CHAPTER I
INTRODUCTION

1.1 Background of the Study

Language is a means of communication that is used to transfer information, ideas, and feelings from one person to another. It is used to communicate both in written and spoken form. Considering the importance of the language, our government has drawn up English as a foreign language that should be mastered by the students. In Indonesia, English teaching aims at mastering four basic skills of language, which include listening, speaking, reading, and writing skills. Nowadays, based on our newest curriculum that is KTSP, the students are expected to master those four skills in order to be able to use English communicatively. The aim of KTSP (Kurikulum Tingkat Satuan Pendidikan) will not be successfully achieved if the language teaching does not consider the language components such as grammatical structure, vocabulary, spelling, and pronunciation. Therefore, grammar needs to be mastered by the students since it is the basic rule of language.

Based on information obtained from the English teacher at SMP Satu Atap 2 Batukandik, Nusa Penida, it was found that many students still had difficulties in mastering grammar, especially in mastering Simple Present Tense. Simple Present Tense is important as the basic rule for the students to make and use sentences to communicate in daily life. Besides that, the students can identify and make descriptive reports and procedure texts in which Simple Present Tense is used. In the interview with the English teacher, it was known class VII B was
the class which had the lowest ability in using Simple Present Tense especially in using subject-verb agreement, adverb and usage. Based on the information given by the English teacher, the students of this class had low ability in mastering grammar especially simple present tense when they were in elementary school. They could not use the subject-verb agreement and usage; it was known that the ability of the students in using Simple Present Tense was low. It was found that many students often did not understand why some sentences used auxiliaries, *is, am, and are* instead of auxiliaries *do and does*. Some students still chose ‘*My mother is work in the supermarket*’ instead of saying ‘*My mother works in supermaket*’. Moreover, some students were confused in differentiating which subject used auxiliaries *do* and which ones used *does*. All the problems above arose since the students did not understand the right rule of Simple Present Tense. Therefore, the researcher was encouraged to find out the causes of the problems undergone by the students through interview. The students’ comments were as follows: Simple present tense was still difficult, they felt bored to study grammar, they did not understand what their teacher had taught about simple present tense and they did not get enough practice in using simple present tense. And the most significant reason of this was the way how the teacher taught Simple Present Tense influenced the students’ motivation in learning. From the observation, the researcher found that the English teacher tended to teach the grammar deductively. The teacher taught Simple Present Tense by giving a note on the whiteboard, gave some examples, and then asked the students to take a note. After that the students were only given limited time to do some exercises. Here the
students easily felt bored of the teaching methods since there was no interesting and attractive activity involved in their learning process.

Furthermore, the students also often thought that learning Simple Present Tense was difficult. This assumption made the students afraid and not motivated to study. As a result, most of the students were afraid to ask the points that they did not understand to the teacher. This situation made the students passive in their learning process. The students’ enthusiasm was much related to the technique used by the teacher in transferring the lesson. The students would become not interested in learning if the technique used was monotonous. It made the learning process not effective. Based on this statement, English teachers should think critically in order to find creative approach in teaching grammar so that the students will take much participation during the learning process. One of the creative approaches in teaching English grammar was games. Arif Saricoban and Esen Metin (2000:3) stated that through well-planned games, learners can practice and internalize vocabulary, grammar and structure extensively. Play and competition that are provided by games enhance the motivation of the students and reduce their stress. This will help them to acquire certain essential language skills. One game that can be applied in classroom is Climbing Grammar Mountain Game. According to Cindy Gunn and Ann McCallum in English Teaching Forum (2005:39), Climbing Grammar Mountain Game helps improve the students’ understanding of grammatical usage and helps the students learn from others through peer review, team work, and group discussion. In relation to this, the researcher was interested in conducting a study which was focused on improving ability to use Simple Present Tense using mountain game teaching approach to
students of grade VII B of SMP Satu Atap 2 Batukandik, Nusa Penida. The writer hoped that Climbing Grammar Mountain Game could improve the ability of the students of grade VII B of SMP Satu Atap 2 Batukandik, Nusa Penida to use of simple present tense.

