



**IMPROVING THE STUDENTS' ABILITY IN USING THE SIMPLE PAST
TENSE THROUGH CLIMBING GRAMMAR MOUNTAIN GAME OF
GRADE EIGHT AT SMPN 1 PERCUT SEI TUAN**

A SKRIPSI

*Submitted to Tarbiyah and Teachers' Training Faculty of State Islamic University
North Sumatera Medan as as Partial Fulfillment of the Requirements for the
Degree of Sarjana Pendidikan*

By:

DEBY FEBRIZA
34151018

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS' TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA**

MEDAN

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DEBY FEBRIZA
Nim: 34.15.1.018

Advisor I,

Advisor II,

Dr. Didik Santoso, M.Pd
NIP: 19660616 199403 1 006

Utami Dewi, S.Pd, M. Hum
NIP: 19820227200801 2 009

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS' TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN
2019**

Name : Istimewa Medan, 16 Oktober 2019
Lamp : 6 (eks) Kepada Yth:
Perihal : Skripsi Bapak Dekan
Fak. Ilmu Tarbiyah dan Keguruan

An. Deby Febriza

Assalamu'alaikum Wr. Wb

Setelah saya membaca, meneliti dan memberi saran perbaikan seperlunya terhadap skripsi mahasiswa:

Nama : Deby Febriza

NIM : 34.15.1.018

Jurusan : Pendidikan Bahasa Inggris

Judul : **IMPROVING THE STUDENTS' ABILITY IN USING THE SIMPLE PAST TENSE THROUGH CLIMBING GRAMMAR MOUNTAIN GAME OF GRADE EIGHT AT SMPN 1 PERCUT SEI TUAN**

Maka Kami berpendapat bahwa skripsi ini sudah dapat diterima untuk dimunaqasyahkan pada sidang Munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

Demikianlah kami sampaikan atas perhatian saudara kami ucapkan terimakasih. Wassalamu'alaikum Wr. Wb.

Medan, 16 Oktober 2019

Dr. Didik Santoso, M.Pd
NIP: 19660616 199403 1 006

Utami Dewi, S.Pd, M. Hum
NIP: 19820227200801 2 009

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan dibawah ini:

Nama : Deby Febriza

NIM : 34.15.1.018

Jurusan/Prodi : Pendidikan Bahasa Inggris

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AT SMPN 1 PERCUT SEI TUAN**

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan oleh universitas batal saya terima.

Medan, 16 Oktober 2019

Yang Membuat Pernyataan

Deby Febriza
34151018

ABSTRACT

DEBY FEBRIZA. 2019. Improving the Students' Ability in Using the Simple Past Tense through Climbing Grammar Mountain Game of Grade Eight at SMPN 1 Percut Sei Tuan

Advisor I : Dr. Didik Santoso, M.Pd, Advisor II : Utami Dewi, S. Pd, M. Hum

This research was aimed to improve the students' ability in using the simple past tense through climbing grammar mountain game. The subjects of this study were 32 students at 8th grade at SMPN 1 Percut Sei Tuan. This research was conducted by using classroom action research that consisted of 2 cycles. The technique of analyzing qualitative data, the researcher used observation test and interview test. While, technique of analyzing quantitative data, the researcher used the mean of students' score and t test. The result of pre test showed that the mean of the students' score was 41,71 in which there were 5 students (15,625%) passed minimum passing grade. In the post test I, there were 11 students (34,375%) passed minimum passing grade and mean of the students' score was 60,93. Then, in the post test II, there were 27 students (84,375%) passed minimum passing grade and mean of the students' score was 80. It indicated that climbing grammar mountain game could improve the students' ability in using the simple past tense. This result was strengthened by the observation and the interview that showed the students were enthusiastic and active in the learning process.

Keywords: ability, the simple past tense, climbing grammar mountain game

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Deby Febriza
34151018

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Grammar has important role in language learning. Learning grammar can help to furnish the basis of the four languages skills: listening, speaking, reading and writing.¹ At SMPN 1 Percut Sei Tuan, simple past tense is one of grammar that must be mastered by the students of grade eight. The students are expected to know the formula and to use it as a social function and to state past event accurately and fluently. It means that the students are able to state past event based on the function and formula of the simple past tense.

But, the goal has not been realized as expected. It can be seen from the result of test conducted by the researcher at SMPN 1 Percut Sei Tuan. The Researcher found that most students had problem in using the simple past tense. 1) the students are still confused to write the simple past tense based on formula. For example, the student 2 wrote “I didn’t ate” for negative statement. This sentence is not correct because to form negative statement in the past tense, the formula that should be s+did not+v1. But the student put the verb 2 after did not. Of course this sentence is not correct in English grammar. Besides that, another student wrote “did you cleaned your room?” for interrogative statement. This sentence is not correct because to form a interrogative statement in the past, the formula should be did+s+v1+?. But the

¹Rahmah Fithriani, Communicative Game-Based Learning in EFL Grammar Class: Suggested Activities and Stdents’ Perception, *JEELS*, vol. 5, no. 2, 2018, p. 172

student put the verb 2 after subject. Of course this sentence is not correct in English grammar.

The low ability of using the simple past tense is caused by many factors: motivation, interesting, personality, environment, facility including media. Media used to present information through interesting way. Media can make students pay attention in learning. Heinich² et al states advantages of using media is that media can motivate student in learning, invite student's attention, present information and gives student's required experiences to build the prior knowledge. There are several kind of media: picture, song, video, audio including game.

Game can improve the student's ability in using the simple past tense because game has advantage as Tuan and Doan says: 1) Promote learner's interaction games. Naturally when play game, student try to win or to beat other teams for themselves or on the behalf of their team. They are so competitive while playing since they want to have a turn to play, to score points and to win. In the class, they are more willing to discuss with their patner creatively to achieve the goal. 2) games improve learner's language acquisition. The meaning of the language students listen, read, speak and write will be more vividly experienced in a game and therefore, then they will better remember the language they learnt. 3) Increase games learner's achievement. which means that learners' test scores, ability of communication, some skills,

² Heinich, et.al, *Instructional Media and the New Technologies of Instruction* (2nd edition), (Canada: John Wiley and Sons, inc, 1982), p. 7

knowledge of vocabulary, or other language skills can improve.³ It means that, game make students participate actively in learning and game can increase students' skill English.

Many games that can be applied to improve student's ability in using the simple past tense, such as who am I game, puzzle game, guessing game including climbing grammar mountain game. The game can improve the students' ability in using the simple past tense because the game can make students learn the simple past tense through fun way. In this game, the students sit in groups, each group must discuss the question from teacher, the students must know the question based on grammatical or not. This game involves the students in learning actively. Therefore, the researcher chooses climbing grammar mountain game to improve the student's ability in using the simple past tense entitled "*Improving the Student's Ability in Using the Simple Past Tense through Climbing Grammar Mountain Game of Grade Eight at SMPN 1 Percut Sei Tuan*".

B. Identification of the Problem

There are many problems that can be identified related to ability in using the simple Past Tense:

1. Student's ability in using the simple past tense is still low.
2. Students are still confused in distinguish between reguler verb and irregular verb in simple past tense.

³ Luu Trong Tuan and Nguyen Thi Minh Doan, Teaching English Grammar through Games, *Studies in Literature and Language*, vol. 1, no. 7, 2010, p. 70-72

3. The teacher taught simple past tense deductively. Many problems that can be identified, therefore the researcher would like to limit

C. The Limitation of the Problem

Based on the background of the study the researcher focussing on the improvement of the students ability in using simple past tense and improve student's ability in using simple past tense. The medium is climbing grammar mountain game.

D. The Research of the Problems

Based on the limitation of the problems, it can be formulated the research questions as follows:

1. How is the implementation of climbing grammar mountain game in improving the students' ability in using the simple past tense?
2. How can climbing grammar mountain game improve the students' ability in using the simple past tense?

E. The Objectives of the Study

Based on the research problems, the objectives of the study as follows:

1. To describe the implementation of climbing grammar mountain game in improving the students' ability in using the simple past tense.
2. To describe the improvement of the students' ability in using the simple past tense by implementing climbing grammar mountain game.

F. Significances of the Study

1. Theoritically

The benefits of research as follows:

- a. This research are expected can add information about the simple past tense that can be used by the teacher to develop their teaching method.
- b. This research are expected can be reference for other reserchers who want to do further research on the same subject.

2. Practically

a. For the students :

- 1) This research can improve their ability in using the simple past tense.
- 2) This reseach can motivate the students in learning the simple past tense

b. For the teacher:

The English teacher can use this medium as a way of teaching the simple past tense to the students

c. For SMPN 1 Percut Sei Tuan

This research can improve the English teacher in teaching English especially teaching the simple past tense.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

In conducting a research, theories are needed to explain some concepts applied in research. The term must be clarified to avoid confusion between the writer and the reader.

1. Ability

There are some definitions about ability. According to Carrol⁴, ability defined in terms “being able to perform something”. Ability derives from ‘able’, which means to become capacity or power in the use of to do various activity.

According to Allyn and Bacon⁵ ability is potential capacity or power (to do something physical or mental) or special natural power to do something well. It means, ability is basic power to perform physique and mental activity well.

On the other hand, Sternberg and Grigorenko⁶ define ability is innate profile of biopsychological potentials representing coordinated profile of

⁴ John B. Carrol, *Human Cognitive Abilities*, (Cambridge: Cambridge University Press, 1993), p.3

⁵ Allyn and Bacon, *Psychology the Science of Behavioral*, (London: Longman, 1964), p. 2

⁶ Robert J Sternberg and Elena Grigorenko, *The Psychology of Abilities, Competencies and Expertise*, (USA: Cambridge University Press, 2003), p. 142

individual intelligence. It means, ability is basic power of human whether knowledge and skill to do something.

We can find explanation of ability in holy Al Quran, that is An Nahl: 78:

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ ۗ لَعَلَّكُمْ تَشْكُرُونَ
[١٦:٧٨]

Meaning: *And Allah brought you forth from the wombs of your mothers while you knew nothing and gave you ears and eyes and heart, that you might be grateful.*⁷

Besides that, in At-Tin: 4, Allaah says: [٩٥:٤] لَقَدْ خَلَقْنَا الْإِنْسَانَ فِي أَحْسَنِ تَقْوِيمٍ

Meaning: *Surely, we have created man in the best make*⁸

From explanation and verse above, it can be concluded that Allaah has created human in the best make. Human were created with basic potency. The basic potencies are hearing, thoughts, vision and feeling. Human can improve their ability in using knowledge and skill through the basic potencies.

2. The Simple Past Tense

The simple past tense according to Azar⁹ is used to talk about an activity or situation at began and ended at particular time in the past. It often accompanied by such as expression of past, yesterday, last night, two days ago

⁷ Maulawi Sher 'Ali, *The Holy Quran: Arabic Text and English Translation*, (Tilford: UK, Islam International Publication Ltd, 2004), p. 308

⁸ *Ibid*, p.740

⁹ Betty Schramper Azar, *Fundamentals of English Grammar* (3rd Edition), (New York: Longman, 2003), p. 25

and 1990. It means the simple past tense used to tell about activity happened at same time in past.

Lester¹⁰ in *English verb tenses up close* states that the simple past tense is used for events, conditions, or states that are now over and done with. It means past tense is events that once existed in or during some past time but that do not exist in the present.

These definition is parallel with Woods' statement in the simple past tense. Past tense tells about what happened before the present time.¹¹ It means that the simple past tense talks event occurs in past time (non continuous event).

