4th Ed*. San Francisco: Addison Wesley Longman

Burns Anne. 2003. *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.

Creswell, Jhon W. 2008. *Education Reseach Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Pearson

Departemen Pendidikan Nasional. 2006. *Standar Isi Satuan Pendidikan Dasar dan Menengah Standar Kompetensi dan Kompetensi Dasar SMP/MTS*. Jakarata: BSNP.

Gerot, L. And Wignell, P. 1994. *Making Sanse of Functional Grammar*. Australia: Gerd Stabler.

Gunn, C., & McCallum, A. 2005. *Climbing Grammar Mountain an Interactive Learning Experience*. English Teaching Forum, 43,38-41.

Hall, Eugene J 1993. *Grammar for Use*. Jakarta Barat, Indonesia :BinarupaAksara

Hariyanto, Dani and Rudi Hariyono. 2002. *Quickly Lesson to English*. Surabaya: Putra Pelajar.

Hornby.1987. *Oxford Advance Learner's Dictionary of Current English*.New York: Oxford University Press

Kartina Mei. 2014. *Using Climbing Grammar Mountain Game to Assess Students Grammar Ability in Senior High School*. Publiced. Padang: Faculty of Languages and Arts states University of Padang

Krohn Robert. 1990. *English Sentence Structure*. Indonesia: BinarupaAksara

Murphy, Raymond. 1985. *English Grammar in Use*. Cambridge: Cambridge University Press.

Praniskas, Jean. 1980. *Rappid Review of English Grammar Second Edition*. New Delhi: Prentice Hall of India Private Limited.