1.2 Problems of the Study

The problems of the study are briefly stated as follows:

1. How was the implementation of Climbing Grammar Mountain Game in improving ability to use simple present tense to the students of grade VII B of SMP Satu Atap 2 Batukandik, Nusa Penida?

2. How much Climbing Grammar Mountain Game could improve the ability of grade VII B of SMP Satu Atap 2 Batukandik, Nusa Penida to use simple present tense?

1.3 Objective of the Study

In general, this study aimed at describing, analyzing, and explaining the ability of the students of grade VII B of SMP Satu Atap 2 Batukandik, Nusa Penida to use simple present tense. In particular, this study aimed at:

1. Describing how the Climbing Grammar Mountain Game could improve the ability of the students of grade VII B of SMP Satu Atap 2 Batukandik, Nusa Penida to use simple present tense.

2. Describing, analyzing and explaining how the Climbing Grammar Mountain Game could improve the ability of the students of grade VII B of SMP Satu Atap 2 Batukandik, Nusa Penida to use simple present tense.
1.4 Significance of the Study

The significance of this study can be viewed from both theoretical and practical aspects, as describe below:

1. Theoretically, it is expected that this research can be used as emphasis to determine an approach to improve the ability to use simple present tense. In this case, the teacher used the Climbing Grammar Mountain Game approach in teaching simple present tense to improve the ability to use simple present tense.

2. Practically, this research is expected to give positive input to the English teacher in the teaching of grammatical structure, especially in teaching simple present tense. Based on this research, the English teachers are able to choose appropriate teaching approach especially in teaching simple present tense.
CHAPTER II
LITERATURE REVIEW, CONCEPT, THEORETICAL FRAMEWORK, AND RESEARCH MODEL

2.1 Literature Review

The studies used as comparison are as follows:

Giri (2003) implemented egru strategy to teach simple present tense in SLTP 1 Sukasada. As a result, the use of egru strategy in small group discussion really helped the students. The students could share their knowledge and opinion in doing the exercises and discussing the answer to the exercises. Moreover, when the egru strategy in small group discussion was combined with the use of picture, the students were very motivated in making sentences. This research emphasizes the use of the climbing grammar mountain game to improve the ability in using simple present tense and the similarity is both use small group discussions. It is an effective way to teach structure; it can motivate students to compete each other. The students can learn from each other and get more practice with the target language by working in small groups. They gain satisfaction and confidence by putting to use what they have studied. But the difference is that in using climbing grammar mountain game, the students become more motivated because it uses vertical feet and it contains mark segment. So, each group competes to get the highest mark.

Hong, the author of “Using Games in Teaching English to Young Learners” (Cited in article source: http://EzineArticle.com?Expert=ShellyVernon, 2007:2), explains that not all games are going to work to teach the students
language skills. If the game is simply for fun and not linked to educational goals it may not be the best use of time. It is possible to have a fun game that educationally sound, however. To find out if the game is educationally sound, think about these questions posed by Hong:

   Which skills do the games practice?
   What type of game is it and what is its purpose?
   Does the difficulty level of the game mesh with the students’ ability level?
   Does the game require maximum involvement by the students?
   Do the students like it? Do you like it?

Ersoz, author of "Six Games for the ESL/EFL Classroom" (Cited in article, the source: http://Ezine Article. Co/?Expert=Shelly Vernon, 2007: 1), explains more reasons why games do work grammar. Learning a language requires constant effort and that can be tiring, but Ersoz outlines two good reasons why games should be included in the classroom:

1. Games that are amusing and challenging are highly motivating.
2. Games allow meaningful use of the language in context.

Related to the worth of the games, Kim (1995: 35) adds many advantages of using games in the classroom, they are:

1. Games are a welcome break from the usual routine of the language class.
2. They are motivating and challenging.
3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
4. Games provide language practice in the various skill, speaking, writing, listening, and reading.
5. They encourage students to interact and communicate.

6. They create a meaningful context for language use.

Thus, it can be clarified that games can involve the students in mastering grammar, especially in using simple present tense, which, through games, becomes more enjoyable and attractive.