From explanation above, we know that the simple past tense explains events, conditions and situations that began and done in past time

a. Form of the Simple Past Tense

There are some formulas in the simple past tense, the first is verbal sentence: 1) Affirmative statement, to make an affirmative statements, we use the following formula: s + v2 + (o/adv) for example: I walked to school yesterday.¹² 2) Negative statements, to make an negative statement, we use the following formula: s + did not/didn't + v1 + (o/adv) for example: I did not walk. 3) Interrogative statemnets, to make an interrogative statements, we use the following formula: did + s + v1 + (o/adv) for example: Did she come?¹³

¹⁰ Mark Lester, *English Verb Tenses Up Close*, (New York: McGraw Hill, 2012), p. 29

¹¹ Geraldine Woods, *English Grammar for Dummies*, (Indiana: Wiley Publishing Inc, 2010), p. 30

¹² Betty Schramper Azar, *Understanding and Using English Grammar*(3rd edition), (New York: Longman, 1999), p. 27

¹³ Elaine Walker, *Grammar Practice*, (Harlow: Longman, 2000), pp. 31-34

Murphy¹⁴ states that verb often the past simple ends in-ed (regular verb), for example: She passed her examination because she studied very hard. But there are irregular verb in simple past tense, this mean that past simple does not end in-ed. For example: Yesterday, I went to London to see a friend of mine.

Huddleston and Pullum¹⁵ says that, regular verbs are all predictable by general rule and irregular verb is one where the shape of at least one inflectional forms has to be specified for that particular verb.

Rules for spelling –ed in English grammar: 1) End of verb: a consonant + e + add –d, for example: -smile = smiled -erase = erased 2) One vowel + one consonant + double the consosnant, add –ed, for example: -stop = stopped -rub = rubbed 3) two vowels + one consonant + add -ed; do not double the consonant, for example: -rain = rained -need= needed 4) two consonants + add -ed; do not double the consonant, for example: -count = counted -help = helped 5) consonant + -y + change -y to -i, add –ed, for example: -study = studied - carry = carried. 6) Vowel + -y + add -ed; do not change -y to –i, for example: -play = played -enjoy = enjoyed. ¹⁶

¹⁴ Raymond Murphy, *English Grammar in Use*, (Cambridge: Cambridge University Press, 1994), p. 21

¹⁵ Rodney Huddleston and Geoffrey K. Pullum, *A Student's Introduction to English Grammar*, (Cambridge: Cambridge University Press, 2005), p. 33

¹⁶ Betty Schramper Azar, *Basic English Grammar* (2nd Edition), (New York: Longman, 1996), pp. 183

While example of irregular verb: come-came, do-did, eat-ate, get-got, go-went, have-had, put-put, see-saw, sit-sat, sleep-slept, stand-stood and write-wrote.¹⁷

While, for nominal sentence: 1) Affirmative statement, we use the following formula: s + was/were + substantive (adverbial of phrase) for example: - I was in class yesterday –My friends were at home yesterday. 2) The negative formula is s + was/were + not + substantive (adverbial of phrase) for example: -I was not in class yesterday –They were not at home last night. 3) The Interrogative formula is was/were + s + substantive (adverbial of phrase) for example: - were you in class yesterday? – Was Carlos at home last night?¹⁸

b. The Function of the Simple Past Tense

The simple past tense is used: 1) for actions which happened at a stated time in the past, for example: he **sold** his car two weeks ago. 2) to express a past state or habit, for example: when he **was** young, he **lived** in a small flat. 3) for past actions which happened one after the other, for example: she **put on** her coat, **took** her bag and **left** the house. 4) for an action which happened in the past and cannot be repeated, for example: I once **spoke** to Princess Diana (I won't see her again; she's dead).¹⁹

The explanation above is parallel with explanation from Alexander in Longman English Grammar Practice, the simple past tense is used to describe

¹⁷ *Ibid*, p. 190

¹⁸ *Ibid*, pp. 171-173

¹⁹ Virginia Evans and Jenny Dooley, *New Round-up 4: English Grammar Practice*, (Harlow: Longman, 2010), p. 14

action which happened in the recent or distant past, for example: - Sam **phoned** a moment ago – The Goths **invaded** Rome in A.D. 410. The last is, simple past tense is used to describe past habit, for example: I **smoked** forty cigarettes a day till I gave up. ²⁰

According to Murthy,²¹ simple past tense used for past action with past time adverbs, for example: - I saw Janaki **long ago** – My father died **last year** – He went to Delhi in **1990**. Simple past tense also used a past discontinued habit, for example: He **visited** temples frequently (He is not in the habit of visiting temples now. – She usually **sang** songs in the evening (She is not singing now). - Madhavi always talked about her beauty (She has stopped talking).

From explanation above, usage of the simple past tense is used to express non continuous habit and action that happened in past. Generally, the simple past tense uses past time signal, for example last year, long ago, moment ago, 1492 and A.D 410.

So, it can be concluded that ability in using the simple past tense is students' knowledge, skill and performance to express event, situation and condition that occurred in past whether verbal and nominal sentence in positive, negative and interrogative sentence based on grammatical usage.

²⁰ L. G. Alexander, *Longman English Grammar Practice*, (Harlow: Longman, 1990), p. 127

²¹ Jayanthi Dakshina Murthy, *Contemporary English Grammar*, (New Delhi; Shivam Printers, 1998), p. 166

3. Climbing grammar mountain game

A game is an activity with rules, a goal and an element of fun. Grammar game is to be used as practice exercise to help students get used to and remember grammatical rules and pattern. Grammar game is designed as fun activities to help lighten the load of grammar learning.²²

Rinvoluceri clarifies that a game can be used in any of these three stages while using them as a part of grammar instruction 1) Before presenting a given structure, especially to find out diagnostically how much knowledge is already known by the learners; 2) After a grammar presentation to see how much the group have grasped; 3) As a revision of a grammar area²³

a. Definition of climbing grammar mountain game

Climbing grammar mountain game was created by Gunn and McCallum²⁴ to teach grammar. Climbing grammar mountain game is an easy game that is prepared and adapted to unique needs of the different classroom. Climbing grammar mountain game is a game that provides away to address grammatical usage and sentence construction in such a way that the target structures are being review and reinforced in interesting and engaging manner.

This game involves the students to work and discuss together as a team to judge the validity of the sentences. The important thing to remember is to have sentences that the students should be capable of recognizing as correct or

²² Jill Halfield, *Elementary Grammar Games*, (Harlow: Longman, 2002), p. 4

²³ Nelvia Ibrahim, Games for Teaching Grammar to Young Learners, *IJIELT*, vol.2 no. 1, 2016, p. 56

²⁴ Cindy Gunn and McCallum, Climbing Grammar Mountain an Interactive Learning Experience, *English Teaching Forum* Vol. 43, no. 4, 2005, p. 41

incorrect. This is a game to review grammar, not to introduce new structure to students.

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۗ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ ۗ إِنَّ رَبَّكَ هُوَ أَعْلَمُ
بِمَن ضَلَّ عَنْ سَبِيلِهِ ۗ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ [١٦:١٢٥]

Meaning: *Call unto the way of thy Lord with wisdom and goodly exhortation and argue with them in a way the is best. Surely, thy Lord knows best who has strayed from His way; and He knows those who are rightly guided.*²⁵

An Nahl:125 describes Allaah commands to Prophet Muhammad to perch and to argue in the best way. “Argue” means discussion. In education, discussion is a method of teaching-learning to unite arguments of students in problem-solving. The correlation of An Nahl: 125 between climbing grammar mountain game to find the best argument in problem-solving. It can be seen from the step of climbing grammar mountain game, the students must discuss in a group before the students determine the best answer.

b. Design of Climbing Grammar Mountain Game

The procedure of climbing grammar mountain game is:²⁶1) Draw 4 vertical climbing lines (for a class size of approximately 20 students) on the board or on other media.

²⁵ Maulawi, p. 315

²⁶ Cindy Gun, p. 39

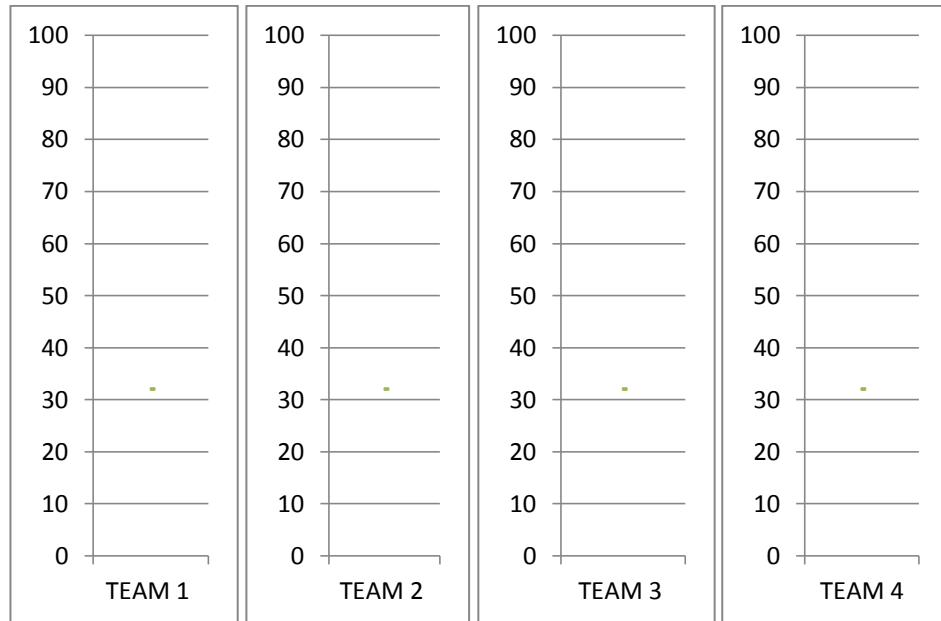


Figure 1 score of climbing grammar mountain game

2) Divide each line into 10 segments to represent vertical feet. 3) As in the example below, mark the segments 10, 20, 30, 40, etc. 4) Prepare a series of sentences. Some should be correct, and about three quarters should contain one 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 working on. Conversely, the game could be a culminating or review activity and could include one error each from a wide variety of grammatical issues. 5) Run off the sentences on a white board and cut them apart. Place them in a paper bag or envelope ready to draw from during the game. 6) Divide students into 4 teams of 4 or 5 students each. (Organize the number of mountain climbing tracks and teams accordingly.)

c. Procedure of Climbing Grammar Mountain Game in Teaching the Simple Past Tense

There are some activities in teaching-learning of the simple past tense through climbing grammar mountain game. The procedure of climbing grammar mountain game according to Gunn and Mc Callun. In teacher's activity, teacher explains the simple past tense to the students. Before start the game, teacher asks the students to get into group in the class. Have the students choose the name of group. Then, teacher asks each group how many vertical feet (max 20 point). In the last activity, teacher draw sentence for playing group.

While, in students' activities the students will be given a sentence. The students will discuss and determine the sentence is correct or not. If the students is correct, the student will get 10, 20 or 30 point. If the students is not correct, the students must go down to the mountain. All group can win 5 bonus point for correcting error sentence.

d. Advantages and Disadvantages

There are some advantages and disadvantages in using climbing grammar mountain game in teaching grammar, the advantages are: ²⁷

There are some advantages and disadvantages in using climbing grammar mountain game in teaching grammar, the advantages are: 1) to improve student's understanding of the fundamental of effective written communication, especially grammatical usage and sentence construction. 2) to help students

²⁷ *Ibid*, p. 41

learn from others through such activities as peer review, team work and group discussion. 3) to increase students' enthusiasm in learning. 4) to internalize the structures of grammar so critical for effective written and spoken communication

While, the disadvantages are : 1) Climbing grammar mountain game will make class be noisy because this game is competition among groups, teacher will find difficulty to control the students. 2) Climbing grammar mountain game will take a long time to prepare item of the game.

c. Related Studies

There are studies about teaching the simple past tense through several games that are described below:

Wulan²⁸ conducted a research about "Using Grammatical Snakes and Ladders Game in Teaching Simple Past Tense an Action Research at Eight Grade MTs Pembangunan UIN Syarif Hidayatullah Jakarta". The subject of this study is VIII C which consists of 35 students. The technique of collecting the data used qualitative and quantitative data. The qualitative take from observation, interview and questionnaire while quantitative data take from pre-test and post-test in the first cycle, the second cycle and the third cycle. Based on the analysis data, grammatical snakes and ladders game is good way in teaching simple past tense. It can be seen from improving of student's score in the first cycle, in the second cycle and the third cycle.

