

CHAPTER I

INTRODUCTION

A. Background of The Study

English is a global language that is used to communicate between countries. As a result, in addition to the reinforcement of English as a worldwide language, studying English is becoming increasingly important since the English language is used in various nations for education, business dealing, and tourism. When compared to Malaysia and Singapore, where English is taught and acquired as a second language, English is usually taught and learned as a foreign language in Indonesia. Since that English is a compulsory subject in Indonesian schools, this means that students exclusively get English material in the classroom.¹ In this perspective, a foreign language is anything that is only learnt through formal education and is not used on a daily basis. Yet, Indonesian students must continue to improve their English abilities in order to speed the country's progress.

In learning English, there are four English skills namely; listening, speaking, reading, and writing. Additionally, language components such as grammar, vocabulary, pronunciation, and other elements contribute to language proficiency. The foundational aspects of learning English are the four skills, and the language components are instructed to enhance and reinforce these fundamental skills.

¹ Urip Sulistiyo, "Igniting a Brighter Future of EFL Teaching and Learning in Multilingual Societies English Language Teaching And EFL Teacher Competence In Indonesia," *Fourth International Seminar on English Language and Teaching*, no. 1994 (2016): 396-406.

Language components can be found in English. Grammar is one of them. Grammar is one of the components that students must grasp in order to learn English. Grammar is a collection of rules that control how sentences are formed in a language, particularly how words are arranged.² The arrangement of words inside a phrase, whether proper or erroneous, has a substantial influence on its meaning. As a result, comprehending grammar allows students to comprehend the principles that regulate the combining of words into logical sentences. Emphasizing the significance of grammar studies, students must attain competency in this language component. Tenses are a component of grammar that students must acquire in order to grasp English.

Tense is an essential part of understanding grammatical rules since it is so important in the world of grammar. Tenses, according to Harmer, are an important component of English structure, and the instructor must guarantee that students understand the various tenses while teaching and studying English. This understanding is critical for pupils to be able to create sentences since tense is a verb form used to express a certain moment in time.³ Tense comes in sixteen varieties: simple present tense, present continuous tense, present perfect tense, present perfect continuous tense, simple past tense, past continuous tense, past perfect tense, past perfect continuous tense, simple future tense, future continuous tense, future perfect continuous tense, past future tense, past future continuous tense, past future perfect tense, and past future perfect continuous tense.

² Scott Thornbury, *How To Teach Grammar* (Pearson Education Limited, 2003).

³ Jeremy Harmer, *How to Teach Writing* (Edinburgh Gate: Pearson Education Limited, 2004).

Each tense element has a specific regulation and purpose. A tense's purpose in expressing a situation varies. The present perfect tense can be used to, among other things, convey that an action or event has been repeated or that it completed in the past and is now ongoing. If students can correctly use the tenses, they may be able to master the language. As a matter of fact, many students still struggle to comprehend tenses and use them appropriately.

Based on my Practical Field Experience (PLP) at this school, I found that some students considered learning English, especially grammar, to be difficult and sometimes boring. And also many students grammar scored below the KKM of 75. This issue caught my attention and motivated me to find an effective solution. According to the students, learning English grammar is hard and sometimes boring. Therefore, I was interested in applied the Climbing Grammar Mountain Game for teaching tenses, especially the present perfect tense.

The researcher believes that teachers should motivate and help students improve their mastery of tenses, especially the present perfect tense, in their learning process because this material is included in the second semester of eighth grade in junior high school. As a result, the researcher presents an excellent method for teaching grammar, especially the present perfect tense, by introducing the Climbing Grammar Mountain game.

The Climbing Grammar Mountain Game improves students' understanding of grammatical use by boosting learning through peer evaluation, cooperation, and group discussion. This game concentrates students' attention to grammatical usage and sentence building, allowing for enjoyable review and reinforcement of target

structures.⁴ While the Climbing Grammar Mountain Game contains both advantages and cons, the positives outweigh the negatives significantly. It can be stated that the Climbing Grammar Mountain Game is effective in teaching grammar.

The researcher used Present Perfect Tense in this research because in the junior high school English curriculum includes material on the usage of present perfect tense, particularly in the second semester of the eighth grade, the researcher was therefore interested in identifying the Present Perfect tense in this research. It implies that students in junior high school are expected to be proficient in using the present perfect tense.

Based on the background above, the researcher wants to conduct study on students' learning grammar, specifically the present perfect tense, and the title of this research is: "The Effectiveness Of Climbing Grammar Mountain Game For Teaching Present Perfect Tense Mastery. (*A Quasi-Experimental Research at The Eighth Grade Student of SMPIT Widya Cendekia*)"

B. Identification of The Problem

Based on the background above, the writer identified the problems are as follows:

1. The students have struggled with learning the present perfect tense since they are still unsure how to use auxiliary have/has and past participle of the present perfect tense effectively in verbal and nominal sentences with positive, negative, interrogative, and time signals.

⁴ Cindy Gunn and Ann McCallum, "Climbing Grammar Mountain an Interactive Learning Experience," *English Teaching Forum* 43, no. 4 (2005).

