

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Grammar**

##### **1. Definition of Grammar**

Grammar affects the meaning of sentences which has to be learnt by students. It is a study of words and the ways words work together to form a sentence. Grammar is stated as the set of rules that combine words into larger units (Greenbaum & Nelson, 2002: 1). It is also defined by Ur in Tuan and Doan (2010:61) as the way language manipulates and combines words (or bits of words) in order to form sentence of meaning. Moreover, grammar is concerned with how sentences and utterances are form (Carter & McCarthy, 2006: 2). Burns (2009: 10) adds that grammar is essentially about the system and patterns in selecting and combining word.

In short, grammar is the rule of language which should be though by students so that the sentences clearly give information to the reader and listener. Learning grammar means the study how words are constructed in sentence well, when the pattern of grammar is used appropriately, and how the sentences will be interprets correctly. Thus, by learning grammar students will recognize the structure and regularity which is foundation of language.

## **2. The Importance of Learning Grammar**

Currently, grammar is an important language aspect that should be taught since it affects students' performance in all four skills such as: listening, writing, reading and speaking. When students read a text, they have to master grammar more and more. Students can not comprehend the sentences without grammar acquisition. Baehaqi (2005: 1) states that if students do not study grammar, it is impossible for them to know and comprehend the words that have different meanings. Actually, students can use a dictionary to help them in finding the pronunciation, spelling or meaning of words (Greenbaum & Nelson; 2006:6). However, it will be difficult to be used when students want to find the meaning of the whole sentences. In this case, a good grammar acquisition will help them in it.

Mastering grammar helps students to understand every word when they are reading as well as speaking, listening and writing. Greenbaum and Nelson (2006: 1) also say that grammar is a central component of language that mediates the system of sounds or of written symbol and the system of meaning. Thus, learning grammar helps students in understanding and comprehending the essence of a text.

## **3. Teaching Grammar**

Teaching grammar is a complex process which involves many factors. It is a process in which students are engaged in various activities that improve usage abilities in all skills. Moreover, teaching grammar depends on learning experiences and the theory of grammar that is understood (Burns, 2009: 6).

Furthermore, Ur (1988: 7) suggests fourth stages for teaching grammar items, as follows;

a. Presentation

By presenting a text in which the grammatical structure appears. It is to get students to recognize the structure both the form and meaning in written or spoken (Ur, 1988: 7).

b. Isolation and explanation

In this stage, students should focus on grammatical items. Meanwhile, teacher explains what the tenses are, how the functions are and what the forms are. Focusing on grammatical items is to ensure students to understand these various aspects of structure (Ur, 1988: 7).

c. Practice

Doing exercises both in the classroom and home assignment. It is getting students to absorb and acquire the language. Besides that, it will ensure that they are learnt thoroughly (Ur, 1988: 8). McKay (1988) as cited in Nunan (1991; 154) says that teaching grammar is a matter of giving learners an opportunity to use English in variety of realistic situations.

d. Test

Doing the test is to demonstrate to students and teacher which can be used to examine how well they mastered the materials that have been learning. Moreover, it is to provide feedback on learning being supplied by the students' current performance in classroom or home assignment (Ur, 1988: 8).

In brief, teaching grammar is a basically a matter of providing learners with present a text, explain grammatical pattern, practice and also give them test.

#### **4. Tense**

In grammar, the students are provided with many rules of a language. Tense is one of language rules which should be acquired by students in order to make them know and understand the forms and the uses of tense. It is the forms of verb which show the time at which an action happened (Mas'ud , 1998: 26). It is expressed by the verb (present / past / future). It is important for the students to learn tenses since they have great influence in forming the meaning of sentences. Tense may indicates whether an activity or state is, was, or will be completed or whether it is, was, or will be in progress over period of time. In learning English grammar, it is much needed to know the rules of tense. By knowing the rules, the students will be able to construct and comprehend the text.

Actually there are three tenses which are bearing on the time in English language. They are: (1) simple present tense; (2) simple past tense; and (3) simple future tense. Those are should be mastered by the students, particularly in Junior High School. Those tenses are explained clearly, start from the definition, the forms, until the use of those tenses.