²⁸ Mulyani Ratna Wulan, *Using Grammatical Snakes and Ladders Game in Teaching Simple Past Tense an Action Research at Eight Grade MTs Pembangunan UIN Syarif Hidayatullah Jakarta*, (Jakarta: Syarif Hidayatullah State Islamic University, 2010)

Rifni²⁹ conducted research about “Improving students’ mastery of simple Past Tense using Grab the word Game (A Classroom Action Research at Class 8A of MTs Fatahillah Ngaliyan Semarang in the academic year of 2013-20014). The subject of this research is VIII A which consists 40 students. The technique of the collecting data used qualitative and quantitative data. The qualitative data take from observation and quantitative data take from pre-test and post-test. Based on the analysis students’ mastery of simple past tense improved, it can be seen from average of the students’ result in the first cycle was 56,1, in cycle 2 was 68,25 and the third cycle was 81,75.

Choriana³⁰ conducted a research about “The Use of Spelling Bee Game to Improve the Students’ Understanding of Simple Past Tense (A Classroom Action Research at Eighth Grade of MTs Miftahul Khoirot Branjang Ungaran in the Academic Year of 2015/2016). The subject of this research is VIII A which consists 26 students. The technique of the collecting data used qualitative and quantitative data. The qualitative data take from observation and quantitative data take from test. Based on the analysis students’ understanding on the simple past tense improved, it can be seen from the first cycle, the average of students’ score was 68.12 and in the second cycle the students’ score was 79.09.

²⁹Shafiyuddin Rifni, *Improving Students mastery of Simple Past Tense using Grab the Word Game* (A Classroom Action Research at Class 8A of MTs Fatahillah Ngaliyan Semarang in the academic year of 2013-20014), (Semarang: Walisongo State Institute for Islamic Studies, 2013)

³⁰ Devia Nikita Choriana, *The Use of Spelling Bee Game to Improve the Students’ Understanding of Simple Past Tense* (A Classroom Action Research at Eighth Grade of MTs Miftahul Khoirot Branjang Ungaran in the Academic Year of 2015/2016), (Semarang: Walisongo State Institute for Islamic Studies, 2016)

Amelia³¹ conducted a research about “Improving Student’s Understanding on Simple Past Tense Using Tic Tac Toe Game at the Second Grade of Junior High School 3 Sungguminasa”. The subject of this study is VIII A which consists of 35 students. The technique of the collecting data used qualitative and quantitative data. The qualitative data take from observation checklist and quantitative data take from pre-test and post-test in the first cycle, the second cycle and the third cycle. Based on the analysis student’s understanding on simple past tense improved, it can be seen from the first cycle until the third cycle there was improvement from average 71.14 to be 86.57.

Lubis³² conducted research about “The Implementation of Verb Search Game Strategy in Improving Student’s Ability in Using Simple Past Tense of Eight Grade at MTs Hifzhil Qur’an Islamic Centre Medan”. The subject of this study is VIII-4 which consists of 40 students. The technique of the collecting data used qualitative and quantitative data. The qualitative data take from observation and interview while quantitative data take from pre-test and post-test in the first cycle and the second cycle. Based on the analysis student’s ability in using simple past tense improved, it can be seen from in the cycle I mean of the students’s was 72,76 and in the cycle II mean of the students’s score were passed Minimum Passing Grade, the score was 81,27.

³¹ Reski Amelia S, *Improving Student’s Understanding on Simple Past Tense Using Tic Tac Toe Game at the Second Grade of Junior High School 3 Sungguminasa*, (Makasar: Alaudin State Islamic University Makasar, 2017)

³² Ratna Sari Lubis, *The Implementation of Verb Search Game Strategy in Improving Student’s Ability in Using Simple Past Tense of Eight Grade at MTs Hifzhil Qur’an Islamic Centre Medan*, (Medan: State Islamic University of Nort Sumatera, 2017)

d. Conceptual Framework

Based on theoretical framework, climbing grammar mountain game is one of media can improve students' ability in using the simple past tense because this game makes the student be more active. When the students play game, they try to win and to beat other groups. Therefore each member in a team to discuss, to think, to speak, to listen and to read the questions critically. Climbing grammar mountain game is enjoyable game because this games makes student is enthusiastic to get score or grab bonus point from other group so student will remember and understand what they learned easily. Chen³³ explains that games are motivating and offer students a fun-filled and relaxing learning atmosphere. Through games, students also have the opportunity to use language in a non-stressful way focusing on both the message and the language. The above description of the conceptual framework can be figure on following design:

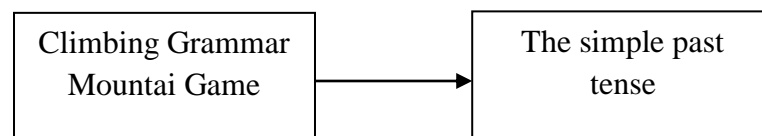


Figure 2 Conceptual Framework

³³ Fithriani, Op. Cit., p. 173

e. Actional Hypothesis

Based on the framework above, the hypothesis of this research is that the student's ability in using simple past tense can be improved by using climbing grammar mountain game.

CHAPTER III

RESEARCH METHOD

A. Research Setting

The researcher conducted the research at SMPN 1 Percut Sei Tuan which is located on Jalan Tembung Besar Kecamatan Percut Sei Tuan Kabupaten Deli Serdang. The subject of this research is VIII-1 grade of SMPN 1 Percut Sei Tuan. The number of the students consists 32 students, 26 female and 6 male.

B. Data and Data Source

The researcher used qualitative and quantitative data. The qualitative data described the situation during teaching and learning process and quantitative data assessed students' score. The researcher analyzed interview and observation for qualitative data. While, for quantitative data the researcher analyzed pre-test and post test.

C. Research Method

The researcher used classroom action research. There are some definitions of classroom action research. According to Kemmis and Taggart³⁴, classroom action research is the way groups of people can organize the conditions under which they can learn from their own experiences and make their experiences accessible to others.

Classroom action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of

³⁴ Sukardi, *Metode Penelitian Pendidikan Tindakan Kelas: Implementasi dan Pengembangannya*, (Jakarta: Bumi Aksara, 2013), p. 3

research. According to Watts, action research are: 1) Teachers and principals work best on problems they have identified for themselves. 2) Teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently. 3) Teachers and principals help each other by working collaboratively. 4) Working with colleagues helps teachers and principals in their professional development³⁵

So, classroom action research is conducted by teacher, researcher and colleague collaboratively. The objective of classroom action research is to improve, to examine and to assess the educational practice.

The researcher used the classroom action research procedure based on Kemmis and Taggart's procedure. This procedure consists several cycle and each cycle consists of four phases; planning, action, observation and reflection. Classroom action research procedure based on Kemmis and Taggart's following procedure:

³⁵ Eileen Ferrance, *Action Research*, (New York: Brown University, 2000), p. 1

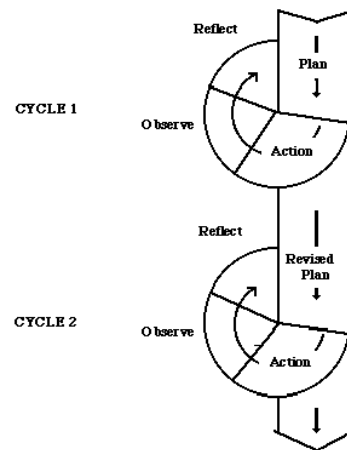


Figure 3 Cyclical Model of Action Research by Kemmis and Mc Taggart

The procedure of this action research as follows: 1) **planning**; at this phase the researcher planned all of the things before the researcher conducted actions. It contains preparing of lesson plan, observation sheet, interview guide, test and camera. Besides that, the researcher prepared all the material of climbing grammar mountain game. It contains grammar book, series of sentences, climbing score etc. 2) **action**; at this phase the researcher applied climbing grammar mountain game in teaching-learning of the simple past tense 3) **observation**; at this phase the researcher observed all activities during implementation of the action. The researcher observed the students' enthusiasm and response in teaching-learning of the simple past tense through climbing grammar mountain game. In observation, the researcher used observation sheet and camera to know the atmosphere of class. 4) **reflection**; at this phase the researcher evaluated process of teaching-learning. The researcher evaluated the students' score, result of observation and result of interview to know the improvement of the students' ability in using the simple past tense. After the resercher knew the improvement of the students' ability

in using the simple past tense, the researcher decided to continue the next cycle or to stop the cycle.

D. Technique of Collecting the Data

To collect the data, the researcher will use qualitative data and quantitative data, namely 1) observation, According to Marshall, through observation the researcher learn about behavior.³⁶ The researcher observed the students' participation in learning and the students' enthusiasm in responding for explanation of the researcher , etc 2) interview; the researcher asked a set of oral question to students and English teacher. The aim of interview is to get information about process of teaching-learning of the simple past tense through climbing grammar mountain game. 3) test; there are two kinds tests in classroom action research, pre-test and post test. The researcher used pre-test to asses the students' ability before the researcher applied climbing grammar mountain game in classroom. While, post-test was conducted by the researcher after climbing grammar mountain game was applied by the researcher. The aim of post test is to know effectiveness of climbing grammar mountain game. The researcher gave 20 multiple test for the students.

E. Technique of Analyzing the Data

To analyze the data, the researcher used Miles and Huberman's³⁷ technique namely, data condensation, data display and drawing and verifying conclusion. Data condensation refers to the process of selecting, focusing,

³⁶ Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2017), p. 310

³⁷ Matthew B. Miles, et al, *Qualitative Data Analysis* (3rd edition), (Arizona: Sage, 2014), pp. 12-14

simplifying, abstracting and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcript, documents and other empirical materials. By data condensation, qualitative data can be transformed in many ways: through selection, through summary or paraphrase, through being subsumed in a larger pattern and so on.

Data display is the second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that allows conclusion drawing and action. As with the condensation, the creation and use of displays is not separate from analysis.

Drawing and verifying conclusion means is conclusion drawing and verification. Conclusion are also verified as the analyst proceeds. Final conclusions may not appear until data collection is over. In this phase the researcher must make sure is the first conclusion is credible or not and researcher concludes result of the research based on the research problem.

