

The implementation of Climbing grammar mountain game to improve students' noun phrase achievement in descriptive text of the first grade students at SMA

Negeri 15 Bandar Lampung

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ABSTRACT

This present study aimed to find out 1) whether there is a significant difference in students' noun phrase achievement in their descriptive writing, 2) what aspect of noun phrases improves the most. The population and sample of this research is the first year of SMAN 15 Bandar Lampung in the academic year of 2021/2022. The data were analyzed using SPSS 16.0. The results showed there was a statistically significant difference of students' noun phrase achievement between the pretest and posttest of writing descriptive tests with the significant level on both tests is below 0.005. That is inferred, the climbing grammar mountain could aid students' noun phrase achievement. The t-value is 19.706 (higher than t-table 2.048). Furthermore, climbing grammar mountain had a statistically significant effect on every single aspect of noun phrase. In addition, pre-determiner is noun phrase aspect improves the most and followed by post modifier, central determiner, post determiner, pre modifier, head. The implementation of climbing grammar mountain provides students with descriptive writing as media where students can absorb and relate the materials being learnt with their real life

Keywords: *Noun Phrase, Climbing Grammar Mountain, Descriptive Text*

I. INTRODUCTION

A noun phrase can be found in all kinds of texts, especially in descriptive text. The language features of the descriptive text focus on specific participants, use of simple present tense, use of adjectives to the noun, and action. Identifying noun phrase in particular text is not easy for some students. They tend to find difficulties in placing and choosing the correct determiner or modifier to the noun. They are also confused in distinguishing between nouns and noun phrases.

Based on those problems above, the most significant reason is the way how the teacher teaches grammar and motivates students in learning English. Since the objective of teaching English in structure is to make the students be able to master the skills and the components of language, the teaching process should be interesting for the students and engage them to participate actively. Teachers have to find out an interesting and suitable approach to teaching structure so that the students will take much participate and be more enthusiastic during the learning process.

One of the fun interesting alternative media that can be used to teach structure is games. It is also supported by Wright (1983:1) Grammar is difficult to understand and boring, but can be solved by a game. It helps and encourages many learners to maintain their interest and work. Games are advantageous in the process of learning and teaching. A game can motivate students. It can make the students pay attention to both slow and fast

learners and suits any age of the individual and the levels of language skills (McCallum:2011).

Besides, it is very advantageous in reducing anxiety, building up the atmosphere, and improving self-confidence because learners will no longer be afraid of criticism while practicing the target language freely. It is also supported by Crookal (1990) that play and competition in games can increase the students' motivation and confidence; reduce their stress and anxiety about mistakes. There are many kinds of games that can be found in books or on the internet. Through the game, the learning structure was more interested for learners. One of a kind is Climbing Grammar Mountain.

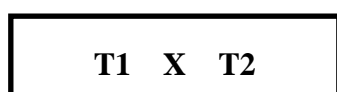
Therefore, this present study aimed to conduct a study that focuses on the implementing Climbing Grammar Mountain Game to increase the students' noun phrase achievement in writing descriptive text.

II. METHODS

This research used a quantitative study which is intended to see how the implementation of Climbing Grammar Mountain Game can influence the students' noun phrase achievement based on The Linguistic Category Taxonomy in their descriptive text and to find out whether there were any improvements in student's writing achievement after the implementation of that technique in quantitative research.

A pretest used to find out the students' ability before conducting the treatment while a posttest used to see the difference in the students' ability after the treatment is conducted. Then, to answer these questions, the result of the grammatical aspects scores was compared (from the pretest and the posttest) to see the significant differences.

The one group pretest-posttest design is represented as follows:



The formula can be further explained as follows:

T1 = refers to pretest

X = is concerned with Treatments by the researcher

T2 = refers to posttest

(Setiyadi, 2006:131)

Participants

The sample of this research is the first year of SMAN 15 Bandar Lampung in the academic year of 2021/2022. A class is taken as the experimental class sample of this research. In determining the experimental class, the researcher used a simple probability sampling by using a lottery.