## a. Simple Present Tense

### 1) The Use of Simple Present Tense

Simple Present Tense is one of tenses that is important to be mastered by students. Wrong perception of simple present tense will affect the students' ability in constructing or understanding simple present tense sentences. Simple present tense is a tense that shows an action happening in this time (Mas'ud, 1998: 27). It is used to talk about things in general (Murphy, 1994: 4).

### 2) Adverbs used in Simple Present Tense

There are two kinds of adverbial that are usually used in Simple Present Tense. They are adverbial of frequency and adverbial of time.

#### 1. Adverbial of frequency

Simple present tense is often used with adverb of frequency to make clear how often an action takes place (Suroso, 2009: 4). The following adverbs of frequency are often used in Simple Present Tense:

*always*    *frequently*    *normally*    *sometimes*

*usually*    *often*    *occasionally*    *seldom, rarely*

*hardly ever*    *almost never*    *never*

In constructing Simple Present Tense, the adverbials of frequency come before the main verb of a sentence, but after the verb *to be* and modal verbs (can, must, will, etc).

For examples:

*She always comes late.*

*I rarely go to supermarket.*

## **2. Adverbial of time**

Here are some adverbials of time that are used in constructing Simple Present Tense (Mas'ud, 1998: 27).

*on monday (sunday, wednesday, etc)*

*every day (week, month, year, etc)*

*in the morning (afternoon)*

*nowadays*

*at night (noon)*

*today, tonight, etc.*

The position of adverbial of time in simple present tense sentences can be at the beginning or at the end of the sentence.

### 3) The Form of Simple Present Tense

Generally, simple present tense is divided into two basic patterns (Suroso, 2009: 2), they are:

- a) **Simple Present Tense that consists of subject (S) and main verb (V). In this term, main verb or Vs without auxiliary.**

#### (1) Positive Form

Subject	Main Verb (s/es/ies)	Object/Adverb
She	eats	two mangoes
Ridho	buys	an apple
They	go	to the beach
We	study	an English

- (a) The subject (he, she, it, they, we, I, and you) always use main verb, followed by object or adverb.
- (b) Main verb without suffix *s/es/ies* is used when the subject is the first person, second person, or third person plural. However, main verb can be used with the suffix *s/es* if the subject is the third person singular (Greenbaum & Nelson, 2002: 153).

For example: *pass* *passes*      *eat*      *eats*  
*wash* *washes*      *buy*      *buys*

(c) The uses of simple present tense with main verb and Vs :

1. Habitual action

Habitual action is an action repeated regularly such as habit and custom (Suroso, 2009: 3)

*Dogs bark.*

*Teacher works in Schools.*

2. Statement of general truth

It refers to generally truth such as fact, scientific, geographical, historical, etc (Suroso, 2009: 3)

Examples:

*Water flows from high to lower place.*

*Root absorb nutrient from the soil.*

3. Present state

It refers to an event which happens at the very moment of speaking (Suroso, 2009: 3).

Examples:

*I like traveling.*

*She has a problem.*

4. Use the simple present tense to talk about things that are planned for the future (Anne & Mew, 2007: 81).

Examples:

*Melanie starts school tomorrow.*

**(2) Negative form**

Subject	Do not/ Does not	Main verb	Object/ Adverb
She	does not	eat	two mangoes
Ridho	does not	buy	an apple
They	do not	go	to the beach

Contractions are often used for *do not* and *does not*. The Subject (he, she, it, they, we, I, and you) is followed by does not/ do not, then followed by main verb.

**Note:**

- *Do not* is used when the subject is the first person, second person, or third person plural.
- *Does not* is used when the subject is the third person singular.
- *Do not and Does not* are followed by main verb

**(3) Interrogative form**

- **Verbal question**

Do / Does	Subject	Main verb	Object/ Adverb
Do	you	study	English?
Does	she	go	to the beach?
Do	they	buy	some drinks?

*Do* and *Does* are used to make question. Use *does* for the third person singular, *do* for the other persons. In verbal questions, *do* and *does* are followed by subject (the person or the things doing action) and main verb.

➤ **Pronominal Question**

QW	Do/Does	Subject	Main verb	Object/Adverb
Where	do	you	go?	
why	does	she	need	this file?
What	do	they	watch	today?

**For asking Subject**

QW	Verb (s/es/ies)	Object
Who	writes	this letter?
Who	buys	a new car?
Who	teaches	you English?
Who	lives	near the beach

W/ H questions (where, when, what, why, who, how, how many, how much) are followed by *do* or *does*, then subject (the person or the things doing action) and main verb.

**b) Simple Present Tense with “be” followed by noun, adjective, or adverb.**

**(1) Positive Form**

Subject	Be	Complement
I	am	a teacher
She	is	my friend
We	are	a difficult situation

The words *am*, *is*, *are* are also verbs, but they are not action words. They are the simple present tense of the verb *be*. Use *am* with the pronoun *I*, and *is* with the pronouns *he*, *she* and *it*. Use *are* with the pronouns *you*, *we* and *they* (Anne & Mew, 2007:83).

In making positive sentence of simple present with *to be*, the subject (the person or the thing doing action) should be followed by *is*, *am*, and *are*, then complement.

**(2) Negative Form**

Subject	Be Not	Complement
This problem	is not	important to discuss
You	are not	my friend
We	are not	a singer

Contractions are often used for not, *am not*, *is not*, and *are not*. In negative form, the subject (the person or the thing doing action) should be followed by *is not*, *are not* or *am not* and then followed by complement.

### (3) Interrogative Form

#### ➤ Verbal Question

Be	Subject	Complement
Are	you	a nurse?
Is	that woman	your mother?
Is	he	a musician?

Yes/ No questions that use *to be* is followed by subject (the person or thing doing action) and complement.

#### ➤ Pronominal Question

QW	Be	Subject	Complement
Why	are	you	sad?
Where	is	Anna?	
How	are	you?	
Who	is	the King of Spain	

W/H questions are questions that require more information in their answers. W/H questions (why, when, where, who, what, how, how many, how often, and how much) should be followed by *to be* (is, am, are), then subject (the person or thing doing action) and complement.

## b. Simple Past Tense

### 1) The Use of Simple Past Tense

Simple past tense is one of simple past form which is used to tell the past activities. The simple past is used to describe completed past actions or events (DeCapua, 2007: 174). It is also used to talk about thing that happened in stories (Anne & Mew, 2007: 98). It uses verb 2 (regular /irregular) and to be (was, were).

Generally, simple past tense uses adverb of time (Mas'ud, 1998: 35), such as:

*yesterday, this morning*

*last.... (week, month, year, wednesday, etc.)*

*...ago (two weeks, a century, two days, two month, etc.)*

### 2) The Form of Simple Past Tense

#### a) Simple Past Tense with Verb

There are two kinds of verbs (Suroso, 2009: 37), they are;

##### ➤ Regular verbs

The past form for all regular verbs ends in -ed.

<b>Infinitive</b>	<b>Past</b>	<b>Past participle</b>
add	added	added
attack	attacked	attacked
help	helped	helped

➤ **Irregular verbs**

The simple past form of some verbs does not end in *-ed*. Such verbs are called *irregular verbs*. The simple past tense of some irregular verbs does not change at all (Anne & Mew, 2007: 101).

<b>Infinitive</b>	<b>Past</b>	<b>Past participle</b>
bet	bet	bet
burst	burst	burst
cut	cut	cut
hit	hit	hit

However, most irregular verbs have different form in the simple past tense (Anne & Mew, 2007: 102).

<b>Infinitive</b>	<b>Past</b>	<b>Past participle</b>
buy	bought	Bought
break	broke	Broken
dig	dug	Dug
see	saw	Seen

**(1) Positive Form**

<b>Subject</b>	<b>Verb 2</b>	<b>Object/Adverb</b>
I	bought	two glasses
They	conducted	a bridge there
She	typed	the report in one hour

*He, she, it* are used when the subject is the third person singular.

*They, we, you* are used when the subject is the third person plural.

*I* is used when the subject is the first person.

To form positive sentences, subject (the person or thing doing action) is followed by verb 2 (regular or irregular verb).