While, for analyzing quantitative data the researcher analyzed students score of multiple choice test, the mean of student's score, the percentage of the students' score and t test. The researcher used formula as follows:

$$S = \frac{R}{N} \times 100$$

S= score of test

R= the number of correct answer

N= the number of questions

To find The mean of the students' score, the researcher used the Arithmetic mean by Arikunto³⁸, as follows:

$$X = \frac{\sum X}{N}$$

X= The mean of the students' score

\sum =XThe total score

N=the number of the students

The percentage the students' score, the researcher used formula:

$$P = \frac{F}{N} \times 100\%$$

P= The percentage of students

F= The number of students who get >75

N= The total number of students

To know the difference of improvement pre test, post test 1 and post test 2, the researcher used t test formula, as follows:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

\bar{D} = Mean of differences of post test 1 an post test 2

D = Difference

N= Subject of students

³⁸ Suharsimi Arikunto , *Prosedur Penelitian*, (Jakarta: Binarupa Aksara, 2006), p. 272

F. Trustworthiness

To achieve credibility, the researcher will use triangulation. Triangulation is the third mode of improving the probability that findings and interpretation will be found credible. There are four modes of triangulation exist: the use of multiple and different method, multiple source of data, multiple investigators or multiple of theories to confirm emerging findings. Here, the researcher uses two modes of triangulation only, methodological triangulation, and sources triangulation. Use of methodological triangulation of data collection, for example, what someone tells you in an interview can be checked against what researcher observe on site or what you read about in documents relevant to the phenomenon of interest. There are three methods of data collection interviews, observations, and documents. Triangulation using source triangulation of data means comparing and cross checking data collected through observations at different times or in different places, or interview data collected from people with different perspectives or from follow-up interviews with the same people.³⁹

³⁹ Sharan B. Merriam, *Qualitative Research*, (San Francisco: Wiley Imprint, 2009), p. 215-216

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

In this research, the researcher would like to describe the result of the preliminary study, cycle I and cycle II, as follows:

1. Preliminary Study

Before conducting the research, the researcher did a preliminary study. This preliminary study was intended to know the students' ability in using the simple past tense before climbing grammar mountain game was applied by the researcher. The result showed the students' ability in using the simple past tense below 75 as *Kriteria Kelulusan Minimum* (Minimum Passing Grade) in English lesson especially in the simple past tense. The number of the students who followed the test was 32 students.

Based on the result of students' pre-test in using the simple past tense was still low. It can be seen from the total score of the students was 1.335, the mean of the students' score was 41,71 and the percentage of the students' score was 15,625% or only 5 students got score up to 75 and 27 students didn't get score up to 75. (see appendix 13 page 81)

To support the quantitative data, it can be seen from the qualitative data that was taken by using interview. The observation was conducted by the researcher before the game was applied by the researcher in learning process. The interview also informed that the students' ability in using the simple past

tense was still low. The researcher interviewed the students 1. It can be proven from the following data: (See appendix 11, page 79)

“Saya tidak suka belajar the simple past tense karena sulit menghafal semua rumus simple past tense”

From the data above, it shows that the student could not make the simple past tense based on formula because she found difficulty to memorize formula of the simple past tense. Therefore, she was not motivated in learning English especially the simple past tense. Another student said:

“Tidak semangat, karena belajar bahasa Inggris membosankan apalagi belajar the simple past tense”

This data indicates that, her enthusiasm in learning English was still low especially learning the simple past tense.

The third student says something about learning the simple past tense.

“Bosan belajar Bahasa Inggris karena hanya mendengarkan guru nya saja menjelaskan”

From the answer of the third student, he found difficulty in the way of teaching of English teacher in explanation. So that he doesn't has enthusiasm to understand the material.

Besides that, English teacher said: *“Menurut saya kemampuan mereka masih rendah. Ini terbukti dari nilai mereka yang belum mencapai target (KKM). Siswa memiliki kemauan belajar Bahasa Inggris, namun kendalanya*

ada banyak yang harus dihafal dalam the simple past tense seperti rumus-rumus dan kata kerja reguler dan irreguler.” (See appendix 9, page 77)

2. Cycle I

The researcher did some phases in the first cycle. They were planning, action, observation and reflection

Planning

In this phase, the researcher prepared materials of the simple past tense that was conducted in the learning process, such as: (1) preparing observation sheet (See appendix 7 and 8, pp. 73-75) (2) preparing interview guide (See appendix 9-12, pp. 77-80) (3) preparing the test (See appendix 3-5, pp 66-70) (4) preparing the material that connected climbing grammar mountain game (board marker, eraser, fun grammar book and etc), and (5) preparing the camera to take photo (See appendix 20, page 96)

There were some points that had been done by the researcher. All points which are put in the lesson plan, were: standard competences, basic competences, indicators, the objectives of learning, material of learning, method of learning, media of learning, steps of learning and assesment. (See appendix 1, page 46)

Action

In this phase, there were some steps which were done by the researcher, including: introduction, main activity, and closing. In introduction there were some activities that had done been by the researcher. The researcher gave greeting, instructed du'a and checked the students' attendance list. Besides that, the researcher explained the objective of learning.

In the main activity, there were some steps which were done by the researcher in teaching-learning of the simple past tense through climbing grammar mountain game. Firstly, The researcher explained the simple past tense (definition, the formula and the function). In this activity, the students were asked to focus for explanation of the researcher. Then, the researcher asked the students to make example of the simple past tense on paper, the theme of my activity of a few days ago. After the students finished their assignment the researcher collected it. Then, the students were asked to make a group into 6 groups. Each group consisted 5-6 students.

This game began with explanation of the researcher about procedure of climbing grammar mountain game. Then, the researcher prepared all material that connected the climbing grammar mountain game and the researcher asked the students to pay attention for explanation of the researcher. Then, the researcher drew climbing score on white board. Before the researcher wrote the questions (topic: my activities of a few days ago), the researcher determined the first player and on. In discussion, the researcher gave a few seconds to discuss the question. After they found the best answer, they chose one of them to state their answer.

In closing, the researcher determined the winner from the highest point. Then, the researcher and the students concluded the material. After the game was over, the researcher gave the students a test which consisted twenty multiple choice question to know the students' improvement.

Observation

The observation was aimed to know the information activities of the researcher and the students during teaching-learning process.

After the researcher applied climbing grammar mountain game in teaching the simple past tense, the researcher found some problems: 1) The students didn't participate in playing game actively. When the researcher gave a question for playing group, there were only a few the students discussed on their group. There were 2-3 students discussed to determine the answer and the others was quiete. 2) Students were still confused in answering the questions from the researcher. When the researcher asked the students to identify the sentence was corret or not, the students were still confused to distinguish reguler and irreguler verb in the simple past tense. To solve this problem, the researcher allowed them to use dictionary in discussion. 3)Time and classroom managment. The researcher faced obstacles in applying climbing grammar mountain game, in which the researcher drew climbing score and wrote the questions on white board, it wasted learning time. Then, because the English class after a rest, the researcher found difficulty in managing the class. There were some students ate their food and talked to friend. To make the class was conducive, the researcher gave brainstorm to make they paid attention of teaching-learning. (See appendix 7 and 20, page 73 and 96)

Reflection

In this phase the reseacher evaluated the teaching learning process. The reseacher evaluated the instrument of the research whether observation,

interview and test. The result of observation above was also supported by interview the students and the researcher.

The result of first student stated *“Belajar dengan game ini benar-benar seru tapi saya masih sulit untuk membedakan kata kerja reguler dan irreguler”*

It means that she liked this game in learning process but she was still confused to distinguish reguler verb and irreguler verb .

Second student said *“Kalau belajar seperti ini jadi lebih semangat. Kami berlomba-lomba untuk menjadi pemenang.”*

Therefore the students must answer the question correctly and from the last interview *“Saya suka main game seperti ini, jadi mudah paham daripada hanya mendengar penjelasan saja.”* (See Appendix 12, page 80)

She stated that she liked this games so she could understand the simple past tense easily. In this game, the student has role in learning process therefore the students more understand about the material.

Furthermore, English teacher said *“Game ini benar-benar menarik perhatian siswa. Mereka benar-benar aktif dan antusias dalam belajar. Namun dari hasil tes, nilai mereka masih belum mencukupi KKM”* (See appendix 10, page 78)

While, the result post test of first cycle, it shows that the total score of the students was 1950 and the number of the students who got score up to 75 was 11 from 32 students and the mean of the students' score of the test was 60,93. The percentage of the students' score was 34,375% (See appendix 14, page 83)

). It can be seen that the students' score in the post test I was increased but it was still low.

This research also used the hypothesis. It can be seen the coefficient of t-observed and t-table to $df=N-1=32-1=31$, with fact $\alpha=0.025$ was 2,03951 in the coefficient of t-observed (8,57) $>$ t-table (2,03951). Thus, alternative hypothesis (H_a) can be received. (See appendix 17, page 89)

Based on the result of observation, interview and test, it can be concluded that the researcher decided to continue the next cycle to improve the students' ability in using the simple past tense through climbing grammar mountain game. In cycle 2, the researcher conducted several points: (1) the researcher explained the simple past tense deeply (2) the researcher made the climbing score in interesting medium (3) the researcher managed the class well. (4) the teacher asked the students to bring dictionary.

3. Cycle 2

The researcher decided to continue the research in second cycle. The objective of the second cycle was to improve the students' score in using the simple past tense in the post test of the first cycle. Then, the researcher added some activities in the second cycle that had been done by the researcher while teaching the simple past tense in four phase : planning, action, observation, and reflection.

Planning

In this phase, the researcher prepared lesson plan and emphasized teaching-learning process of the simple past tense. (See appendix 2, page 56)
In this cycle, the researcher explained about the simple past tense deeply.

Besides that, the researcher made new variation in teaching the simple past tense. This way used to make the students will be active, interested and enthusiastic in teaching-learning process. On the other hand, the researcher prepared the observation sheet to know the atmosphere of class and the researcher prepared the post test II to know the improvement of the students' ability in using the simple past tense.

Action

In this phase, there were some steps which were done by the researcher, including: introduction, main activity, and closing. In introduction there were some activities that had been done by the researcher. The researcher gave greetings for the students, instructed du'a and checked the students' attendance list. Besides that, the researcher explained the objective of learning.

In the main activity, there were some steps which were done by the researcher in teaching-learning of the simple past tense through climbing grammar mountain game. Firstly, The researcher explained the simple past tense (definition, the formula and the function). In this activity, the students were asked to focus for explanation of the researcher. Then, the researcher asked students to make example of the simple past tense, the theme of my weekend activities. After the students finished the assignment, the researcher collected it. Then, the students were asked to make a group into 6 groups. Each group consisted 5-6 students.

This game began with explanation of the researcher about procedure of climbing grammar mountain game. Besides that, the researcher prepared all material that connected the climbing grammar mountain game. Then, the

researcher gave climbing score (carton) to groups. Before the researcher gave the questions (the topic is my weekend activities), the researcher determined the first player and on. In discussion, the researcher gave a few seconds to discuss the questions. In this cycle, the researcher determined students in answering the questions. Consequently, all members group had a opportunity to correct and identify the questions.

In closing, the researcher determined the winner from the highest point. Then, the researcher and the students concluded the material. After the game was over, the researcher gave the students a test which consisted twenty multiple choice question to know the students' improvement.

Observation

The observation was aimed to know the information about activities of the researcher and the students during teaching-learning process. In the observation, the researcher didn't find difficulties during teaching through climbing grammar mountain game. The result of observation, the researcher found the students participated actively. When the researcher gave the question for playing group in identifying the sentence was correct or not, all members of group discussed to determine the answer. The atmosphere of class was noisy, joyful and active. The researcher found all group want to be a winner, so they put effort to achive the top of mountain. It indicatetd that, the students have understood of the simple past tense and they knew the usage of the simple past tense well. It could be seen from the students was confident in conveying their answer (See appendix 8 and 20, page 75 and 96)

Reflection

In this phase the researcher evaluated the teaching-learning process. The researcher evaluated the instrument of the research whether test, observation and interview. The result of observation above was also supported by interview data. Interview have done been by the researcher to the students.

“Belajarnya menjadi tidak membosankan dan belajar dengan game seperti ini jauh lebih paham karena belajarnya sama-sama .”

This student stated that she could understand the simple past tense, because the students were given a chance to identify the question together in a group. Consequently, the students understood the simple past tense easily.

From the result of the interview the student 1 above, she stated that she could understand the simple past tense. It was supported by the student 2

“Belajar dengan game kelompok begini saya semangat sehingga saya menjadi tahu dan paham dengan sendirinya formula simple past tense itu tanpa harus menghafal mati.” (see appendix 12, page 80)

From the statement of the student above, he stated that learning through climbing grammar mountain game made he could understand the formula of the simple past tense without memorization. Consequently, the student could understand the simple past tense well.