2. The students still have poor enthusiasm to study the present perfect tense since they believe learning English especially grammar is difficult.
3. The teacher did not use effective and interesting technique to teach present perfect tense.

C. Scope and Limitation of Problem

From the identification above, the researcher focused on using auxiliary have/has and past participle of the present perfect tense in verbal, nominal and time signals. The purpose of the study is to determine whether or not the usage of the climbing grammar mountain game may help students become more proficient in the present perfect tense.

D. Formulation of Problem

The researcher formulates the problem as follows:

1. How is students' present perfect tense mastery at the eighth grade students of SMPIT Widya Cendekia before treatment?
2. How is the effectiveness of climbing grammar mountain game in teaching present perfect tense?

E. Objective of Study

The objective of this study are focused on the research problem mention above:

1. To investigate students' present perfect tense mastery at the eighth grade students of SMPIT Widya Cendekia before using climbing grammar mountain game.
2. To find out the effectiveness of climbing grammar mountain game in teaching present perfect tense mastery.

F. Significance of Study

The researcher expects that the current study will be beneficial to society in general, particularly for the need for teaching and learning in English education. The researcher divides the study's relevance into theoretical and practical components.

1) Theoretically

- a. The results of this study are anticipated to strengthen the conclusions of previous research. By employing the grammar mountain game, this research is anticipated to be able to expand teacher competency and enhance theory about grammar instruction, particularly with regard to the present perfect tense. The research findings can serve as a valuable resource for anybody wishing to investigate the teaching and learning of English.
- b. The results of this study are also anticipated to provide teachers with knowledge about how to teach grammar, particularly the present perfect tense, by means of the game Climbing Grammar Mountain. This study can provide details on the benefits of the game Climbing Grammar Mountain as well as how to use it in the classroom. As a result, it is anticipated by this research that teachers will be able to teach grammar using this game in place of the conventional approach.

2) Practically

In practice, The study's conclusions probably have effects on both teachers and students.

a. For the teacher

The results of this study suggest that teachers can employ the climbing grammar mountain game in the teaching and learning process. To teach grammar, teachers might use or implement a

climbing grammar mountain game. They may utilize the research findings as a foundation for providing and planning better, more effective, and efficient present perfect tense instruction.

b. For the students

The results of this study might encourage students to take learning grammar more seriously, particularly with regard to the present perfect tense, in order to become fluent in the language. The purpose of the grammar mountain game is to demonstrate to students that mastering grammar, particularly the present perfect tense, is neither difficult or monotonous. On the other side, picking up the language may be enjoyable.

G. Previous Research

Based on the investigation, the researcher found three previous researchers which have discussed similar issues toward this research.

The first Previous research by Ajeng Wening Pangesti with the title *“The Influence Of Using Climbing Grammar Mountain Game Towards Students’ Simple Present Tense Mastery At The First Semester Of The Eighth Grade At Smp Negeri 21 Bandar Lampung In The Academic Year Of 2018/ 2019”* The objective of this research is To find out whether there is a significant influence of using climbing grammar mountain game towards students’ simple present tense mastery or not. The methodology of this research was quasi experimental design. The researcher dealt with two classes, they were experimental class and control class. The researcher did three steps in conducting this research: pre-test, treatment and post-test. The

researcher analyzed the data by using independent sample t-test. It was found that the result of Sig. (2-tailed) was 0.001 which is $0.001 < \alpha = 0.05$. It means, H_0 is rejected and H_a is accepted. Therefore, based on the computation it can be concluded that there was a significant influence of using climbing grammar mountain game towards students' simple present mastery at the first semester of the eighth grade at SMP Negeri 21 Bandar Lampung in the academic year of 2018/2019. The conclusion of this research is the use of climbing grammar mountain game can motivate the students to learn simple present tense. Furthermore, climbing grammar mountain game can motivate and help the students more focused and enjoyed in learning. In other words, climbing grammar mountain game has influence students' simple present tense mastery at the first semester of the eighth grade at SMP Negeri 21 Bandar Lampung in the academic year of 2018/2019.

In both previous research by Ajeng Wening Pangesti and my research employed the Climbing Grammar Mountain Game and use a quasi-experimental design with similar steps of pre-test, treatment, and post-test, Ajeng Wening Pangesti's research focused on the simple present tense, whereas my research examines the present perfect tense. Additionally, the settings differ as Ajeng's study was conducted at SMP Negeri 21 Bandar Lampung, while my research is conducted at SMPIT Widya Cendekia Kota Serang.