## (2) Negative Form

Subject	Did not	Main verb	Object/Adverb
I	did not	come	here yesterday
He	did not	buy	anything there
We	did not	find	her house

The auxiliary verb *did* is not conjugated. It is the same for all persons (I did, you did, he did etc). The base form and past form do not change.

The subject (the person or thing doing action) is followed by *did not*, and then followed by main verb (without s/ es/ ies).

## (3) Interrogative Form

### ➤ Verbal Question

Did	Subject	Main verb	Object/Adverb
Did	you	meet	my mother
Did	they	work	last week
Did	she	come	here last night

*Did* is used to make a yes/ no questions in past form which is put at the beginning and followed by subject (the person or thing doing action) and main verb.

➤ **Pronominal Question**

- **Asking Subject**

For asking subject, there are some words question that can be used such as who, what, and how many, etc.

<b>QW</b>	<b>Verb 2</b>	<b>Object/Adverb</b>
Who	wrote	this letter?
How many students	came	to the birthday party?
What	caused	the Diponegoro war?

W/H questions (*who*, *how many*, and *what*) in past form are always followed by *verb 2* and *object* or *adverb*.

- **Asking Other Than Subject**

<b>QW</b>	<b>Did</b>	<b>Subject</b>	<b>Main Verb</b>	<b>Object/Adverb</b>
What	did	we	study	last week?
Why	did	you	say	that to me?
When	did	Yann	die?	

For all subjects (he, she, it, they we, you), *question words* are followed by *did*, and use main verb.

### b) Simple Past Tense with “be”

Murphy (1998:10) states that in negatives and questions, *did* is not used to form the sentences but it uses *was* and *were*.

#### (1) Positive Form

Subject	Was/Were	Complement
I	was	angry
They	were	hungry

The pronouns *I*, The verbs *was* and *were* are also forms of the verb *be*. *Was* is the simple past tense of *am* and *is*. Use *was* with *he*, *she* and *it*, and with *singular nouns*. *Was* and *were* are the past tense forms of *be*. *Were* is the simple past tense of *are*. Use *were* with the pronouns *you*, *we* and *they*, and with *plural nouns* (Anne & Mew, 2007: 102). The subject (the person or thing doing action) is followed by *to be* (*is*, *am*, and *are*).

#### (2) Negative Form

Subject	Was not/ Were not	Complement
I	was not	angry
They	were not	hungry

Negative form in past tense always use *was not* or *were not* after subject (the person or thing doing action) and followed by complement.

### (3) Interrogative Form

Was/Were	Subject	Complement
Was	you	angry?
Were	they	hungry?

Was / were is usually used to make questions that need yes or no answer. *Was* or *were* is followed by subject (the person or thing doing action) and complement.

#### c. Simple Future Tense

##### 1) The Use of Simple Future Tense

Simple future tense is a tense that shows something, events, or condition that will be happened or done in the future time (Mas'ud, 1998: 39). Further, use the future tense for things that have not happened yet, but are going to happen (Ann & Mew, 2007: 108).

Simple future tense also uses adverbial of time ( Mas'ud, 1998: 40), as follows:

*tonight*

*next week (month, year, etc)*

*soon*

*this week, etc.*

There are some functions of Simple Future Tense (Azar, 2002: 52), as follows:

**a) Future tense “will”**

- (1) To express a voluntary action.

*Will* often suggest that speaker will do something voluntarily.

*Voluntary action* is one the speaker offers to do for someone else.

It is also to response someone’s request or complaint.

- (2) To express a promise.

*Will* is usually used in promises

Example: I will call you when I arrive.

- (3) To make a prediction with words like I think, I guess, I hope, etc.

Predictions are guesses about what might happen in the future (Murphy, 1994: 46).

Example: I guess that Mr. Smith will be the next president.

**b) Future Tense “Be going to”**

- (1) To express a plan

*Be going to* expresses that something is planned. It express the idea that person intends to do something in the future. It does not matter whether the plan is realistic or not.

Example: He *is going to* spend his vacation in Hawaii.

- (2) To make a future prediction based on the facts / evidences.