Gunn and Mc Callum (2005:14) *Climbing Grammar Mountain Game* is a game that provides a way to address grammatical usage and sentence construction in such a way that the target structures are being reviewed and reinforced in an interesting and engaging manner. It is proven by Gunn and McCallum (2005) who conducted a research by using this game in teaching Simple Present Tense. They found that Climbing Grammar Mountain Game worked well in their Freshman Composition class. Climbing Grammar Mountain Game incorporates strategy, skill, and element of chance, and enjoyment at suffers the students from boring and lengthy grammar lesson. From their experiment, it could be seen that Climbing Grammar Mountain Game is good to be applied in teaching Simple Present Tense. Then inspired by the research above, the researcher will try to use Climbing Grammar Mountain Game to overcome the problems of grammar, especially problem in using Simple Present Tense faced by the first year students in Junior High School level. As well, in doing the research, the researcher would modify the game by involving not only group discussion, but also class discussion in which the researcher explained Simple Present Tense after a sentence was delivered in the game. This aimed at improving the students’ ability in using Simple Present Tense. Then in the second cycle, the game would be modified by asking the students to make the sentences by themselves and in the class
discussion, the explanation of the sentences were not be given by the researcher but by the students.

2.2 Concepts

2.2.1 Teaching Approach

According to Richards and Rodgers (1986: 16), approach refers to theories about the nature of language and language learning that serves as the sources of practices and principles in language teaching. This approach is a principled basis in which the teacher can choose particular designs and techniques for teaching a foreign language in particular context.

2.2.2 Climbing Grammar Mountain Game Teaching Approach

According to Gunn and Mc Callum (2005:14) Climbing Grammar Mountain Game is a game providing a way to address grammatical usage and sentence construction in such a way that the target structure is being reviewed and reinforced in an interesting and engaging manner. The students gain satisfaction and confidence by putting to use what they have studied, especially in learning simple present tense.

2.2.3 Simple Present Tense

According to (Krohn : 1971), simple present tense is tense denoting an action happening in this time. This tense is used to talk about things in general. We are not only thinking about now, but it is used to say something is true in general.
2.3 Theoretical Framework

2.3.1 Approaches in the Language Teaching

Approach is one of the important elements in improving the quality of language teaching. An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught.

According to Richards and Rodgers (1986: 16), an approach refers to theories about the nature of language and language learning that serves as the sources of practices and principles in language teaching. The approach describes how a language is used, and how its constituent part interlocks. In other words, it offers a model of language competence. It also describes how people acquire their knowledge of the language, and makes statements about the conditions, which will promote successful language learning.

There are four kinds of approach such as: Natural approach, Oral approach, Eclectic approach, and Communicative approach.

2.3.1.1 Natural Approach

Natural Approach belongs to the tradition of the language teaching methods based on the observation and interpretation of how the learners acquire both first and second language in formal setting.

2.3.1.2 Oral Approach

Material is taught orally before it is presented in written form. Before reading a new structure and new vocabulary, the teacher should teach orally both the new structure and the vocabulary.
2.3.1.3 Eclectic Approach

It is an approach which is absorbed from the best technique of all of the language - teaching methods well known in the classroom procedures, used for several purposes and classified into the most appropriate one.

2.3.1.4 Communicative Approach

It can be considered as an approach used in teaching – learning process in order to stimulate the learners to communicate the meaning in real situation.

2.3.2 Game as an Interesting Approach to Teach Simple Present Tense

Grammar teaching has often been regarded as a formal activity. This approach is often not effective to teach grammar for some student levels. Willing in Nunan (2005:163) has identified different learners in which each learner has his/her own way in learning. They are:

1. Concrete learners

   These learners tend to like games, pictures, films, video, using cassettes, talking in pairs, and practicing English outside class.

2. Analytical Learners

   These learners like studying grammar, studying English books, reading newspapers, studying alone, finding their own mistakes, and working on problems set by the teacher.