Furthermore, English teacher said: *“Menurut saya, game ini dapat melatih mereka untuk memahami the simple past tense dengan mudah. Apalagi nilai mereka yang meningkat pada test kedua ini, menunjukkan bahwa game ini bisa meningkatkan kemampuan the simple past tense mereka”* (See appendix 10, page 78)

While the students' score in the second cycle was improved. It can be seen from comparison of the students' score from pre test, post tes I and post tes II. In the pre-test, the students who got the score of 75 was 5 from 32 students (15,625%). In the post-test I who got the score of 75 was 11 students (34,375%) and in the post-test II who got the score of 75 was 27 students (84,375%). It means that the improvement of pre test to post test I about 18.75 % and improvement of post test I to post test II about 51 %. It means that the most students' score was improved from the first to the third test. (See appendix 16 page 87)

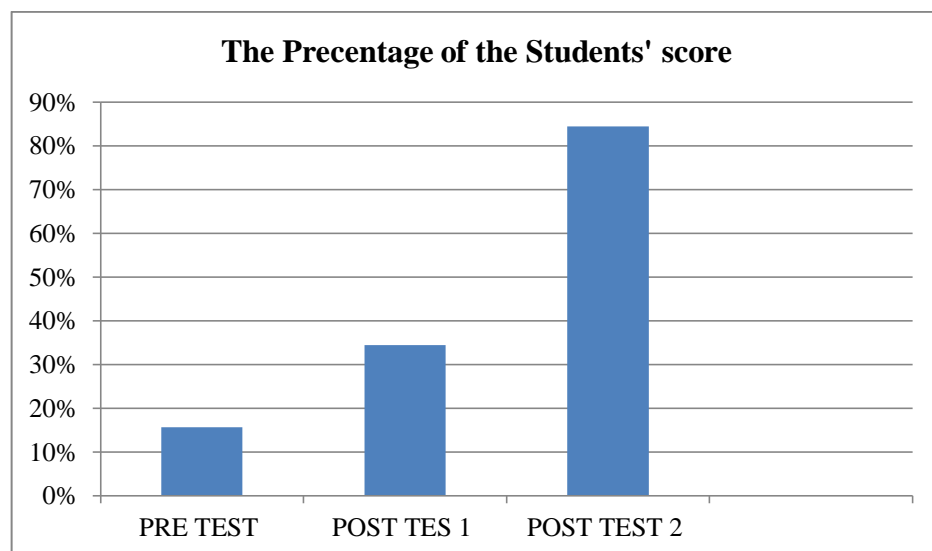


Figure 4 The Percentage of the students' score

This research used t test, it could be seen that the coefficient of t-observed and t-table to $df = N-1 = 32-1=31$, with fact $\alpha=0,025$ was 2,03951 in the coefficient of t-observed (9,19) > t-table (2,03951). Thus, alternative hypothesis (H_a) can be received. Based on finding, alternative hypothesis (H_a)

stated that climbing grammar mountain game could improve the students' ability in using the simple past tense. (See appendix 18 page 92).

From the data above, it can be concluded that the researcher decided to stop the cycle because the target was achieved, whether from the result of observation, interview and the students' score. From the result, the researcher concluded that climbing grammar mountain game could improve the students' ability in using the simple past tense.

B. Discussion

This research was conducted to find out improvement of the students' ability in using the simple past tense through climbing grammar mountain game. The result of research, climbing grammar mountain game could improve grammar especially the simple past tense. Handayani⁴⁰ and Taslim⁴¹ proved climbing grammar mountain game could improve grammar. It can be seen from their result of research, the students' score was improved.

Based on the result of observation and interview was conducted by the researcher, the researcher found the students' participation in learning the simple past tense through climbing grammar mountain was active and enthusiastic. Climbing grammar mountain game made the students felt real mountainer a mountain, so they tried to achieve the top of mountain. Learning through enjoyable way and student center activity could make students

⁴⁰ Suci Handayani, *Improving the Students' Mastery of Simple Past Tense by using Climbing Grammar Mountain Game for the Students of Class VIII E of MTs Abadiyah Kuryokalangan Gabus Pati in Academy Year 2014/2015 (A Classroom Action Research)*, (Kudus: Muria Kudus University, 2015)

⁴¹ Fadila Taslim, *Improving Students Mastery on Simple Present Tense through Climbing Grammar mountain Game*, (West Sumatera: Sekolah Tinggi Keguruan dan Ilmu Pendidikan Abdi Pendidikan Payakumbuh, 2016)

understood the grammar structure easily. Besides that, this game was effective to improve writing and speaking communication. Based on the result of observation and interview. It was found that the class was more effective, active and enjoyable while learning.

From the explanation above, the researcher concluded that the implementation of climbing grammar mountain game could improve the students' ability in using the simple past tense. It could be seen from the quantitative data which the students' score got better in every test: pre-test, post test I and post test II and it could be showed by the qualitative data in which the researcher found the atmosphere of class was active, enthusiastic and interested in learning the simple past tense through climbing grammar mountain game.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

The result of preliminary study showed that the students' ability in using the simple past tense was still low. It can be seen from from the total score of the students was 1.335. It means that the mean of students' scores was 41,71 and the percentage of the students' scores was 15,625% or only 5 students who succeeded or got score up to 75 and 27 students unsuccesed or didn't get score up to 75. Therefore, the reseacher would like to improve the students' ability in using the simple past tense through climbing grammar mountain game.

In the cycle I, the result of observation were collected to get the qualitative data, based on the data observation, there was improvement in teaching learning process but the improvement was not significant yet. It can be seen from the result of the post test of the first cycle, it showed that the total score of the students was 1950 and the number of students who succesed or got score up to 75 from the test was 11 from 32 students and the mean of the students' score of the test was 60,93. The percentage of the students' score was 34,375%. But the cycle I was still unsuccessful.

In the cyle II, there was a significant improvement of the students' ability in using the simple past tense. It can be seen from the result showed the improvement of the students' score from the total score of the students was 2560 and the students' mean was 80. The percentage of the students' score was 84,375% consist of 27 students succesed or achieved score 75% or up.

On the other side, the result of observation and interview showed that the student was active, enthusiastic and joyful in learning of the simple past tense through climbing grammar mountain game. Therefore, based on the result of pre test, post test I and post test II showed the students' ability in using the simple past tense by using climbing grammar mountain game was improved.

B. SUGGESTION

Based on the result of this research, the researcher provides suggestion for the students, English teacher, the headmaster and other researcher.

1. For the students

When the teacher explains the material, the students pay attention for the explanation. If the students don't understand about material, the students can ask their difficulty to the teacher. The students study about material that have been learned at home.

2. For the English teacher.

The teacher can apply climbing grammar mountain game to review, to introduce the simple past tense in learning English. This game introduce the simple past tense by using fun manner.

3. For the headmaster

The headmaster can suggest the English teacher to apply climbing grammar mountain game in teaching the simple past tense because the result of this research showed that climbing grammar mountain game can improve the students' ability in using the simple past tense.

4. For other researchers

In this research, climbing grammar mountain game can improve the students' ability in using the simple past tense. Hopefully, the next reseacher can use this research as references for the next research with different sample.

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APPENDIX 1**RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)**

Nama Sekolah	: SMPN 1 Percut Sei Tuan
Mata pelajaran	: Bahasa Inggris
Kelas	: VIII
Materi	: The simple Past Tense
Alokasi Waktu	: 2 x 40 menit

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong,), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangka pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/ teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p>	<p>1.1.1 Mengungkapkan rasa syukur atau kesempatan dapat belajar bahasa Inggris.</p>
<p>2.1 Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.</p>	<p>2.1.1 Menggunakan bahasa yang baik saat berkomunikasi</p> <p>2.1.2 Menunjukkan sikap saling saling menghargai dan menghormati</p> <p>2.1.3 Menunjukkan sikap bersahabat</p>
<p>3.2 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyatakan atau menanyakan tentang kejadian/peristiwa yang terjadi dimasa lampau.</p>	<p>3.2.1 Memahami unsur kebahasaan untuk menyatakan atau menanyakan tindakan/kejadian yang dilakukan/terjadi dimasa lampau</p> <p>3.2.2 Mengidentifikasi kalimat tentang tindakan/kejadian yang</p>

	<p>dilakukan/terjadi dimasa lampau dalam teks lisan atau tulisan</p> <p>3.2.3 Mendengarkan atau membaca ungkapan yang digunakan untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi di waktu lampau</p>
<p>4.2 Menyusun teks lisan dan tulis untuk menyatakan atau menanyakan kejadian/peristiwa yang terjadi dimasa lampau</p>	<p>4.2.1 Menuliskan tindakan/kejadian yang dilakukan/terjadi dimasa lampau dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.2.2 Menyatakan tindakan/kejadian yang terjadi dimasa lampau dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>

C. Tujuan Pembelajaran

1. Siswa dapat berkomunikasi yang baik dengan guru dan teman dalam menyatakan/menanyakan tindakan/kejadian yang terjadi di masa lampau.
2. Siswa dapat menganalisis dan memahami fungsi sosial, struktur teks dan unsur kebahasaan dalam menyatakan/menanyakan tindakan/kejadian yang terjadi dimasa lampau.
3. Siswa dapat menyusun teks tulis/lisan untuk menyatakan/menanyakan tindakan/kejadian yang terjadi dimasa lampau dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai dengan konteks.

D. Materi Pembelajaran

Materi : The simple past tense

The simple past tense digunakan untuk menerangkan peristiwa yang terjadi beberapa saat yang lalu atau pada masa lampau. Biasanya past tense disertai dengan waktu yang jelas misalnya yesterday, last week, last year, last Sunday, a few minutes ago, two years ago, three days ago and this morning.

Positive sentence S+VII+O/adv

No	Subject	Verb	o/adv	Adverb of time
1	Wiky	Left	School	Four months ago
2	My family and me	Went	To Lampuuk	Last October

			Beach	
3	They	Study	In the class	Last Monday
4	The children	Played	Football	This afternoon
5	Aisyah	Cleaned	The house	This morning

Notes: Dalam kalimat the simple past tense, menggunakan kata kerja kedua di dalam bahasa Inggris terdapat dua bentuk kata kerja kedua yang pertama kata kerja beraturan dan kata kerja tak beraturan.

Negative sentence: S+did not+v1+o/adv

No	Subject	Auxiliary	Not	Verb	o/adv	Adverb of time
1	Wily	Did	Not	Leave	School	Four months ago
2	My family and me	Did	Not	Go	Lampuuk beach	Last October
3	They	Did	Not	Study	In the class	Last Monday
4	Children	Did	Not	Play	Football	This afternoon
5	Aisyah	Did	Not	Clean	The house	This morning

Notes: a. Kita menggunakan did not untuk setiap subject

- c. untuk membuat kalimat negatif dalam the simple past tense kita menggunakan kata kerja pertama.

Negatif: did+subject+verb1+o/adv

No	Subject	Auxiliary	Verb	o/adv	Adverb of time	Question mark
1	Did	Wily	Leave	School	Four months ago	?
2	Did	My family and me	Go	Camping	Last April	?
3	Did	They	Study	In the school	Last Monday	?
4	Did	Childern	Play	Football	This afternoon	?
5	Did	Aisyah	Clean	The house	This morning	?

Nominal patterns

1. Positif : **S+was/were+O/adv**
2. Negatif : **S+was/were+not+o/adv**
3. Interogatif : **was/were+s+o/adv**

Pronoun	Affirmative	Negative	Interrogative
I, she, he it	I was tired	She was not tired	Was he tired?
You, they we	You were in the class	They were not in the class	Were we in the class?

