

CLIMBING GRAMMAR MOUNTAIN GAME AS A REINFORCING TECHNIQUE IN TEACHING EXPRESSING DAILY ACTIVITIES

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Abstrak

Penelitian ini bertujuan untuk mengetahui seberapa efektif Climbing Grammar Mountain Game sebagai teknik penguatan penguasaan Simple Present Tense dalam kalimat positif, negative, dan pertanyaan yang bersubjek orang ketiga tunggal. Sampel penelitian ini adalah siswa kelas VA SDS Karuna Singkawang yang terdiri dari 32 siswa. Studi ini adalah pra-eksperimental. Data dikumpulkan melalui test tertulis dalam bentuk pilihan ganda. Hasil analisis data menyatakan efektivitasnya (ES) adalah 0,67. Karena ES terletak diantara 0.2 dan 0,8 oleh karena itu dikategorikan sebagai mode art. Dengan demikian Climbing Grammar Mountain Game terbukti sebagai teknik yang baik terutama untuk pengajaran Simple Present Tense dalam mengungkapkan kegiatan sehari-hari.

Kata kunci: Climbing Grammar Mountain Game

Abstract :This research aims to investigate the effective size of Climbing Grammar Mountain Game as a technique to reinforce the students' mastery of Simple Present Tense in positive statement, negative statement, and question. The subject of this research is year-5 students; class VA of SDS Karuna Singkawang. This class consists of 32 students. This study was pre-experimental. The data were collected through written test in form of multiple choices. Based on the data analysis, the effect size (ES) is 0.67. Since it is between 0.2 and 0.8, the effect size is categorized as moderate. Therefore, Climbing Grammar Mountain Game is proved as an effective technique to reinforce the mastery of Simple Present Tense.

Keywords: Climbing Grammar Mountain Game

Teaching grammar to young learners of English as a foreign language is a complex process. It needs skilled teachers. They must have good knowledge of the language as well as the good teaching method. According to Cameron (2001, p. 1), young learners are students aged 5-12 years. Basically, young learners have different characters in every level of their age. Therefore, in teaching a foreign language to young learners, the teacher plays a very important role in the teaching and learning process.

In general, young learners are students who are motivated, enthusiastic and lively. On the other hand, they are not easy to use the language to speak because they don't have the same access as the teenage learners to achieve a sense of language (Cameron, 2001, p. 3). Piaget as cited in Cameron (2001) claims that young learners are active learners who are influenced by their mental development.

Vygotsky as cited in Cameron (2001) claims that young learners learn through social interaction whereby they build knowledge through others or through interaction with adults. Moreover, Chomsky cited in McCloskey (2002) believes that learning is the default, in the sense that every child has the innate ability to acquire language. In short, it can be concluded that young learners are students who are innately able to acquire a language. They can acquire language from the surrounding environment and social interaction, where they need the help from the adults in learning the language.

In teaching and learning foreign language, like English, mastering the language structure or grammar is important. Grammar plays an important role in combining units of language to form sentences. The sentences are acceptable grammatically if they follow the rules of grammar.

When expressing daily activities, the students have to know how to express it by using simple present tense correctly. If the students use inappropriate tense it may cause misunderstanding because every tense will influence meaning. Therefore, it is important to teach rules of simple present tense to the students to make them able to construct good sentences what are applied in English communication either in the oral or written form.

Since the objective of English teaching in Simple Present Tense is to make the students to be skilled in English, the teaching of grammar should be integrated into the teaching of the language skills. To make the students interested in class and participate actively, the teacher may apply games as one of teaching technique.

For instance, a game can motivate students. The teaching through a game can be contextual and meaningful (Yolageld&Arikan, 2011). According to McCallum cited in Yolageld&Arikan, (2011) games are advantageous in the process of learning and teaching. It can make the students pay attention from on specific structure, grammar patterns and vocabulary item. It involves participation from both slow and fast learners, and suits the age of the individuals and the levels of language skills.

Game "Climbing Grammar Mountain" can be used as a reinforcing technique. It may be one of the appropriate teaching techniques to address the

problems faced by year-5 students of SDS KarunaSingkawang. This game provides a way to address grammatical usage and sentence construction in such an interesting way and engaging manner. Cindy Gunn and Ann McCallum in 2005 used this game to teach Simple Present Tense. They found out that Climbing Grammar Mountain Game improved students' ability in understanding the written statements, especially grammatical usage and sentence construction.