3. Communicative Learners

   These students like to learn by watching, listening to native speakers, talking to friends in English, watching television in English, using English out of class, learning new words by hearing them, and learning by conversation.
4. Authority-oriented learners

These learners prefer the teacher to explain everything, like to have their own textbook, to write everything in a notebook, to study grammar, to learn by reading, and to learn new words by seeing them.

Most of the beginning English students will have the characteristics of concrete learners in which they prefer to learn grammar in informal approach to formal ones. The formal approach in teaching grammar may affect their basic assumption of the grammar itself. They end to consider that grammar may affect their basic assumption of the grammar itself. They consider that grammar is a difficult subject to learn. This may become the main cause why students are not interested and motivated in learning grammar. Based on this statement, the teacher should find other more informal approach in delivering the grammar content to the students. In order to enhance the students’ interest and motivation, the grammar lesson should be effective, beneficial, and interesting. To attain that purpose, the teachers should use some well developed ways in order to fascinate the students’ intention such as by using songs, verses, problem solving activities, and games.

According to Saricoban and Metin (2000:3) well-planned games give the learner a chance to practice and internalize vocabulary, grammar and structures extensively. Most games have two characteristics in common: they have rules and they have winners. Rinvolucry (1985:4) who has written several books or games for teaching grammar, states that games have three particular advantages in the grammar lesson. They are:
1. The students have to take individual responsibility for what they think the grammar is about.

2. The teacher is free to find out what the students actually know, without being the focus of their attention.

3. Serious work in taking place in the context of a game. It lightens and enlivens the classroom atmosphere.

   Using games is the most effective way in teaching grammar since it is able to reduce the students’ stress. The learning process is much effective when the students are relaxed so that they can gain knowledge maximally.

2.3.3 Climbing Grammar Mountain Game Teaching Approach

Gunn and McCallum (2005) introduce new game in teaching Grammar namely Climbing Grammar Mountain Game. Climbing Grammar Mountain Game is an easy game that is prepared and adapted to the unique needs of different classrooms. The game promotes learning opportunity and enthusiasm for the learners. In implementing Climbing Grammar Mountain Game in the classroom process, the teachers will focus on attaining two main objectives (Gunn and McCallum, 2005). They are:

1. To improve students’ understanding of the fundamentals of effective written communication, especially grammatical usage and sentence construction.

2. To help the students learn from others through such activities as peer review, team work, and group discussion.

Here are the steps of the implementation of Climbing Grammar Mountain in the classroom in teaching Simple Present Tense (Gunn and MacCallum, 2005):
1. Draw some vertical climbing lines on the board or on an overhead transparency. The amount of the vertical climbing lines depends on how many teams are in the classroom. Leave space on the bottom of the transparency to show one sentence at a time.

2. Divide each line into 10 segments to represent vertical feet.

3. As in the example, mark the segments 10, 20, 30, 40, etc.

**Climbing Grammar Mountain**

4. Prepare a series of sentences. Before starting the game, ask the students to get into teams of four or five people depending on how many students are in the class. Let the students choose a name for their team. And then start by playing a practice round of the game.

5. Provide the whole class with a correct sentence that is fairly easy to identify as correct. Ask each team how many vertical feet (up to a maximum of 20) they are willing to award to it. And then show how the team will be moved up the mountain by that many vertical feet.

6. Next, provide a sentence that is incorrect. If the students cannot recognize it as incorrect and they award some vertical distance to it, they must go back down the mountain that many feet. If students recognize the
sentence as incorrect and do not wager any vertical feet on it, they can stay where they are.

7. After the practice round, begin the actual play by using the sentences prepared. Draw one sentence at a time. Show one sentence to the first team. If the sentence is incorrect, give the playing team the first chance to correct the sentence for 5 bonus feet. If that team cannot correct the sentence, give chance to another group and give the answering team an extra 5 bonus feet. Then, move on to the next team, drawing a new sentence. The game continues until all the sentences have been used.

There are two advantages that can be gained through the use of Climbing Grammar Mountain Game in teaching Simple Present Tense. They are:

1. Its adaptability

   The Game as Climbing Grammar Mountain Game is its adaptability. It can be implemented to all learner levels. In other words, the target learners can be from the beginner level and advanced level.

