


## HALAMAN PERSETUJUAN MAKALAH

Using Climbing Grammar Mountain Game to Assess Students Grammar  
Ability in Senior High School

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Padang, Februari 2014

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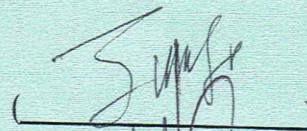
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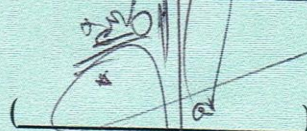
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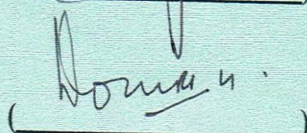
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## ABSTRAK

Kartina, Mei. 2013. **Using Climbing Grammar Mountain Game to Assess Students Grammar Ability in Senior High School.** *Paper.* English Department, Faculty of Language and Art. Padang State university

Dalam makalah ini didiskusikan pengajaran mengenai *Grammar* melalui penggunaan game *Climbing Grammar Mountain* kepada siswa SMA. *Climbing Grammar Mountain Game* itu sendiri adalah berbentuk gambar yang didalamnya terdapat 4 buah skema. Dalam penggunaannya, *Climbing Grammar Mountain Game* ditempelkan di papan tulis. Skema itu digunakan sebagai alat untuk meletakkan score siswa selama permainan itu berlangsung. Guru membagi siswa kedalam 4 kelompok sesuai dengan skema yang ada di gambar. Dalam satu kelompok terdapat 5 atau 6 siswa. Guru membagikan teks recount kepada masing-masing kelompok, kemudian kelompok tersebut mencari grammatical feature sebanyak-banyaknya. Sebelum permainan di mulai, Guru memberikan 10 poin kepada masing-masing group. Setelah waktu habis, guru melakukan pengecekan kepada masing-masing kelompok. Siapa kelompok yang bisa mengumpulkan grammatical feature paling banyak dan guru memberikan satu grammatical yang bisa siswa temukan dengan 5 poin. Siswa bisa melihat poin tertinggi dari skema tersebut, dan kelompok yang mendapatkan poin tertinggi itulah yang menjadi pemenang. Melalui penerapan *Climbing Grammar Mountain Game* penulis berharap dapat memotivasi siswa untuk lebih aktif dan bisa menemukan atau tahu tentang grammatical feature. Penulis juga berharap agar guru menggunakan cara ini dalam pengajaran khususnya *grammar* sehingga siswa dapat memahami grammatical feature pada sebuah text.

Key word : *Climbing Grammar Mountain, Assess students Grammar, Teaching Grammar, Senior High School.*

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

Before teacher begin to assess students grammar, teacher should know about what is assessment?. Liaison stated that assessment is the systematic collection, review and use of information about educational programs to improve student learning. Assessment focuses on what students know, what they are able to do, and what values they have when they graduate. Assessment is concerned with the collective impact of a program on student learning. When developing assessment methods, make sure your selections are manageable given available time and money resources and result in useful feedback that highlights accomplishments and identifies areas requiring attention. Consider data you might currently have available to you but that you might not be using for assessment purposes such as exams, assignments, or projects common to a group of students in the major and senior assignments accomplished as a part of a capstone experience.

Based on James E. Purpura, in Cambridge assessment Book, said that the study of grammar has had a long an important role in the history of second language and foreign language teaching. Grammar was used to mean the analysis of a language and the study of grammar was not just considered and essential feature of language learning, but was thought to be sufficient for learner to actually acquire another language ( Rutherford, 1988 ). While the central role of



the grammar in the language curriculum has remained and unquestioned until recent time, grammar pedagogy has unsurprisingly been the source of much debate. In the approach, the teaching of language obviously involved the transmission of grammar rules from teacher to student. The assessment of grammatical is carried out by having students recite rules, by having them analyze texts and translate texts. Grammatical assessments was closely aligned with the goals of instruction. The knowledge of grammar was assessed through the ability of recite rule. In many assessment, knowledge of grammar may be inferred from the ability to use grammar correctly while reading, listening, writing and speaking.

NCLRC stated that just as mechanical drills do not teach students the language, mechanical test questions do not assess their ability to use it in authentic ways. In order to provide authentic assessment of students' grammar proficiency, an evaluation must reflect real-life uses of grammar in context. This means that the activity must have a purpose other than assessment and require students to demonstrate their level of grammar proficiency by completing some task. To develop authentic assessment activities, begin with the types of tasks that students will actually need to do using the language. Assessment can then take the form of communicative drills and communicative activities like those used in the teaching process.

Based on my experience, students had low and difficulties when they learned about grammar. Teacher should have to find the way to the students how to make the students enjoy in learning grammar. As we know, students in Senior

high school are different from students in Junior high school, in senior high school they received what the teacher explained. But, some of students asked to the teacher about the lesson that they do not understand and if the teacher did not explained to the students, students are easy to bored while they are not satisfied.