Predictions are guesses about what might happen in the future.

Example: *I guess that Mr. Smith is going to be the next president.*

## 2) The Forms of Simple Future Tense

### a) Simple Future Tense by using “will”

#### (1) Positive Form

Subject	Will	Main Verb
She	will	buy a new dress
They	will	go to the temple

*He, she, it* are used when the subject is the third person singular.

*They, we, you* are used when the subject is the third person plural.

*I* is used when the subject is the first person.

Positive form in future tense, subject (the person or thing doing action) is followed by *will* and *main verb* (without *s/ es /ies*).

#### (2) Negative Form

Subject	Will not	Main Verb
Kean	will not	buy a new dress
We	will not	go to the temple

The use *will not* or *won't* is to refuse something which are not wanted. The formula is subject (the person or thing doing action) which is followed by *will not* and *main verb* (without *s/ es/ies*).

### (3) Interrogative Form

#### Using “will”

Will	Subject	Main Verb
Will	she	buy a new dress?
Will	they	go to the temple?

*Yes or No Questions* in the future to create a question that will be answered with a Yes or No. The use *will* at the beginning, followed by subject (*he, she, it, they, we, and you*) and *main verb* (without *s/es/ies*).

#### Using “Question Word”

QW	Will	Subject	Main Verb	Complement
Where	will	you	buy	a car next week?
What	will	she	do	tomorrow?
What	will	you	send?	

*Question words* in simple future tense are used to get information. By putting QW at the beginning, then followed by will, subject (plural/singular), main verb and complement.

## b) Simple Future Tense by using “Be going to”

### (1) Positive Form

Subject	To be	Going to	Main Verb
I	am	going to	study in Jayapura next week
We	are	going to	go to the Borobudur temple

**Simple future tense** usually uses *is*, *am*, and *are* after subject (*he, she, it, they, we, I, and you*) followed by *going to* and *main verb* to talk about actions in the future that have already been decided in.

### (2) Negative form

Subject	To be	Not	Going to	Main Verb
I	am	not	going to	study in Jayapura next week
We	are	not	going to	go to the Borobudur temple

The negative form is subject (*he, she, it, they, we, I, and you*), followed by to be (*is not, am not, and are not*) and then *going to* and *main verb*.

### (3) Interrogative Form

Using “to be”

To be	Subject	Going to	Main Verb
Am	I	going to	leave at nine tomorrow morning?
Are	we	going to	there next week?

For asking a question that will be answered with either *Yes* or *No*, start with *am*, *is* or *are* (is not, am not, are not for negative questions), then choose *a subject* (the person or the thing doing action), followed by *going to* and *main verb*.

### Using “Question Words”

QW	To be	Subject	Going to	Main Verb
What	are	you	going to	watch ?
Where	are	you	going to	study next year?

For asking a question that needs information, it should put Question Words at the beginning, followed by to be, subject, going to and main verb.

## B. Game

### 1. Definition of Game

Game and activity are important parts of the grammar classroom. I-Jung (2005: 1) states that game offers students a fun-filled and relaxing learning atmosphere. Haldfield (2003: 4) also defines that game is an activity with rules, a goal and an element of fun. Learning grammar through game will encourage students' involvement in the learning process in which students focus in the task of mastering it. Game includes many factors such as rules, competition, relaxation, and learning which is not only to learn more effectively but also to have fun (Doan & Nguyen, 2011:67). Thus, game is a structured activity which is usually undertaken for enjoyment and used for educating students. Activities structured as games are also able to provide

concrete practice for learners, while reducing the tension and anxiety often encountered during the learning process.

## 2. The Advantages and Disadvantages of Game

Game is one of technique that can be used to teach grammar which can make the students being fun and focus on the activity. Besides that, there are some advantages of game, as follows:

### a. Game motivates learner

It is highly motivating since they are amusing, interesting and at the same time challenging. The students who are shy or less confident will attend the activities with fun, forgetting their shyness and feeling of fear (Tuan, 2010: 70).

### b. Game promotes learners' interaction

Interaction includes the nature of classroom pedagogy and classroom curriculum. Pair or group work is one of the main ways to promote interaction (Tuan, 2010: 71).