This research focuses on the effective size of using Climbing Grammar Mountain Game as a reinforcing technique in teaching simple present tense for expressing daily activities to year-5 students of SDS KarunaSingkawang in Academic Year 2012 and 2013. The use of Climbing Mountain Game Grammar as a technique to reinforce the mastery of simple present tense for expressing the daily activities is may be able to overcome the problems that faced by year-5 students of the SDS KarunaSingkawang. It is based on several factors that this game focuses on grammatical usage, creates an atmosphere of learning, becomes fun for the students, as well as easily applied in the classroom. In addition, game also stresses the cooperation group which can build up a good behavior such as, helping each other, tolerance and mutual respect among the students.

METHOD

This research is a pre experimental research. It is a single group pre-test and post-test design. This research investigates the effect size of Climbing Grammar Mountain Game as a technique to reinforce the students' mastery of simple present tense for expressing daily activities.

This research involves 32 students from Class VA of SDS KarunaSingkawang in Academic Year 2012/2013. The participants are asked to answer the questions about expressing daily activities in the form of multiple choices which consists of 20 questions before and after the treatment.

The data are analyzed by using the following formula :

$$S_c = \sqrt{\frac{\sum(x_1 - \bar{x}_1)^2}{N}}$$

$$S_e = \sqrt{\frac{\sum(x_2 - \bar{x}_2)^2}{N}}$$

$$S_p = \sqrt{\frac{(N_e - 1)S_e^2 + (N_c - 1)S_c^2}{N_e + N_c - 2}}$$

$$ES = \frac{\bar{X}_e - \bar{X}_c}{S_p}$$

Where:

ES = Effect size of the independent variable on the dependent variable

\bar{X}_e = mean of Post-test

\bar{X}_c = mean of Pre-test

Sp = the standard deviation

- N = the total number of students
 Ne = the total number of students who participated in the Post test
 Nc = the total number of students who participated in Pre test
 Se^2 = standard deviation of post test score
 Sc^2 = standard deviation of pre-test score
 $\sum(x_1 - \bar{x}_1)$ = the sum of score minus mean score of Pre-test
 $\sum(x_2 - \bar{x}_2)$ = the sum of score minus mean score of Post-test

The qualification of ES is categorized as seen in the following table.

Table 1: Qualification of ES

Effect Size	Qualification
$ES \leq 0.2$	Low
$0.2 < ES \leq 0.8$	Moderate
$ES > 0.8$	High

FINDING AND DISCUSSION

By using ES formula the degree of effectiveness of Climbing Grammar Mountain Game as a technique to reinforce the mastery of simple present tense for expressing daily activities, the computation is as follows:

$$\begin{aligned}
 ES &= \frac{\bar{X}_e - \bar{X}_c}{Sp} \\
 &= \frac{77.96875 - 64.375}{412.9761} \\
 &= 0.67
 \end{aligned}$$

This score is 0.67. It is between 0.2 and 0.8. Thus, the effect size is categorized moderate. The treatment increased the students' mastery of simple present tense moderately. The pre-test score was 64,375 and the post-test score was 77.96. The increase of the mastery score is acceptable because the students showed their enthusiastic participation during the teaching and learning in the class. The enthusiastic of students can be indicated from the process which the student enjoyed the class like smiled, and move the chairs and tables quickly. They cheered and clapped hand when they answered correctly. Moreover all the groups worked hard to win the game.

However, some students still got confused to use "do" or "does" in negative or interrogative sentences. They still made mistakes when they added suffix "s" or "es" to a verb. To solve such problem, clues to answer the questions and brief explanation were given.

Climbing Grammar Mountain Game helped the students to learn from other through such activities such as team work. By using this technique, students had to learn, review, and analyze the grammar structures in group in order all the members of group are able to understand and comprehend the role of simple present tense.

During the treatment, students could work in group, discuss with other, and play the game fairly. Unfortunately, some students were still kept silence and they did not give their opinion to the group, when the exam sheets in the post-test were analyzed. The exam work sheet of the students that kept silence indicated that the relevant students lacked vocabulary which may cause the misunderstanding of the question.

CONCLUSION

This study was done to find out the effect size of Climbing Grammar Mountain Game used as a technique to reinforce the mastery of simple present tense for expressing daily activities. An improvement in mastering simple present tense was showed by the students' score of post-test better than the students' score of pre-test that showed after the students were given the treatment. The effect size of Climbing Grammar Mountain Game used as a technique to reinforce the mastery of simple present tense for expressing daily activities was categorized as moderately effective.

Teaching and learning process with students-centred approach can be done through team work. This technique is easy to prepare, practical for the classroom, enjoyable, and educational for the students. To conclude, although there are still problems in teaching simple present tense to the fifth grade students of SDS KarunaSingkawang, the use of Climbing Grammar Mountain Game as a technique to reinforce the students' mastery of simple present tense can be an alternative techniqueto solve a classroom problem.

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