2. It provides sense of satisfaction to the students during their learning grammar process.

   The sense of satisfaction for the students comes from the fact that they can work and climb the mountain together. Like in the real climbing mountain, in this game the students are given sentences that are not too easy for them. It aims at motivating the students to use all their ability, knowledge and understanding of Simple Present Tense.
### 2.3.4 The Importance of Grammar

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

### 2.3.5 Tenses of Parts of Grammar

In grammar, the students are provided with many rules of a language. One of them is tense. Hornby (1995:123) states that tense is a verb form or series of verb forms used to indicate the time of the action or state. It is important for the students to learn tenses since they have great influence in forming the meaning of sentences. Tense may indicate whether an activity or state is, was, or will be completed or whether it is, was, or will be in progress over period of time. In learning English as a foreign language, it is very important to know the rules of
tenses as part of grammar. By knowing the rules of tenses, the students are believed to be able to construct good sentences in English communication. In other words, it is believed that by mastering the tenses as one aspect in English grammatical structure, the students will be able to communicate in English correctly.

2.3.6 Simple Present Tense

Simple Present Tense is one of tenses that is important to be mastered by the students. Wrong perception of Simple Present Tense will affect the students’ ability in constructing or understanding Simple Present Tense sentences. Simple present tense is tense denoting an action happening in this time. This tense is used to talk about things in general. We are not only thinking about now, but it is used to say something is true in general (Krohn : 1971).

2.3.6.1 Usage

According to Baskara (cited in http://www.learnenglish.de,2010 : 1), usage is the way in which a word or phrase or sentence is normally and correctly used. Here are the rules of usage of simple present tense :

subject + auxiliary verb + main verb

Do base

There are three important exceptions:

1. For positive sentences, we do not normally use the auxiliary.
2. For the 3rd person singular (he, she, it), we add s or es to the main verb and es to the auxiliary in the negative and questions form.
3. For the verb to be, we do not use an auxiliary, even for questions and negatives.
Look at these examples with the main verb *like*:

<table>
<thead>
<tr>
<th>Subject</th>
<th>auxiliary verb</th>
<th>main verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, you, we, they</td>
<td></td>
<td>like coffee.</td>
</tr>
<tr>
<td>He, she, it</td>
<td></td>
<td>likes coffee.</td>
</tr>
<tr>
<td>I, you, we, they</td>
<td>do</td>
<td>not like coffee.</td>
</tr>
<tr>
<td>He, she, it</td>
<td>does</td>
<td>not like coffee.</td>
</tr>
<tr>
<td>Do</td>
<td>i, you, we, they</td>
<td>like coffee?</td>
</tr>
<tr>
<td>Does</td>
<td>he, she, it</td>
<td>like coffee?</td>
</tr>
</tbody>
</table>

Look at these examples with the main verb *be*. Notice that there is no auxiliary:

<table>
<thead>
<tr>
<th>Subject</th>
<th>main verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Am French.</td>
</tr>
<tr>
<td>You, we, they</td>
<td>Are French.</td>
</tr>
<tr>
<td>He, she, it</td>
<td>Is French.</td>
</tr>
<tr>
<td>I</td>
<td>Am not old.</td>
</tr>
<tr>
<td>You, we, they</td>
<td>are not old.</td>
</tr>
<tr>
<td>He, she, it</td>
<td>is not old.</td>
</tr>
<tr>
<td>Am</td>
<td>i late?</td>
</tr>
<tr>
<td>Are</td>
<td>you, we, they late?</td>
</tr>
<tr>
<td>Is</td>
<td>he, she, it late?</td>
</tr>
</tbody>
</table>

Baskara (cited in [http://www.learnenglish.de, 2010: 35](http://www.learnenglish.de)) stated that, in positive sentence, DO/DOES has function to indicate *emphasis*.