It can be very stressful for a teacher to face the condition when students unsatisfied. In majority, it happen when teacher teach about grammar. As usually, when teacher is teaching about grammar, teacher do not use the trick to make students enjoy and creative. Teacher always use monotouns ways in learning process. Teacher writes down the material on the white board, give explanations about what they write, and students usually hear teacher's explanation, write anything and copy it on their book and do the exercise. The teacher is usually collect the students' exercise book, even the teacher have much time to give explanation more about the lesson. From the explanation above, we know that teacher should to find the alternative way to make the students happy in learning grammar. Do not use the monotouns teaching like what I said before.

There are many ways to make students happy and enjoy when the teacher teaching grammar, like quiz, puzzle or true/false question. But in this paper, teacher is using a game. Using game can make students enjoy in teaching grammar. Arif Saricoban and Esen Metin ( 2003:3) stated that through well-planned games, learners can practice and internalize vocabulary, grammar and structure extensively. A kind of game that teacher use is Climbing grammar mountain game, climbing grammar mountain game is a way to make students more attractive in the classroom.

**B. Limitation of the problem**

This paper only focuses on discussion on the Using *Climbing Grammar Mountain Game* to Assess Students Grammar Ability In Senior High School.

**C. Formulation of the Problem**

The formulation of the problem is “How does the teacher apply *Climbing Grammar Mountain Game* to Assess Students Grammar Ability In Senior High School.

**D. Purpose of the Paper**

The main purpose of this paper is to introduce a new gameby the teacher to Assess Students Grammar Ability In Senior High School.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. The Nature of Grammar**

Grammar is central to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well. NCLRC stated that Language teachers who adopt this definition focus on grammar as a set of forms and rules. They teach grammar by explaining the forms and rules and then drilling students on them. This results in bored, disaffected students who can produce correct forms on exercises and tests, but consistently make errors when they try to use the language in context. Other language teachers, influenced by recent theoretical work on the difference between language learning and language acquisition, tend not to teach grammar at all. Believing that children acquire their first language without overt grammar instruction, they expect students to learn their second language the same way. They assume that students will absorb grammar rules as they hear, read, and use the language in communication activities. This approach does not allow students to use one of the major tools they have as learners: their active understanding of what grammar is and how it works in the language they already know. The communicative competence model balances these extremes. The model recognizes that overt grammar instruction helps students acquire the language more efficiently, but it incorporates grammar teaching and learning into the larger context of teaching students to use the

language. Instructors using this model teach students the grammar they need to know to accomplish defined communication tasks.

According to Richards, Platt, and Weber in Nunan (2005:2) grammar is a description of a language and the way in which units such as words and phrases are combined to produce sentences in the language. From this definition, it seems that grammar plays an important role in combining units of language to form sentences. The sentences are acceptable or grammatically if they follow the rules of grammar. Since a communicative purpose and function of language are reflected in grammar, it is a must the language students to acquire good grammar. It should be admitted, good in grammar will enable people easily to express information, feelings, and ideas in their thought to others. In other words, it can be said that communication failure will happen if people does not master the grammar because the purpose of communication cannot be reached. From that statement, it is clear that grammar is important to be mastered by the students in order to be able to express their feelings, emotions, and to be able to use English appropriately.

Grammar is the whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics.is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. And it can help everyone--not only



teachers of English, but teachers of anything, for all teaching is ultimately a matter of getting to grips with meaning. (David Crystal, "In Word and Deed." *TES Teacher*, April 30, 2004 ).

Grammar is the system of a language. People sometimes describe grammar as the "rules" of a language; but in fact no language has rules. If we use the word "rules", we suggest that somebody created the rules first and then spoke the language, like a new game. But languages did not start like that. Languages started by people making sounds which evolved into words, phrases and sentences. (<http://www.englishclub.com>)

## **B. The Nature of Game**

A game is structured playing, usually undertaken for enjoyment and sometimes used as an educational tool. Games are distinct from work, which is usually carried out for remuneration, and from art, which is more often an expression of aesthetic or ideological elements. Smaldiano et.al (2008:30) Game can create opportunities for students to acquire the language in a meaningful way. Based on Wolfgang kramer, (December:2004) a game is any activity which is executed only for pleasure and without conscious purpose. In this definition every activity that brings pleasure is a game. A game is something enjoyable and fun, that our parents often told us would rot our mind.

Games are something that people can play and can be used as entertainment. They can be played through the television. Outside, inside, on boards or many other ways.

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

Gunn and McCallum (2005:14) *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 interesting and engaging manner. The game promotes learning opportunity and enthusiasm for the learners. In implementing Climbing Grammar Mountain Game in the classroom process, the teachers will focus on attaining two main objectives (Gunn and McCallum, 2005). 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.

### **D.Using Recount Text in Game to Assess Students Grammar Ability in Senior High School**

Sofyanda, et al (2005:95) states recount is a report of events or activity in the past. Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative. Generic Structure of Recount : **1.** Orientation: Introducing the participants, place and time. **2.** Events: Describing series of event that happened in the past. **3.** Reorientation: It is optional. Stating personal comment of the writer to the story. Language Feature of Recount: Introducing personal participant; I, my group, etc. Using chronological

connection; then, first, etc. Using linking verb; was, were, saw, heard, etc. Using action verb; look, go, change, etc.

### **E. Teaching Grammar in Senior High school**

Before teacher teach in senior high school, teacher should know about characteristic of senior high school. Piaget stated that Most high school students have achieved the formal operational stage. Based on Pennington, High school learners are qualitatively different than younger learners. These students can think abstractly and need fewer concrete examples to understand complex thought patterns. High school students are experimenting with adult-like relationships.

English as stated in standard of content (PERMENDIKNAS No.22, 2006) is learned at senior high schools four hours in a week except for language program in SMA-five hours in a week. The 2006 curriculum is also known as the Kurikulum Tingkat Satuan Pendidikan (KTSP) or School-Based Curriculum (SBC). The KTSP is designed in order that every school can develop the teaching and learning process according to the student's character and the situation of school. KTSP (Kurikulum Tingkat Satuan Pendidikan) or School-Based Curriculum (SBC) is an operational curriculum that is designed and implemented at each educational institution (school). Based on the Minister of National Education Regulation (Permendiknas) number 24 year 2006, there are a number of components covered in School-Based Curriculum (KTSP), such as: (1) the objectives of education institution; (2) the structure and content of School-Based Curriculum (KTSP); and (3) academic calendar.

## **CHAPTER IV**

### **CONCLUSION AND SUGGESTIONS**

#### **A. Conclusion**

From the discussion above, it can be categorized that teaching grammar in Senior high School is so challenging. It needs preparation material before coming to the class. In senior high school, some students are easily unsatisfied if the teacher cannot make them understand about the lesson that the teacher explains. We know that, students are easily bored in learning grammar. So, the teacher should find an alternative way to make them want to learn. Climbing Grammar Mountain Game is a way to make them more attractive in the classroom.

By using this way, the teacher uses a picture of a scheme to take students' scores during the game. The teacher can start it from the first phases: pre-teaching. In the pre-teaching, the teacher checks the attendance list of students. The teacher also activates the students' background knowledge. In the whilst teaching, the teacher divides all the students into 4 groups which each group consists of 5 or 6 students. Then, the teacher gives recount text to each group but before it, the teacher explains to the students about recount text, what is recount text?, what is the grammatical feature of recount text?, and what is the generic structure of recount text?. The teacher asks students to find the grammatical feature in recount text. Before the teacher starts the game, the teacher gives 10 points to each group, the teacher gives 30 minutes to play the game, during the game the teacher can see how students play the game. When the teacher stops the game, the teacher checks how many

grammatical feature that students get. When students get one grammatical and it is true, teacher give 5 point to each group. After that, teacher take the score in the scheme and students will see the highest score. That group who get the highest score or point they would be the winner. Finally, teacher and students are conclude the material.

In addition, the use of Climbing Grammar Mountain Game brings many advantages in classroom. It can make the students more attractive to find grammatical feature in the text, it can build they embitered to play the game. So, the students do not bored if they study about grammar.

## **B. Suggestions**

The writer would like to suggest the teacher should know the ability of students to find the grammatical feature. The teacher should walking around the students during the game to see if the students find the difficulties during game session.



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## **APPENDIX A**

### **My life was My Adventure**

I was one of students who liked an adventure. It could be proven from the extracurricular that I took in my school for the example hiking. I really liked in doing hiking especially to reach the top of mountain. Even though I did not reach yet the top of mountain, but I had passion on it. I like hiking to the top of mountain, it was because by this adventure, I could test my adrenalin. Then, it made me more realized how beautiful the creation of God was.

In testing my adrenalin, I did any competition that was held by my school especially the competition which challenged my adrenaline. One day in that time, I followed one of competitions that were held by school that was climbing mountain side. This competition was followed by many participants. It consisted of 50 participants.

Before starting this competition, there were some preparation that might be prepared by committee. For the example, they checked all participants especially participants' health. This checking had function to identify whether the participants were suitable to follow this competition. Besides, checking all participants' health, the committee also prepared some medicine, doctors, and safety tools to climb the mountain side.

After finishing all requirements above, I was thankful for God. It was because I could follow the competition without any meaningful obstacle. Based on the result of health check of my body was so good.

At 10.00 o'clock, the competition of climbing the mountain side was started. In the beginning of this competition there was no meaningful obstacle. Everything worked well. Nevertheless, the time showed at 10:30, there was accident to one of participants. The name of the participants was Andi. When climbing the mountain side, his hand-grip toward the mountain side got loose. That condition made him could not maintain himself. Then, two expert climbers helped him. He was saving. Then, the competition was ended at 13:00 o'clock and I was the 1<sup>st</sup> winner. I was so happy.