Instruments

A task is an instrument in collecting the data as well as this research. In executing this research, the researcher used writing tasks and guided interviews as the instruments of the research to get the accurate data of the students in using noun phrases. Writing task is

administrated to see the students' writing achievement towards the implementation of the Climbing Grammar Mountain Game. The researcher chooses descriptive text as the writing task since then it has the purpose of describing a particular person or thing in detail.

Data analysis

In analyzing the data gained, the data are collected and analyzed in accordance with the research question in order to objectively answer the research questions. In order to answer the research question, the researcher analyzes the data from writing test, which are pretest and posttest. First, the data is analyzed for their normality. The tool used to analyze the data is descriptive analysis from SPSS. Furthermore, if the data is spread normally, it was analyzed using parametric analysis. The tool used to examine the data is repeated measure T-test, to find the differences between the pretest and the posttest. Otherwise if it is not normally spread, the data was treated using non-parametric analyzing. The tool used to examine the data is Wilcoxon signed rank-test. Both of the tools are applied in SPSS.

III. RESULTS²⁾ AND DISCUSSIONS

The treatment was Climbing Grammar Mountain in which the materials used were descriptive exposition with 3 different topics. During the treatments administered, the students were asked to have a discussion on one topic in each of the treatments.

No.	The students Score	Pre-test	Post-test
		Freq.	Freq.
1.	5 – 14	4	0
2.	15 – 24	13	0
3.	25 – 34	14	0
4.	35 – 44	4	2
6.	45 – 54	0	7
7	55 – 64	0	22
8	65 – 75	0	4
Mean		22	58
Total		35	35

The table shows the difference of the students' achievement in composing noun phrase in descriptive text. It could be seen that during the pretest, we can see that the mean of the score was just only 22. Interestingly, after the implementation of climbing grammar mountain, there was improvement of the students' achievement in composing noun phrase in descriptive text where the students could obtain 58 for the mean score of posttests. Given by the information of table 3 about the students' achievement in using noun phrase in their writing descriptive, it could be concluded that there were improvements of the students' achievement in using noun phrase in their writing descriptive. Yet, the improvements of the students' achievement in using noun phrase in their writing descriptive were not experienced constantly by all the students which meant that some the students increased and some not.

A repeated measure t-test was applied to examine the difference between each test and class. Based on the analysis from SPSS, the result is as follows .000. In addition, there was an improvement in the students' noun phrase achievement as shown that the t-level is higher than the t-table. It shows that the -t-level is 19,706. The t-levels are higher than the t-table (2.045) which means there is the improvement of the students' noun phrase achievement.

Table 5. Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower	Upper		
Pair 1	PreNP - PostNP	-33.914	10.182	1.721	-37.412	-30.417	-19.706	.000

Having given the pre-test and the treatment to the students, the writer finally gave the post-test to the students to measure their progress after getting some treatments. Based on the result of the post-test, it was easy for the students to identify and reconstruct the noun phrase but some of them still slightly made the mistake in constructing the noun. Having the problem with the functions of the noun phrase in sentence construction faced by the students, the writer relates the recent study to the previous studies that have been mentioned. Climbing Grammar Mountain Game helps the students to learn from others through such activities as teamwork. By using this technique, the students had to learn, review, and analyze the grammar structures in the group for all the members of the group can understand and comprehend the role. it means that Climbing Grammar Mountain Game can be used as a reinforcing technique.

It could be seen by the work that some the students share their thought in analyzing as well as reconstructing the noun phrases given by the teacher. It is also claimed by Callum (2005) that where Climbing Grammar Mountain Game can help the students to provide the grammatical usage and sentence construction by reviewing, and analyzing the grammar structures in the group interestingly and engagingly, so all of the students in the group are able to understand.

In addition, there are some aspects of a noun phrase that were examined in this present research: head, pre-determined, central determiner, post-determiner, post-modifier, and pre-modifier. This part describes the difference between the pre-test and post-test mean among the noun phrase.