*I do* study English *every day*
According to Baskara (cited in http://www.learnenglish.de, 2008: 1) the chart below shows how Affirmative, Negative and Interrogative Simple Present Tense are constructed:

<table>
<thead>
<tr>
<th>Statements +</th>
<th>Statements -</th>
<th>Questions</th>
<th>Short answer +</th>
<th>Short answer -</th>
</tr>
</thead>
<tbody>
<tr>
<td>I work.</td>
<td>I don't work.</td>
<td>Do I work?</td>
<td>Yes, I do.</td>
<td>No, I don't.</td>
</tr>
<tr>
<td>He works.</td>
<td>He doesn't work.</td>
<td>Does he work?</td>
<td>Yes, he does.</td>
<td>No, he doesn't.</td>
</tr>
<tr>
<td>She works.</td>
<td>She doesn't work.</td>
<td>Does she work?</td>
<td>Yes, she does.</td>
<td>No, she doesn't.</td>
</tr>
<tr>
<td>It works.</td>
<td>It doesn't work.</td>
<td>Does it work?</td>
<td>Yes, it does.</td>
<td>No, it doesn't.</td>
</tr>
<tr>
<td>You work.</td>
<td>You don't work.</td>
<td>Do you work?</td>
<td>Yes you do.</td>
<td>No, you don't.</td>
</tr>
<tr>
<td>We work.</td>
<td>We don't work.</td>
<td>Do we work?</td>
<td>Yes we do.</td>
<td>No, we don't.</td>
</tr>
<tr>
<td>They work.</td>
<td>They don't work.</td>
<td>Do they work?</td>
<td>Yes they do.</td>
<td>No, they don't.</td>
</tr>
</tbody>
</table>

The explanation of the chart is as follows:

1. The rule of Affirmative Simple Present Tense

   Subject + Verb1 / Verb 1 + s/es + object

   Verb 1 without suffix s/es is used when the subject is the first person, second person, or third person plural.

   For examples:  *I sweep the floor.*

   *You play marbles.*

   However, we use Verb 1 with the suffix s/es if the subject is the third person singular.

   For examples:  *She eats bread.*

   *He likes her.*
2. The rule of Negative Simple Present Tense

Subject + do/does + not + verb 1 + object

*Do* is used when the subject is the first person, second person, or third person plural.

For examples: *I don’t like apples.*

*They don’t live here.*

*Does* is used when the subject is the third person singular.

For examples: *She doesn’t hate school.*

*It doesn’t like milk.*

2. The rule of Interrogative Simple Present Tense

Do/Does + subject + verb 1 + object

*Do* is used when the subject is the first person, second person, or third person plural.

For examples: *Do I love you?*

*Do we agree on his decision?*

*Does* is used when the subject is the third person singular.

For examples: *Does she understand?*

*Does he work here?*

3. The rule of negative interrogative Simple Present Tense

Don’t/Doesn’t + subject + verb 1

Adding ‘not’ to the auxiliary verb in interrogative form forms the negative interrogative Simple Present Tense.

For examples: *Don’t you know me?*
Hornby (1975:6) stated that besides the rules using main verbs, there are also some rules using linking verbs. According to Leech (1996:243) some verbs are called linking because they link the subject of a clause to another element, which describes something about the subject. The most important linking verb is *be* such as *is, am* and *are*. Linking verb *am* is used when the subject is the first person; linking verb *is* is used when the subject is the third person singular; and linking verb *are* is used when the subject is the second person or the third person plural.

The chief patterns for linking verbs in Simple Present Tense (Leech, 1996:243) are:

1. **Subject + linking verb + adjective**

   For examples: *Annie is fat.*

   *Rob and Juan are clever.*

   *I am beautiful.*

2. **Subject + linking verb + noun phrase**

   For examples: *Boy is my favorite actor*

   *Via and Olive are poor students*

   *I am a student*

### 2.3.6.2 Subject-Verb Agreement

Subject-Verb Agreement is an agreement in which there is a matching relation between subject and verb (Leech, 1996:33). The main rule of Subject-Verb Agreement is simple. It is said an agreement if both subject and verb show the same kind of inflection. In other words, singular subjects go with singular
And plural subjects go with plural verbs. Here are the rules of Subject-Verb Agreement.

1. If the noun is singular, the verb must have an -s
2. If the noun is plural, the verb does not have an –s

The example of those rules can be seen in the examples below.