Question with *where, why, when, what, who and how*

1. *Where* is used in a question of place: - Where did they eat? – Where they ate?

2. *Why* is used in a question of reason: - Why did you choose this book? – Why you choosed this book?
3. *When* is used in a question of time :- When did you arrive? - When you arrived?
4. *What* is used in a question of thing : -What did you say? – What you said?
5. *Who* is used in a question of person : - Who did you see? – Who you saw?
6. *How* is used in a question of condition: - How did you study? –How you studied?

E. **Metode** : Ceramah dan diskusi

F. **Media, alat dan sumber pembelajaran**

1. Media: Pictures, climbing grammar mountain game dan kertas karton
2. Alat
Spidol dan white board
3. Sumber Pembelajaran
 - a. Fun grammar book
 - b. Buku paket bahasa Inggris kelas VIII

G. **Langkah-langkah pembelajaran**

1. Pendahuluan
 - a. Guru menyapa siswa dan mengawali kegiatan belajar dengan berdoa
 - b. Guru menanyakan keadaaan siswa
 - c. Guru melakukan presensi siswa
 - d. Guru memberikan brainstrom kepada siswa

2. Mengobservasi

- a. Guru menampilkan gambar tentang kejadian/tindakan yang terjadi dimasa lampau
- b. Siswa diminta untuk mengamati gambar kegiatan/tindakan yang terjadi di masa lampau.
- c. Siswa diminta untuk mengamati penjelasan pada gambar mengenai the simple past tense beserta formulanya

3. Menanya

- a. Guru memberikan kesempatan kepada siswa untuk bertanya tentang gambar yang telah diamati
- b. Guru meminta siswa untuk bertanya-jawab tentang kegiatan yang terjadi dimasa lampau yang ada pada gambar

4. Menalar

- a. Guru memberikan contoh terkait dengan kegiatan/tindakan yang terjadi dimasa lampau
- b. Siswa diminta untuk menulis contoh kalimat tentang kejadian/tindakan yang terjadi di masa lampau

5. Eksperimen

- a. Guru meminta siswa untuk membentuk kelompok
- b. Guru menjelaskan aturan cara bermain serta mempersiapkan material climbing grammar mountain game
- c. Guru menuliskan soal berbentuk kalimat dipapan tulis untuk kelompok yang mendapat giliran bermain

- d. Setiap anggota kelompok yang bermain diminta untuk menganalisis kalimat yang diberikan guru apakah sesuai grammatikal atau tidak
 - e. Setiap anggota kelompok yang bermain diminta untuk memperbaiki kalimat jika kalimat tersebut tidak sesuai dengan grammatikal
6. Mengkomunikasikan
- a. Guru meminta setiap anggota kelompok berdiskusi selama 10-15 detik untuk menentukan jawaban, lalu
 - b. Perwakilan kelompok diminta untuk menjawab apakah kalimat yang dituliskan oleh guru di papan tulis sesuai dengan grammatikal atau tidak serta berikan alasannya, kemudian
 - c. Perwakilan kelompok diminta untuk memperbaiki kalimat yang tidak sesuai grammatikal.
7. Penutup
- a. Guru menyimpulkan pelajaran.
 - b. Guru memberikan feedback terhadap siswa.
 - c. Guru memberikan refleksi terhadap pembelajaran yang telah berlangsung.
 - d. Guru menutup pelajaran.

H. Penilaian

1. Bentuk : Tes pilihan berganda dan tes tertulis

Rumus perhitungan nilai siswa, sebagai berikut:

- Pilihan berganda = benar x 5
= 20 x 5 = 100

Nilai total maksimal 100

Medan, 29 Juli 2019

Diketahui,

Guru Bahasa Inggris

Peneliti

Yumna, S. Pd
NIP.196412271986032007

Deby Febriza
NIM. 34151018

APPENDIX 2**RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)**

Nama Sekolah	: SMPN 1 Percut Sei Tuan
Mata pelajaran	: Bahasa Inggris
Kelas	: VIII
Materi	: The simple Past Tense
Alokasi Waktu	: 2 x 40 menit

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong,), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangka pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/ teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
<p>1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p>	<p>1.2.1 Mengungkapkan rasa syukur atau kesempatan dapat belajar bahasa Inggris.</p>
<p>2.2 Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.</p>	<p>2.1.4 Menggunakan bahasa yang baik saat berkomunikasi</p> <p>2.1.5 Menunjukkan sikap saling saling menghargai dan menghormati</p> <p>2.1.6 Menunjukkan sikap bersahabat</p>
<p>3.3 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyatakan atau menanyakan tentang kejadian/peristiwa yang terjadi dimasa lampau.</p>	<p>3.3.1 Memahami unsur kebahasaan untuk menyatakan atau menanyakan tindakan/kejadian yang dilakukan/terjadi dimasa lampau</p> <p>3.3.2 Mengidentifikasi kalimat tentang tindakan/kejadian yang</p>

	<p>dilakukan/terjadi dimasa lampau dalam teks lisan atau tulisan</p> <p>3.3.3 Mendengarkan atau membaca ungkapan yang digunakan untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi di waktu lampau</p>
<p>4.3 Menyusun teks lisan dan tulis untuk menyatakan atau menanyakan kejadian/peristiwa yang terjadi dimasa lampau</p>	<p>4.3.1 Menuliskan tindakan/kejadian yang dilakukan/terjadi dimasa lampau dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.3.2 Menyatakan tindakan/kejadian yang terjadi dimasa lampau dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>

C. Tujuan Pembelajaran

1. Siswa dapat berkomunikasi yang baik dengan guru dan teman dalam menyatakan/menanyakan tindakan/kejadian yang terjadi di masa lampau.
2. Siswa dapat menganalisis dan memahami fungsi sosial, struktur teks dan unsur kebahasaan dalam menyatakan/menanyakan tindakan/kejadian yang terjadi dimasa lampau.
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D. Materi Pembelajaran

Materi : The simple past tense

The simple past tense digunakan untuk menerangkan peristiwa yang terjadi beberapa saat yang lalu atau pada masa lampau. Biasanya past tense disertai dengan waktu yang jelas misalnya yesterday, last week, last year, last Sunday, a few minutes ago, two years ago, three days ago and this morning.

Positive sentence S+VII+O/adv

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Notes: Dalam kalimat the simple past tense, menggunakan kata kerja kedua di dalam bahasa Inggris terdapat dua bentuk kata kerja kedua yang pertama kata kerja beraturan dan kata kerja tak beraturan.

Negative sentence: S+did not+v1+o/adv

No	Subject	Auxiliary	Not	Verb	o/adv	Adverb of time
1	Wiky	Did	Not	Leave	School	Four months ago
2	My family and me	Did	Not	Go	Lampuuk beach	Last October
3	They	Did	Not	Study	In the class	Last Monday
4	Children	Did	Not	Play	Football	This afternoon
5	Aisyah	Did	Not	Clean	The house	This morning

Notes: a. Kita menggunakan did not untuk setiap subject

b. untuk membuat kalimat negatif dalam the simple past tense kita menggunakan kata kerja pertama.

Negatif: did+subject+verb1+o/adv

No	Subject	Auxiliary	Verb	o/adv	Adverb of time	Question mark
1	Did	Wily	Leave	School	Four months ago	?
2	Did	My family and me	Go	Camping	Last April	?
3	Did	They	Study	In the school	Last Monday	?
4	Did	Childern	Play	Football	This afternoon	?
5	Did	Aisyah	Clean	The house	This morning	?

Nominal patterns

1. Positif : **S+was/were+O/adv**
2. Negatif : **S+was/were+not+o/adv**
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Pronoun	Affirmative	Negative	Interrogative
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You, they we	You were in the class	They were not in the class	Were we in the class?

Question with *where, why, when, what, who and how*

1. *Where* is used in a question of place: - Where did they eat? – Where they ate?

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4. *What* is used in a question of thing : -What did you say? – What you said?
5. *Who* is used in a question of person : - Who did you see? – Who you saw?
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E. **Metode** : Ceramah dan diskusi

F. Media, alat dan sumber pembelajaran

1. Media: Pictures, climbing grammar mountain game dan kertas karton
2. Alat
Spidol dan white board
3. Sumber Pembelajaran
 - c. Fun grammar book
 - d. Buku paket bahasa Inggris kelas VIII

G. Langkah-langkah pembelajaran

1. Pendahuluan
 - a. Guru menyapa siswa dan mengawali kegiatan belajar dengan berdoa
 - b. Guru menanyakan keadaan siswa
 - c. Guru melakukan presensi siswa
 - d. Guru memberikan brainstrom kepada siswa

2. Mengobservasi

- a. Guru menampilkan gambar tentang kejadian/tindakan yang terjadi dimasa lampau
- b. Siswa diminta untuk mengamati gambar kegiatan/tindakan yang terjadi di masa lampau.
- c. Siswa diminta untuk mengamati penjelasan pada gambar mengenai the simple past tense beserta formulanya

3. Menanya

- a. Guru memberikan kesempatan kepada siswa untuk bertanya tentang gambar yang telah diamati
- b. Guru meminta siswa untuk bertanya-jawab tentang kegiatan yang terjadi dimasa lampau yang ada pada gambar

4. Menalar

- a. Guru memberikan contoh terkait dengan kegiatan/tindakan yang terjadi dimasa lampau
- b. Siswa diminta untuk menulis contoh kalimat tentang kejadian/tindakan yang terjadi di masa lampau

5. Eksperimen

- a. Guru meminta siswa untuk membentuk kelompok
- b. Guru menjelaskan aturan cara bermain serta mempersiapkan material climbing grammar mountain game
- c. Guru menuliskan soal berbentuk kalimat dipapan tulis untuk kelompok yang mendapat giliran bermain

- d. Setiap anggota kelompok yang bermain diminta untuk menganalisis kalimat yang diberikan guru apakah sesuai grammatikal atau tidak
 - e. Setiap anggota kelompok yang bermain diminta untuk memperbaiki kalimat jika kalimat tersebut tidak sesuai dengan grammatikal
6. Mengkomunikasikan
- a. Guru meminta setiap anggota kelompok berdiskusi selama 10-15 detik untuk menentukan jawaban, lalu
 - b. Perwakilan kelompok diminta untuk menjawab apakah kalimat yang dituliskan oleh guru di papan tulis sesuai dengan grammatikal atau tidak serta berikan alasannya, kemudian
 - c. Perwakilan kelompok diminta untuk memperbaiki kalimat yang tidak sesuai grammatikal.
7. Penutup
- a. Guru menyimpulkan pelajaran.
 - b. Guru memberikan feedback terhadap siswa.
 - c. Guru memberikan refleksi terhadap pembelajaran yang telah berlangsung.
 - d. Guru menutup pelajaran.

H. Penilaian

1. Bentuk : Tes pilihan berganda dan tes tertulis

Rumus perhitungan nilai siswa, sebagai berikut:

- Pilihan berganda = benar x 5
= 20 x 5 = 100

Nilai total maksimal 100

Medan, 29 Juli 2019

Diketahui,

Guru Bahasa Inggris

Peneliti

Yumna, S. Pd
NIP.196412271986032007

Deby Febriza
NIM. 34151018

APPENDIX 3**PRE-TEST**

Name :

Class :

Time : 25 Minutes

Instruction : **Choose the appropriate correct answer a, b, c, or d below!**

1. When did you ... from UIN SU?
 - a. Graduated
 - b. did graduated
 - c. Graduate
 - d. Graduates
2. When did they ... the house?
 - a. Build
 - b. built
 - c. Did built
 - d. Builds
3. I ... to Surabaya yesterday
 - a. Went
 - b. Go
 - c. Goes
 - d. Am going
4. You ... hard last Monday
 - a. Work
 - b. Is working
 - c. Works
 - d. worked
5. They... to their new house five months ago
 - a. Moves
 - b. Are moving
 - c. Moved
 - d. Move
6. We... in front of that tiger yesterday
 - a. Stood
 - b. Is standing
 - c. Stand
 - d. Stands
7. I ... Tokyo last January
 - a. Visit
 - b. am visiting
 - c. Visited
 - d. Visits
8. Angeline ... to English conversation when her friend was singing beside her.
 - a. Is listening
 - b. listen
 - c. Listened
 - d. Listens
9. Rani did not ... Japanese

- a. Study b. studied c. Has studied d. Studies
10. Peny and Kim didn't ...their homework together last Saturday.
- a. Do b. Does c. Did d. Doing
11. Nirina didn't ... paytren last year
- a. Joined b. joins c. Join d. Is joining
12. John didn't... well last night
- a. Sleep b. sleeps c. Slept d. Is sleeping
13. Mery didn't ... Charles a few minutes ago
- a. Meet b. is meeting c. Met d. Meets
14. The woman and her son didn't ... a blouse the day before yesterday
- a. Buy b. boughth c. Buys d. Are buying
15. Did Alisa... a bag the day before yesterday?
- a. Bought b. Buys c. Is buying d. Buy
16. Did Amira ... this cake?
- a. Cooked b. cooks c. Is cooking d. Cook
17. Did John... well last night?
- a. Slept b. sleep c. Is sleeping d. Sleeps
18. Did Amar ... school six months ago?
- a. Leaves b. are leaving d. Left d. Leave
19. Did Columbus ... America?
- a. Discovered b. discoveres c. Is discovering d.
Discover
20. Did Andrew ... in the sea last Satusday?
- a. Swim b. swam c. Is swimming d. Swims

APPENDIX 4**POST-TEST I**

Name :

Class :

Time : 25 Minutes

Instruction : **Choose the appropriate correct answer a, b, c, or d below!**

1. ... He read comic last night?
 - a. Do
 - b. Did
 - c. Done
 - d. Are
2. Did they... to library on Friday?
 - a. Go
 - b. Gone
 - c. Going
 - d. Went
3. Students... the English teacher a present in last November
 - a. Give
 - b. Are giving
 - c. Gave
 - d. Gives
4. Nirina ... paytren last year
 - b. Joined
 - b. Is joining
 - c. Join
 - d. Joins
5. Raihan ... me to ride the roller coaster with her in this September
 - a. Asks
 - b. asked
 - c. Asking
 - d. Ask
6. I didn't... Tokyo last summer
 - b. Visit
 - b. am visiting
 - c. Visited
 - d. Visits
7. Where did you ... last weekend?
 - a. Did went
 - b. went
 - c. Go
 - d. Goes
8. She did not... Semeru a month ago
 - a. Climb
 - b. Climbed
 - c. Is climbing
 - d. Climbs
9. My brother ... my pudding in refrigerator an hour ago

APPENDIX 5**POST-TEST II**

Name :

Class :

Time : 25 Minutes

Instruction : **Choose the appropriate correct answer a, b, c, or d below!**

1. Mr. Robinson ... two years ago
 - a. Died
 - b. Dies
 - c. Is dying
 - d. Die
2. Mr. and Mrs. Ahmad ... to celebrate their wedding anniversary a week before today
 - a. Plans
 - b. Are planing
 - c. Planned
 - d. Plan
3. My brother and me went to campus and then we... in Santai Cafe
 - a. Are relaxing
 - b. Relaxed
 - c. Relax
 - d. Is relaxing
4. Eric didn't... the house yesterday morning
 - a. Cleaned
 - b. Cleans
 - c. Is cleaning
 - d. Clean
5. Dinda didn't ... the competetion
 - a. Win
 - b. Wins
 - d. Is wining
 - d. Won
6. How did your teacher ... the simple past tense last Monday?
 - a. Teach
 - b. Did taught
 - c. Taught
 - d. Teachs
7. How many times did you ... to exercise for last tournament?
 - a. Did needed
 - b. Need
 - c. Needed
 - d. Needs
8. Did they... the Barokah Restaurant last month?
 - a. Built
 - b. Build
 - c. Are building
 - d. Builds
9. Did your family ... your grandmother in the last week?

- a. Visit b. visited c. Are visiting d. Visits
10. Did Diana and her boyfriend get ... two days ago?
- a. Marry b. Married c. Is marrying d. Marries
11. Did Dalton ... your car this evening?
- a. Used b. Are using c. Use d. Uses
12. What ... Hiroshima and Nagasaki in the Second World War?
- a. Destroyes b. Destroy c. Did destroyed d. Destroyed
13. Who... you the ring?
- a. Give b. Gave c. Did gave d. Gives
14. When did they get ...?
- a. Married b. Marry c. Did married d. Marries
15. What ... you up last night?
- a. Woke b. wake c. Did woke d. Wakes
16. Why did you ... late yesterday?
- a. Did came b. Came c. Come d. Comes
17. What ... the fire last Tuesday?
- a. Causes b. Cause c. Did caused d. Caused
18. It did not ... heavily last night
- a. Rains b. Rain c. Is raining d. Rained
19. He ... camping last February
- a. Didn't went b. Didn't go c. Doesn't going d. Doesn't go
20. Thomas Edison... the airplane
- a. Didn't invent b. Doesn't invented c. Didn't invented d. Not
invent

APPENDIX 6**KEY ANSWER**

PRE-TEST	POST TEST I	POST TES II
1. C	1. B	1. A
2. A	2. B	2. C
3. A	3. C	3. B
4. D	4. B	4. D
5. C	5. B	5. A
6. A	6. B	6. A
7. C	7. C	7. B
8. C	8. A	8. B
9. A	9. C	9. A
10. A	10. B	10. A
11. C	11. B	11. C
12. A	12. B	12. D
13. A	13. C	13. B
14. A	14. C	14. B
15. D	15. A	15. A
16. D	16. D	16. C
17. B	17. A	17. D
18. D	18. D	18. B
19. D	19. A	19. B
20. A	20. D	20. A

APPENDIX 7**THE OSERVATION SHEET FOR CYCLE I**

Teacher's name : Yumna, S. Pd

School : SMPN 1 Percut Sei Tuan

No	Points that will be observed	Cycle I	
		Yes	No
1	Teacher greets to the students	√	
2	Checking the students attendance and asks the students' condition and praying	√	
3	Teacher gives motivation to the students	√	
4	Teacher gives the explanation to the students	√	
5	Teacher gives a chance to the students to answer	√	
6	Teacher explains the rules of climbing grammar mountain game to the students	√	
7	Teacher monitors all the group	√	
8	Teacher give a task to the students	√	
9	Teacher concludes the material	√	
10	Teacher gives the reflection in teaching and learning process	√	
11	Students greet the teacher	√	
12	The students listen the explanation from the teacher seriously		√

13	Students answer the question cooperately in climbing grammar mountain game		√
14	Students are enthusiastic in learning process		√
15	Students give feedback to the teacher	√	

APPENDIX 8**THE OBSERVATION SHEET FOR CYCLE II**

Teacher's name : Yumna, S. Pd

School : SMPN 1 Percut Sei Tuan

No	Points that will be observed	Cycle I	
		Yes	No
1	Teacher greets to the students	√	
2	Checking the students attendance and asks the students' condition and praying	√	
3	Teacher gives motivation to the students	√	
4	Teacher gives the explanation to the students	√	
5	Teacher gives a chance to the students to answer	√	
6	Teacher explains the rules of climbing grammar mountain game to the students	√	
7	Teacher monitors all the group	√	
8	Teacher give a task to the students	√	
9	Teacher concludes the material	√	
10	Teacher gives the reflection in teaching and learning process	√	
11	Students greet the teacher	√	
12	The students listen the explanation from the teacher seriously	√	

13	Students answer the question cooperatively in climbing grammar mountain game	√	
14	Students are enthusiastic in learning process	√	
15	Students give feedback to the teacher	√	

APPENDIX 9

Interview sheet with the teacher

Pre-test

The researcher: Bagaimana kondisi siswa selama proses pembelajaran Bahasa Inggris terutama belajar the simple past tense?

The teacher: Menurut saya kemampuan mereka masih rendah. Ini terbukti dari nilai mereka yang belum mencapai target (KKM)

The researcher: Bagaimana kemampuan siswa dalam Bahasa Inggris (the simple past tense)?

The teacher: Siswa-siswa memiliki kemauan belajar Bahasa Inggris, hanya saja dalam the simple past tense ini ada banyak yang harus dipelajari. Dari mulai rumus-rumus nya dan kata kerja nya.

The researcher: Kesulitan siswa dalam belajar bahasa Inggris (the simple past tense)?

The teacher: Kesulitan siswa dalam grammar, khususnya the simple past tense yaitu mengingat rumus-rumus nya dan membedakan yang mana kata kerja reguler dan irreguler.

APPENDIX 10**Interview sheet with the teacher****Post test**

The researcher: Bagaimana menurut Ibu tentang game ini?

The teacher: Game ini benar-benar menarik perhatian siswa. Mereka benar-benar aktif dan antusias dalam belajar. Namun dari hasil tes, nilai mereka masih belum mencukupi KKM

The researcher: Menurut ibu, game ini bisa tidak meningkatkan kemampuan the simple past tense siswa?

The teacher: Menurut saya, game ini dapat melatih mereka untuk memahami the simple past tense dengan mudah. Apalagi nilai mereka yang meningkat pada test kedua ini, menunjukkan bahwa game ini bisa meningkatkan kemampuan the simple past tense mereka.

The researcher: Apakah ibu akan mengaplikasikan game untuk meningkatkan kemampuan siswa dalam bahasa Inggris, khususnya meningkatkan the simple past tense?

The teacher: Tentu saja. Saya juga akan mengaplikasikan game ini di kelas-kelas lain

APPENDIX 11

Interview Sheet with the Students

Pre-test

The researcher : Bagaimana pendapatmu belajar bahasa Inggris, terutama the simple past tense?

1. The student 1: “Saya tidak suka belajar the simple past tense karena sulit menghafal rumusnya”
2. The student 2:”Tidak semangat, karena belajar bahasa Inggris membosankan apalagi belajar the simple past tense”
3. The student 3:” Bosan belajar Bahasa Inggris karena hanya mendengarkan guru nya saja menjelaskan”
4. The student 5:”Enggak suka belajar bahasa Inggris”

APPENDIX 12

Interview sheet with the students

Post-test

The researcher: Bagaimana menurutmu tentang game tadi (climbing grammar mountain game)?

1. The student 1: “Belajar dengan game ini benar-benar seru tapi saya masih sulit untuk membedakan kata kerja reguler dan irreguler. Tapi game nya benar-bena seru sekali miss. Jadi semangat belajarnya”.
2. The student 2: “Kalau belajar seperti ini jadi lebih semangat. Kami berlomba-lomba untuk menjadi pemenang”
3. The student 3: "Saya suka main game seperti ini, jadi mudah paham daripada hanya mendengar penjelasan saja.”.
4. The student 4:” Belajarnya menjadi tidak membosankan dan belajar dengan game seperti ini jauh lebih paham karena belajarnya sama-sama”
5. The student 5: “Belajar dengan game kelompok begini saya semangat sehingga saya menjadi tahu dan paham dengan sendirinya formula simple past tense itu tanpa harus menghafal mati”

APPENDIX 13

The Students' Score in pre-test

NO	Initial of name	Pre test	Criteria of Success ≥ 75
1.	AFC	40	Unsuccess
2.	AZ	70	Unsuccess
3.	AF	45	Unsuccess
4.	AZ	30	Unsuccess
5.	BW	30	Unsuccess
6.	DIP	30	Unsuccess
7.	DABB	30	Unsuccess
8.	EN	75	Success
9.	F	70	Unsuccess
10.	HRN	50	Unsuccess
11.	IH	35	Unsuccess
12.	ISD	45	Unsuccess
13.	JA	75	Success
14.	MA	40	Unsuccess
15.	MAP	15	Unsuccess
16.	NF	40	Unsuccess
17.	NTK	20	Unsuccess
18.	NWD	35	Unsuccess
19.	NS	35	Unsuccess

20.	NH	30	Unsuccess
21.	NC	25	Unsuccess
22.	R	15	Unsuccess
23.	RD	15	Unsuccess
24.	RA	35	Unsuccess
25.	SNK	35	Unsuccess
26.	SNP	30	Unsuccess
27.	SPS	80	Success
28.	SSR	20	Unsuccess
29.	TAP	45	Unsuccess
30.	WS	40	Unsuccess
31.	WF	75	Success
32.	ZSS	80	Success
	Mean	$\sum X = 1335$ $M = 41,71$	

APPENDIX 14

The Students' Score in Post-Test I

NO	Initial of name	Post 1	Criteria of Success ≥ 75
1.	AFC	50	Unsuccess
2.	AZ	75	Success
3.	AF	70	Unsuccess
4.	AZ	40	Unsuccess
5.	BW	75	Success
6.	DIP	35	Unsuccess
7.	DABB	50	Unsuccess
8.	EN	80	Success
9.	F	75	Success
10.	HRN	75	Success
11.	IH	50	Unsuccess
12.	ISD	55	Unsuccess
13.	JA	80	Success
14.	MA	80	Success
15.	MAP	45	Unsuccess
16.	NF	75	Success
17.	NTK	40	Unsuccess
18.	NWD	50	Unsuccess
19.	NS	50	Unsuccess
20.	NH	60	Unsuccess
21.	NC	50	Unsuccess

22.	R	50	Unsuccess
23.	RD	55	Unsuccess
24.	RA	40	Unsuccess
25.	SNK	60	Unsuccess
26.	SNP	65	Unsuccess
27.	SPS	85	Success
28.	SSR	50	Unsuccess
29.	TAP	50	Unsuccess
30.	WS	65	Unsuccess
31.	WF	85	Success
32.	ZSS	85	Success
	Mean	$\sum X = 1950$ $M = 60,93$	

APPENDIX 15

The Students' Score in Post-Test II

NO	Initial of name	Post 2	Criteria of Success ≥ 75
1.	AFC	80	Success
2.	AZ	90	Success
3.	AF	85	Success
4.	AZ	80	Success
5.	BW	85	Success
6.	DIP	45	Unsuccess
7.	DABB	85	Success
8.	EN	90	Success
9.	F	80	Success
10.	HRN	85	Success
11.	IH	80	Success
12.	ISD	85	Success
13.	JA	90	Success
14.	MA	85	Success
15.	MAP	75	Success
16.	NF	90	Success
17.	NTK	75	Success
18.	NWD	90	Success
19.	NS	80	Success
20.	NH	80	Success
21.	NC	80	Success
22.	R	75	Success

23.	RD	65	Unsuccess
24.	RA	55	Unsuccess
25.	SNK	85	Success
26.	SNP	80	Success
27.	SPS	90	Success
28.	SSR	75	Success
29.	TAP	70	Unsuccess
30.	WS	70	Unsuccess
31.	WF	90	Success
32.	ZSS	90	Success
	Mean	$\sum X = 2560$ $M = 80$	

APPENDIX 16**The students' score on Pre-Test, Post-Test I, and Post Test II**

No	Initial of Name	Pre test	Post 1	Post 2
1.	AFC	40	50	80
2.	AZ	70	75	90
3.	AF	45	70	85
4.	AZ	30	40	80
5.	BW	30	75	85
6.	DIP	30	35	45
7.	DABB	30	50	85
8.	EN	75	80	90
9.	F	70	75	80
10.	HRN	50	75	85
11.	IH	35	50	80
12.	ISD	45	55	85
13.	JA	75	80	90
14.	MA	40	80	85
15.	MAP	15	45	75
16.	NF	40	75	90
17.	NTK	20	40	75
18.	NWD	35	50	90
19.	NS	35	50	80
20.	NH	30	60	80

21.	NC	25	50	80
22.	R	15	50	75
23.	RD	15	55	65
24.	RA	35	40	55
25.	SNK	35	60	85
26.	SNP	30	65	80
27.	SPS	80	85	90
28.	SSR	20	50	75
29.	TAP	45	50	70
30.	WS	40	65	70
31.	WF	75	85	90
32.	ZSS	80	85	90
	Mean	$\sum X = 1335$ $M = 41,71$	$\sum X =$ 1950 $M =$ 60,93	$\sum X = 2560$ $M = 80$

APPENDIX 17

**The Statistic Analysis of the Students' Score Post Test in pre-test and
post test I**

No	Initial of name	Pre test	Post 1	D	D ²
1.	AFC	40	50	10	100
2.	AZ	70	75	5	25
3.	AF	45	70	25	625
4.	AZ	30	40	10	100
5.	BW	30	75	45	2025
6.	DIP	30	35	5	25
7.	DABB	30	50	20	400
8.	EN	75	80	5	25
9.	F	70	75	5	25
10.	HRN	50	75	25	625
11.	IH	35	50	15	225
12.	ISD	45	55	10	100
13.	JA	75	80	5	25
14.	MA	40	80	40	1600
15.	MAP	15	45	30	900
16.	NF	40	75	35	1225
17.	NTK	20	40	20	400
18.	NWD	35	50	15	225
19.	NS	35	50	15	225

20.	NH	30	60	30	900
21.	NC	25	50	25	625
22.	R	15	50	35	1225
23.	RD	15	55	40	1600
24.	RA	35	40	5	25
25.	SNK	35	60	25	625
26.	SNP	30	65	35	1225
27.	SPS	80	85	5	35
28.	SSR	20	50	30	900
29.	TAP	45	50	5	25
30.	WS	40	65	25	625
31.	WF	75	85	10	100
32.	ZSS	80	85	5	25
	Mean			$\Sigma D = 615$	$\Sigma D^2 = 16835$

From the last computation have been found that :

$$D = \frac{615}{32} = 19,21$$

As follow :

As follow :

$$T = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

$$T = \frac{19,21}{\sqrt{\frac{\sum 16835 - \frac{(\sum 615)^2}{32}}{32(32-1)}}$$

$$T = \frac{19,21}{\sqrt{\frac{\sum 16835 - \frac{378225}{32}}{992}}$$

$$T = \frac{19,21}{\sqrt{\frac{\sum 16835 - \frac{11819,53}{32}}{992}}$$

$$T = \frac{19,21}{\sqrt{5,05}}$$

$$T = \frac{19,21}{2,24} = 8,57$$

From the computation above, it could be seen that the coefficient of t-observation = 8,57

APPENDIX 18

**The Statistic Analysis of the Students' Score Post Test in First and
Second Cycle**

No	Initial of name	Post 1	Post 2	D	D²
1.	AFC	50	80	30	900
2.	AZ	75	90	15	225
3.	AF	70	85	5	25
4.	AZ	40	80	40	1600
5.	BW	75	85	10	100
6.	DIP	35	45	10	100
7.	DABB	50	85	35	1225
8.	EN	80	90	10	100
9.	F	75	80	5	25
10.	HRN	75	85	10	100
11.	IH	50	80	30	900
12.	ISD	55	85	30	900
13.	JA	80	90	10	100
14.	MA	80	85	5	25
15.	MAP	45	75	30	900
16.	NF	75	90	15	225
17.	NTK	40	75	35	1225
18.	NWD	50	90	40	1600

19.	NS	50	80	30	900
20.	NH	60	80	20	400
21.	NC	50	80	30	900
22.	R	50	75	25	625
23.	RD	55	65	10	100
24.	RA	40	55	15	225
25.	SNK	60	85	25	625
26.	SNP	65	80	15	225
27.	SPS	85	90	5	25
28.	SSR	50	75	25	625
29.	TAP	50	70	20	400
30.	WS	65	70	5	25
31.	WF	85	90	5	25
32.	ZSS	85	90	5	25
				$\sum D=600$	$\sum D^2= 15400$

From the last computation have been found that :

$$D = \frac{600}{32} = 18,75$$

As follow :

As follow :

$$T = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$T = \frac{18,75}{\sqrt{\frac{\sum 15400 - \frac{(\sum 600)^2}{32}}{32(32-1)}}$$

$$T = \frac{18,75}{\sqrt{\frac{\sum 15400 - \frac{360000}{32}}{992}}$$

$$T = \frac{18,75}{\sqrt{\frac{\sum 15400 - \frac{11250}{992}}$$

$$T = \frac{18,75}{\sqrt{4,18}}$$

$$T = \frac{18,75}{2,04} = 9,19$$

From the computation above, it could be seen that the coefficient of t-observation = 9,19

APPENDIX 19

NILAI-NILAI SIGNIFIKANSI

N	Taraf Signifikan		N	Taraf Signifikan		N	Taraf Signifikan	
	5 %	1 %		5 %	1 %		5 %	1 %
3	0,9 97	0,9 99	2 7	0,3 81	0,4 87	55	0,2 66	0,3 45
4	0,9 50	0,9 90	2 8	0,3 74	0,4 78	60	0,2 54	0,3 30
5	0,8 78	0,9 59	2 9	0,3 67	0,4 70	65	0,2 44	0,3 17
6	0,8 11	0,9 17	3 0	0,3 61	0,4 63	70	0,2 35	0,3 06
7	0,7 54	0,8 74	3 1	0,3 55	0,4 56	75	0,2 27	0,2 96
8	0,7 07	0,8 34	3 2	0,3 49	0,4 49	80	0,2 20	0,2 86
9	0,6 66	0,7 89	3 3	0,3 44	0,4 42	85	0,2 13	0,2 78
10	0,6 32	0,7 65	3 4	0,3 39	0,4 36	90	0,2 07	0,2 70
11	0,6 02	0,7 35	3 5	0,3 34	0,4 30	95	0,2 02	0,2 63
12	0,5 76	0,7 08	3 6	0,3 29	0,4 24	10 0	0,1 95	0,2 56
13	0,5 53	0,6 84	3 7	0,3 25	0,4 18	12 5	0,1 76	0,2 30
14	0,5 32	0,6 61	3 8	0,3 20	0,4 13	15 0	0,1 59	0,2 10
15	0,5 14	0,6 41	3 9	0,3 16	0,4 08	17 5	0,1 48	0,1 94
16	0,4 97	0,6 23	4 0	0,3 12	0,4 03	20 0	0,1 38	0,1 81
17	0,4 82	0,6 06	4 1	0,3 08	0,3 98	30 0	0,1 13	0,1 48
18	0,4 68	0,5 90	4 2	0,3 04	0,3 93	40 0	0,0 98	0,1 28
19	0,4 56	0,5 75	4 3	0,3 01	0,3 89	50 0	0,0 88	0,1 15
20	0,4 44	0,5 61	4 4	0,2 97	0,3 84	60 0	0,0 80	0,1 05
21	0,4 33	0,5 49	4 5	0,2 94	0,3 80	70 0	0,0 74	0,0 97
22	0,4 23	0,5 37	4 6	0,2 91	0,3 76	80 0	0,0 70	0,0 91

APPENDIX 20**Documentation****CYCLE I**

1. The researcher explained the simple past tense



2. The students wrote examples of the simple past tense on paper



3. The researcher wrote the questions for player on the white board



4. Atmosphere of teaching-learning through climbing grammar mountain game



5. The students did post test I



CYCLE II

1. The researcher explained the simple past tense



2. The researcher wrote the questions for player on the white board



3. Atmosphere of teaching-learning through climbing grammar mountain game



4. The students did post test II



5. Example of climbing score in cycle II (New medium variation)