No	Noun Phrase Aspects	Pre-Test			Post Test			Improvement
		Incorrect	Done	%	Incorrect	Done	%	
1	Head	118	146	81%	125	246	51%	30%
2	Pre-Determiners	97	124	78%	110	285	39%	40%
3	Central Determiners	88	129	68%	102	272	38%	31%
4	Post Determiners	88	129	68%	102	272	38%	31%
5	Post-modifier	96	124	77%	110	272	40%	37%
6	Pre-modifier	96	124	77%	119	265	45%	32%

We can see from the pretest, most of the noun phrase aspects possess more than 50% errors with the most mistakes is found when they were tried to composed noun phrase using central determiner. In addition, head is the only noun phrase aspect that experience the least error. Interestingly, head also becomes one of noun phrase aspect which is categorized as one of noun phrase aspect that possess the least error. As well as central determiner also still the noun phrase aspect that the students find it difficult to understand because there are more than 50% errors are committed during composing the central determiners.

The mean gained is analyzed through an independent sample t-test using SPSS. Table 9 shows the difference between each noun phrase aspects from the control class. It can be seen that all of the noun phrase aspects have a significant difference between the pretest and the posttest.

After the implementation of Climbing Grammar Mountain, it could be inferred that noun phrase improves the most is pre determiner followed by post modifier. It could be inferred that the students could describe the object better than before. Dealing with the media used, descriptive text, where the students were required to give more explanation dealing with the object described.

In addition, it also applies to post modifier wherethe students were asked to use preposition, and also relative clauses and gerund or participle as adjectives to explain and described the object. This could be identified when the students tried to explained the location of the site. Example; It is situated in central Java. In addition, the students also tried to explain the object using relative clauses in which they use using similar pattern (i.e. which + to be) example, Pusat Konservasi Gajah (PKG), which is expected to become a center for elephant conservation in taming; There are also so some plants which are mostly found.

Same thing is also happened in central determiner and post determiner. Regarding the central determiner. It is difficult for the students to decide the use of a, an, as the article during describing the object. Sometimes, they write:

Way Kambas National Park is the national park for elephant sanctuary located in Lampung precisely in the Labuhan Ratu sub district, East Lampung, Indonesia. the National Park, established in 1985.

It could be examined that the students accidentally wrote “the” although the sentence explain general information or it has not explained the specific information about the object.

Another problem also found when the students use “that, those, this, these.” It is hard for the students to decide which to use dealing with the mother tongue inference in which there is no differences to use “ini” or “itu” regarding to the object discussed. Take a look at the example, “The last few years, there were two islands located in this site. This islands name was changed into Elephant Conservation Center / Pusat Konservasi Gajah (PKG). The students wrote “this” instead of “these”. This situation

influences the score of central determiners. Therefore, central determiner, pre determiner, as well as post modifier improve. Yet, these things do not improve so high as pre determiner and post modifier.

IV. CONCLUSIONS AND SUGGESTIONS

There is a significant improvement in the students' achievement in using noun phrases in writing descriptive text. Pre-Determiner appears to be the noun phrase aspect that improves the most. This could be inferred since the students were asked to use preposition, and also relative clauses and gerund or participle as adjectives to explain and described the object. This could be identified when the students tried to explained the location of the site.

In addition, the noun phrase aspect improves the least is Head. This could be inferred that during writing the descriptive text and also the implementation of climbing grammar mountain, the students are able to distinguish the use of noun and pronoun. The thing that makes difference between pretest and posttest is the way they applied pronoun and the way they use noun phrase as a subject or an object.

Suggestions for Teachers

The procedures must employ the activities that put the students as the center of learning by considering their interest, level of understanding, and another affective variable. In further, the teacher is also suggested to be able to organize some meaningful activities and some communicative tasks. The tasks provided by the teacher must invite the students to have more practice and build the students' critical thinking. Therefore, the teacher may organize the teaching methodology as proper as possible.

Suggestions for Language Learners

The subject of this current research is the students at the high school level. To the limitation of this current study, the researcher would like to suggest the students whom willing to learn grammar and writing through these current techniques to firstly prepare themselves by some basic requirement, such as: comprehending several words and the structure. They are very helpful for the students to follow the learning process if the students had already exposed first with some meaningful vocabularies and structure around them.

Suggestions for Further Researcher

To the limitation of this present study, the researcher would like to suggest another researcher to have a further study to record the whole research activity. Therefore, it may help the research and analyze the whole activity.

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