*The cloth needs washing*

*The clothes need washing*

*She looks beautiful*

*They look tired*

There are some additional rules of Subject-Verb Agreement (Leech, 1996:34).

They are:

1. Where the subject consists of two or more items joined by *and*, the subject becomes plural and is followed by plural verb.
   
   For example: *My brother and I both like cheese.*

2. Two singular subjects joined by *or* become singular subject and are followed by singular verb.
   
   For example: *I don’t know whether Dennis or Kevin loves me deeper*

3. As subjects, the pronouns *any, either, neither,* and *none* sometimes take some singular verb and sometimes take a plural verb.
   
   For example: *Her sons are grown up, but none of them is married*

   *Her sons are grown up, but none of them are married*
4. Group nouns such as audience, committee, family, government, and team can take plural and singular verbs.

For example: *The committee meets every week*

*The committee meet every week*

Moreover, Leech (1996:418) stated that the –s form of the verb is used only with the 3rd person pronoun or noun phrases which are singular. For the 2nd person pronoun, that is, *you* which can be singular or plural, the verb does not have an –s.

For example: *You (singular) always do the work well*

*You (plural) always do the work well.*

*She always does the work well.*

### 2.3.6.3 Verb Pronoun

In Simple Present Tense, verb has singular and plural form (Leech, 1996:34). The singular verb is formed from the plural verb.

<table>
<thead>
<tr>
<th>Plural verbs</th>
<th>Singular verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Like</td>
<td>Likes</td>
</tr>
<tr>
<td>Do</td>
<td>Does</td>
</tr>
</tbody>
</table>

There are some rules of the singular verb spelling (Evans, 1995:33)

1. Plural verbs ending in *ss, sh, ch, x,* and *o,* is added –es to form the singular verbs.

<table>
<thead>
<tr>
<th>Miss</th>
<th>Misses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brush</td>
<td>Brushes</td>
</tr>
<tr>
<td>Match</td>
<td>Matches</td>
</tr>
<tr>
<td>Box</td>
<td>Boxes</td>
</tr>
<tr>
<td>Do</td>
<td>Does</td>
</tr>
</tbody>
</table>
2. In forming singular verbs from plural verbs ending in *y* in which it follows a consonant, the letter *y* will be deleted and the verb will be added with *-ies*

Bury → Buries
Fly → Flies

3. When the plural verbs ending in *y* following a vowel, the verb is added with *-s*.

Buy → Buys
Say → Says

2.3.6.4 Adverbs used in Simple Present Tense

There are two kinds of adverbial that are usually used in Simple Present Tense. They are adverbial of frequency and adverbial of time.

1. Adverbial of frequency

We often use the simple present tense with adverb of frequency to make clear how often an action takes place. The following adverbs of frequency are often used in Simple Present Tense (Werner, 2003:43):

Always
Usually
Often
Frequently
Normally
Sometimes
Occasionally
Seldom, rarely
Hardly ever
Almost never
Never

In constructing Simple Present Tense, the adverbials of frequency come before the main verb of a sentence, but after the verb ‘to be’ and modal verbs (can, must, will, etc).

For examples:

*She always comes late.*

*I rarely go to supermarket.*

*My grandmother never goes to Malaysia.*

*The rainbow is rarely seen in this part of the country.*

*I will never forget you*

2. Adverbial of time

The term adverbial of time is restricted to answer the questions ‘When?’ (Hornby, 1975:166). Here are some adverbials of time that are used in constructing Simple Present Tense (Werner, 2003:43).

On Monday (Sunday, Wednesday, etc)

Every day (week, month, year, etc)

In the morning (afternoon)

Nowadays
At night (noon)

Today, tonight, etc.

The position of adverbial of time in Simple Present Tense sentences can be at the beginning or at the end of the sentence (Hornby, 1975:1969).

For examples: *Ann writes a letter every week.*

*Every morning Mom makes fried rice for me.*

2.3.6.5 **Meaning**

Simple Present Tense has three important meanings (Leech, 1996:385-386). They are:

1. A present state
   a. