

CHAPTER I INTRODUCTION

A. Background of the Research

Grammar is one of language components that should be mastered by students. Grammar is also comprehended as a set of rules used in learning language which is important to be learnt. For instance, when students want to combine words with other words and produce sentences, they need a good grammar. Frank (1972: 4) and Valeika (2003:6) define grammar as the way how to combine and arrange words into sentences so that those sentences will have meanings. Thus, grammar is an important thing which deals with the rules for combining words into sentences.

Grammar plays an important role in learning English, such as reading. When students find the reading fiction, they often times get lost in the complexity of the story and do not know how to find the essence. By analyzing the grammar of a paragraph, students will be better in reading and know the meaning of the story. Moreover, the subtly of non-fiction is also found on grammar. Without grammar, it will be difficult to catch the meanings. The study of grammar has helped students in handling a sentence or passage (Djamal, 2006:4). Therefore, learning grammar is much needed in comprehending the text.

In general, language skills and language components can not be separated from each others; those are integrated. Grammar is a language component which can be taught as a support of four language skills such as writing, listening, reading and speaking. Most teaching learning grammar is given through reading

class. It is happened because students often find sentences in the text form when they are reading. They should know the grammatical structure of each sentence in order to know the essence of the texts. Actually, teachers still use conventional ways of teaching technique in which they only explain the forms, rules, and then drills students without giving much time to do some exercises.

Based on pre-observation on 28th December 2012, it was found that many students had difficulties in mastering grammar, particularly simple present tense, simple past tense and simple future tense. It was occurred because of two causes. First, some of them could not understand the teachers' explanation. They thought that study grammatical structure was very complex and difficult. Meanwhile, grammar lesson was given through reading class that is text form in which students should know and understand the essence of text by acquiring grammar. However, grammatical structure was not explained comprehensively by teacher and students were not given a chance to know more about the rules of those tenses. These conditions made students did not understand about the teachers' explanation. Second, students' participation in learning process was still low. They only sat and listened the teachers' explanation without doing an attractive activity; there was not any variation in learning process because teacher only used text books and did not use interesting technique in delivering material.

Due to those problems mentioned previously, teacher should think critically in order to find out an effective technique in learning English grammar. Actually, there are many kinds of game that can be used to teach grammar. One game that can be used to reinforce grammar lesson is Climbing Grammar

Mountain Game (CGMG). It is a kind of game where the teacher is encouraged to use the sentences from their own students' work or ones that relate to particular grammar point or weakness currently being work in the class (Gunn & McCallum, 2005:39). In this game students will be given some sentences which consist of correct and incorrect sentences. They have to determine which one is grammatically correct. Then, they will climb the mountain if the sentence is correct. However, they will fall down if the sentence is wrong. From their research, the result showed climbing grammar mountain game is effective for teaching simple present tense.

Further, Mariani (2011: 95) conducted a research by using climbing grammar mountain game in teaching simple present tense. The result emphasized that Climbing grammar mountain game could make students understand in using Simple Present Tense specially subject-verb agreement, the use of adverbial time and frequency, and the usage of Simple Present Tense. Another research with the title "the mountain-climbing learning method to activate communicative ability in Math" showed that students who applied a mountain climbing learning method have higher levels of information communicative ability (Ohara, *et al*, 2009: 4).

Climbing grammar mountain game has some advantages, namely: (1) it promotes learning opportunity and enthusiasm for students; (2) it improves students' understanding of the fundamental grammar; and, (3) it helps students learn from others through the activities (Gun & McCallum, 2005:41).

Unfortunately, this game also has disadvantage which is not used to introduce a new structure (Gunn & McCallum, 2005: 41). This game is only used to review grammar. If the grammar is new, it will need longer time to explain and apply this game.

In addition, in terms of curriculum, the teachers can include climbing grammar mountain game as a technique in the syllabus. It will help the teaching and learning grammar process more meaningful. Besides that, climbing grammar mountain game can be used to improve students' grammar acquisition in comprehending texts. Teachers teach not only simple present tense but also simple past tense and simple future tense. In terms of pedagogy, teachers should understand how to use climbing grammar mountain game and they are able to implement this game to reinforce the grammar lessons in the main activities in the classroom.

B. Reasons for Choosing the Topic

Generally, students consider that grammar is very complex and difficult to be understood. They have difficulties in analyzing grammatical structure because they have not known well the pattern of simple present tense, simple past tense, and simple future tense. Meanwhile, teacher has not explained the grammatical structure of each tense comprehensively. Teacher also has not used any particular technique. Consequently, students have not understood well what the teacher explained. Based on those constrains, Climbing Grammar Mountain Game (CGMG) can be applied to make them enjoy during the lesson and they will master English grammar well.

C. The Problem of the Research

The problem of the research is formulated as “Is Climbing Grammar Mountain Game (CGMG) effective to teach simple present tense, simple past tense and simple future tense?”

D. The Aim of the Research

The aim of the research aimed at finding out the effectiveness of Climbing Grammar Mountain Game (CGMG) to teach simple present tense, simple past tense, and simple future tense.