The second previous research by Tiara Puspa Kusuma with the title "*The Influence Of Using Climbing Grammar Mountain Game (Cgm) Towards Students' Simple Pas Tense Mastery at The Second Semester Of The Eighth Grade at Mtsn 1 Central Lampung In The Academic Year Of 2016/2017*" The objective of this research is

To know whether there is a significant influence of using climbing grammar mountain game towards students' simple past tense mastery. The methodology of this research was quasi experimental design. The writer did three steps in conducting in this research pre-test, treatment, and post-test the population of this research was the eighth grade of MTS Negeri 1 Central Lampung. The sample consisted of two classes, one as experimental class and another class as a control class. This research was held in three meetings 2x40 minutes for each meeting. This design used pre-test and post-test to find out students' simple past tense mastery test. After giving the post- test, the writer analyzed the data by using independent samples test. And the conclusion of this research is By using climbing grammar mountain game, the students become more focus to follow the learning process. Furthermore, climbing grammar mountain game could help the students to provide the grammatical usage and sentence construction through review, and analyze the grammar structures in group with interesting and engaging manner. In other words, climbing grammar mountain game has influence on the students' simple past tense mastery at the second semester of the eighth grade of MTSN 1 Central Lampung in 2016/2017 academic year.

Tiara Puspa Kusuma's research focused on the simple past tense, whereas my study targets the present perfect tense. Furthermore, her research was conducted at MTSN 1 Central Lampung with a larger sample size, while in this research is conducted at SMPIT Widya Cendekia Kota Serang with a smaller sample size of 30 students.

The third previous research by Annisa Prima Rani, with the title *“The Implementation Of A Climbing Grammar Mountain Game To Improve Students’ Noun Phrase Achievement In Descriptive Text Of The First Grade Students At Sma Negeri 15 Bandar Lampung.”* The objectives of this research were to find out whether there is a significant difference in the students’ noun phrase achievement in their descriptive writing after being taught in a Climbing Grammar Mountain Game at first-grade the students of senior high school and to investigate what aspect of noun phrases improves the most after the students were taught in a Climbing Grammar Mountain Game in the students descriptive writing in first-grade the students of senior high school. The researcher used a quantitative study which is intended to see how the implementation of the 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 was any improvements in student’s writing achievement after the implementation of that technique in quantitative research. Therefore, the tests were implemented during the research. The research design was administered two times, before treatment (pretest) and after treatment (posttest). The researcher used one group or class where the students received a pretest before treatments and the receive a posttest after the treatment. The results showed there was a significant difference in the students’ noun phrase achievement between the pretest and post-test of writing descriptive tests with the significant level on both tests being below 0.005. It could be inferred that Climbing Grammar Mountain could aid the students’ noun phrase achievement in writing descriptive text. The t-value is 19.706 (higher than t-table 2.048). Furthermore,

climbing grammar mountain had a significant effect on every single aspect of the noun phrase in terms of head, pre-determiners, central determiners, post determiners, post-modifier, and pre-modifier with t-value above t-table (2.048) and the significant level below 0.005. The conclusion of this research is the implementation of a Climbing Grammar Mountain Game provides the students with descriptive writing as media where the students can absorb and relate the materials being learned with their real life. This suggests that a Climbing Grammar Mountain Game facilitates students to promote their noun phrase achievement.

Annisa Prima Rani's research focused on noun phrase achievement in descriptive writing, while in this research examines the present perfect tense. Additionally, her research was conducted at a senior high school level (SMA Negeri 15 Bandar Lampung) with first-grade students, whereas my research is conducted at the junior high school level (SMPIT Widya Cendekia Kota Serang) with eighth-grade students.

At the end of the research, the primary differences between the previous studies by Ajeng Wening Pangesti, Tiara Puspa Kusuma, and Annisa Prima Rani, and my research lie in the grammatical focus, educational levels, and research settings. While all previous studies utilized the Climbing Grammar Mountain Game, Ajeng focused on the simple present tense, Tiara on the simple past tense, and Annisa on noun phrases in descriptive writing. In contrast, in this research focused on the present perfect tense. Additionally, the previous studies were conducted in different schools and educational levels, with varying sample sizes, while my study is specifically conducted at SMPIT Widya Cendekia Kota Serang with a smaller

sample size of 30 students. These differences highlight the unique aspects and contributions of my research in exploring the effectiveness of the Climbing Grammar Mountain Game for teaching the present perfect tense.

H. Writing Organization

This study is divided into five chapters, which contains several points that describe the chapter.

Chapter I Introduction, it is including of Background of The Study, Identification of The Problem, Scope and Limitation of Problem, Formulation of Problem, Objective of Study, Significance of Study, Previous Research and Writing Organization.

Chapter II Theoretical Framework, it is including Teaching English as Foreign Language, Present Perfect Tense; Concept of Grammar, Concept of Tense, Concept of Present Perfect Tense, The Form of Present Perfect Tense, The Usage of Present Perfect Tense, Climbing Grammar Mountain Game; Concept of Game, Concept of Climbing Grammar Mountain Game, Procedure of Climbing Grammar Mountain Game, Advantages and Disadvantages of Climbing Grammar Mountain Game.

Chapter III Research Methodology, it is including of Research Method, Place and Time of Research, Population and Sample, Sampling Technique, Instrument, Data Collection Technique and Data Analysis Technique, and Scoring System.

Chapter IV Research Result and Discussion.

Chapter V Conclusions and Suggestions.