### c. Game encourages and increases cooperation

The competition in the game gives students natural opportunity to cooperate each others. Ersoz (2000: 1) approves that game can be used to engage students in cooperative and team learning.

### d. Game improves learners' language acquisition

The students can catch their lesson better since game create relax atmosphere (Tuan, 2010: 71). It helps students learn, review, and internalize various grammar structures (Gunn and McCallum, 2005: 38).

e. Game increases learners' achievement

By playing a game, students will improve their test scores, ability of communication both written and spoken, and increase their proficiency in learning grammar (Tuan, 2010: 72).

f. Game involves equal participation from both slow and fast learners.

Learners in the classroom will be involved in playing a game without differentiate each others (McCalum, 1980; Arian&Yolegeldili, 2011: 220).

g. Game brings real-life situations to the confinement of the classroom which provides learners with an opportunity to use the language.

By involving learners in real life situations, game makes a connection with the real usage of language (Arian &Yolegeldili, 2011: 220).

h. Game helps the teacher to create context in which the language is useful and meaningful.

Teacher can create contexts which enable unconscious learning because learners' attention is on the message, not on the language. Students focus in game activity in which they want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or have their information (Wright, *et al*, 2006: 2).

In brief, game shows to be a useful tool in teaching language because not only offer students' a highly motivating, relaxing class, but

most importantly practice to all language skills. Besides that, game also helps the teacher in creating context in order to make easy in learning process.

On the contrary, there are some disadvantages of using games, namely:

- a. It always depends on their friend

It means that overuse of games may take away the time the students can use to be working individually; having the matter explained properly or simply working with the language seriously (Palanova, 2010: 8).

- b. It is overly competitive classroom can create an educational environment that is not conducive to learning.

Students who have been focused on opposing each other to win prizes or the right to say they are winners might forget how to be supportive of each other outside of lesson plans that include game.

- c. Not all students interest in games

Some of students may prefer to learn by observing, reading, doing art or taking field trips. Hence, students may not take language. Learning activities too seriously and waste their time (Sadurska, 2008: 2).

### 3. Types of Game

There are many kinds of game design for different levels as well as topics and the students' competence, namely:

#### a. Linguistic Games

The goal of the game is linguistic accuracy: such as using the correct grammatical forms (Haldfield, 2003: 4). For instance; circle chain game, future chair game, crossword game, and climbing grammar mountain game.

#### b. Communicative Games

It focuses on successful completion of the game will involve solving a puzzle or completing a picture (Haldfield, 2003: 4). Communicative game is a game which imparts each other and tries to build a social dealing the game (Wright, *et al*, 2006:1). For examples; Simon says game, matching game, and search game.

#### c. Competitive Games

Competitive games refer to a process of playing a game by comparing as good as with all rivals. In competitive games, students having a strong desire to win the game, so they compete with other groups (Wright, *et al*, 2006:1). For examples; hangman game, snakes and ladders game, and the odd one out game.

#### d. Cooperative Games

Cooperative game is a set of process which help people work together in order to finish the game. In this case, the students interact and

cooperate when they are playing (Wright, *et al*, 2006:1). For instance; mime game, living sentences game, and treasure hunt.

#### 4. Reasons for Choosing Game

Selecting a game as a learning method, some reasons based on that teachers need to consider. Sugar (2002: 12) states that the most important considerations are the target audience and game must reflect students' knowledge, skills, and abilities. Games are the best set up by demonstration rather than by lengthy explanation. Actually, games can be used at any stage of the lesson once the target language that has been introduced and explained; it means that games may be useful to reinforce the materials.

Wright, *et al* (2006: 2) mentions that there are some reasons for choosing game in teaching, as follows:

a. The study of language is hard work.

It is part of general knowledge that requires efforts to make students understand, repeat accurately, adapt and to use newly understood language in conversation and in written composition. In this case, game helps and encourages students to support their interest and work (Wright, *et al*, 2006: 2). Further, it provides an opportunity for students to use their language in a less formal situation (Carrier, 1980: 6; Sanchez, *et al*, 2007: 52). Hence, students will be easy in understanding the learning materials.

b. Game provides one way to help students in experiencing language rather than merely study.

Experience here means that students will have a great experience when they are playing. Because of game provides some drill exercises that will be impressive (Wright, *et al*, 2006: 2). Further, play and competition that are provided by game enhance the motivation of students. In a way, students acquire language unconsciously by the activity (Saricoban and Metin, 2000: 3).

### **C. Climbing Grammar Mountain Game**

#### **1. The Definition of Climbing Grammar Mountain**

As one of language aspect, grammar is perhaps so serious in learning a language in which the students' energy should be focused. In this case, climbing grammar mountain game can be used to teach grammar. Climbing grammar mountain game is one of linguistic games which provide a way to address grammatical usage and sentence construction in such a way that the target structures are being reviewed and reinforced in an interesting and engaging manner (Gunn& McCallum, 2005:41). It is easy to prepare and can be adapted to the unique needs of different classroom because the equipments are easy to find. For example; by drawing a chart that represents a mountain or using the classroom furniture (Gunn& McCallum, 2005:41).

#### **2. The Advantages and Disadvantage of Climbing Grammar Mountain**

Gunn and McCallum (2005:41) explain that there are some advantages of Climbing Grammar Mountain, as follows:

- a. It improves the students' understanding of the fundamentals of effective written communication.

Students will understand the grammatical structure especially grammatical usage, sentence construction, paragraphing, and essay development because students have to identify sentences that are provided by teacher in text form (Gunn& McCallum, 2005: 41).

b. It helps students learn from others

Students will be involved in activities such as activities as peer review, team work, and group discussions. In this game, students will discuss with their group or team work in determining the sentences (Gunn & McCallum, 2005: 41).

c. It can be implemented to all students' levels.

It means that the target students can be from beginner level, intermediate level and advance level (Gunn & McCallum, 2005:41).

d. It will train students to cooperate each others in climbing a mountain.

While playing game, students are allowed to discuss and work with their group to raise the top mountain (Gunn & McCallum, 2005:41).

However, Climbing Grammar Mountain Game (CGMG) has a disadvantage which can not be introduced a new grammar. It means that this game is only applied to review and reinforce grammar lessons (Gunn & McCallum, 2005: 41).

### 3. The Strategy of Climbing Grammar Mountain

Before using Climbing Grammar Mountain, it is important to know the strategy and teacher should demonstrate and explain to students how to apply this game.

There are some instructions for playing this game (Gunn & McCallum, 2005: 40):

a. For the teacher

- 1) Ask students to make a group that consists of four or five students.
- 2) Have students to choose a name for their team.
- 3) Ask each team how many vertical feet (up to a maximum of 20) they are willing to award to it.
- 4) Prepare a series of sentences that consist of correct and incorrect sentences.

b. For the students

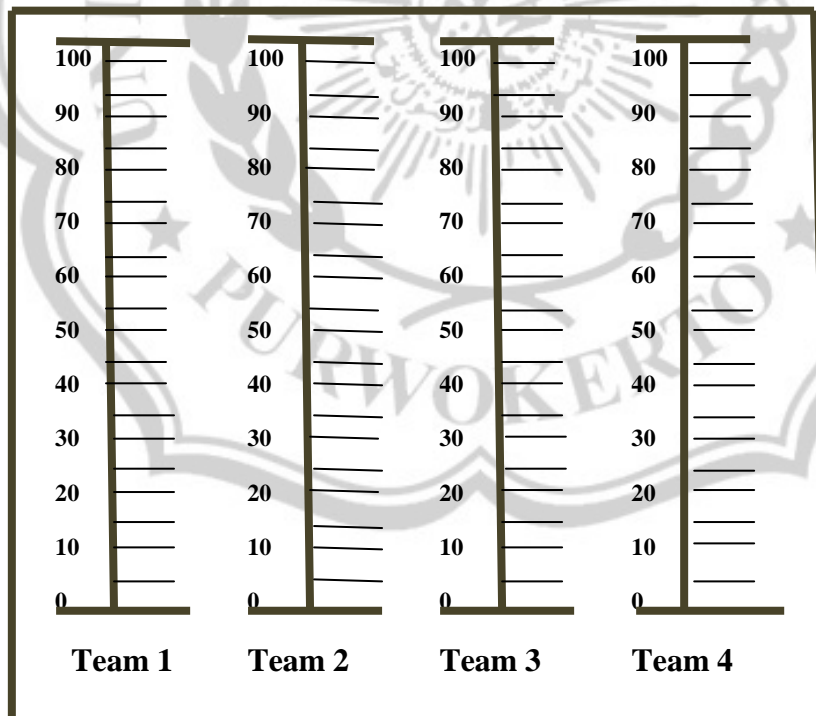
- 1) Practice a climbing grammar mountain game
- 2) Get a series of sentences
- 3) Determine the sentences, which one is grammatically correct or not.
- 4) If the sentence correct, assign 0,10, until 100 vertical feet to the sentence
- 5) If the sentence is incorrect, back to the flawed sentence
- 6) Get a chance to correct the sentence

#### 4. The Steps of the Implementation of Climbing Grammar Mountain

Climbing Grammar Mountain is easy to prepare and to apply in the classroom. Here the steps which can be followed to teach grammar (Gunn & McCallum, 2005: 39 &40):

- a. Draw 4 vertical climbing lines (for a class size of approximately 20 students) on board or an overhead transparency or many kinds of paper that can be used to draw. Then, leave space on the bottom of the transparency to show one sentence at a time.
- b. Divide each line into 10 segments to present vertical feet.
- c. As in the example, mark the segments 10, 20, 30, 40, until 100.

#### Climbing Grammar Mountain



- d. Prepare a series of sentences. Some should be correct, and about three quarters should contain grammatical error per sentence. Choose these

sentences from the students' work, or develop sentences to correspond to the particular grammar point or points the class is currently being working on.

- e. Run off the sentences on a transparency and cut them apart. Place them in a paper bag or envelope ready to draw from during the game.
- f. Divide students into 4 teams or 5 students each. (Organize the number of mountain climbing track and teams accordingly).

#### **D. Previous Studies of Climbing Grammar Mountain Game (CGMG)**

In arranging this thesis, relevant research is much needed to support it. Yufiana (2010: 1), that one of undergraduate students of English Educational Faculty of Purwokerto conducted a research by using Climbing Grammar Mountain Game (CGMG) to teach simple past tense. This research showed that Climbing Grammar Mountain Game (CGMG) was able to improve students' achievement in using simple past tense. Before applying Climbing Grammar Mountain Game (CGMG), students' average achievement was 42.65%. It became 62.75% after applying the game. The result showed that CGMG could develop students' writing ability (Yufiana, 2010: 64).

Further, Saito, *et al* (2009: 1) also conducted a research by using mountain-climbing learning method to activate communicative ability in Math. Mountain climbing learning method is a new approach to activate communication ability in mathematics classroom. The result showed that mountain climbing learning method was effective to activate students' communicative ability.

Additionally, a research entitled “The Effects of Mountain Climbing Learning Analogy on the Achievement and Attitude of the First Year University Students in Basic Mathematics” showed that the result of posttest score of students in the experimental class was higher than score of students in control group (Cebrian, 2009: 1).

In conclusion, Climbing Grammar Mountain Game (CGMG) will be offered to teach simple present tense, simple past tense and simple future tense at second grade students in one of Junior High schools in Purbalingga.

#### **E. Basic Assumption**

Climbing Grammar Mountain Game (CGMG) is a way to allow groups to compete each other to reach on the top mountain. It will help students to understand the grammatical structure because each group will get a series of sentences that consist of correct sentences and incorrect one which have to be analyzed. Besides that, students will learn from others because this game allows students to work, and discuss together as a team to judge validity of the sentences. In this case, Climbing Grammar Mountain Game (CGMG) can be assumed as an effective technique to teach simple present tense, simple past tense and simple future tense.

#### **F. Hypothesis**

Based on explanation mentioned previously, Climbing Grammar Mountain Game (CGMG) can be hypothesized as an effective technique in teaching simple present tense, simple past tense, and simple future tense.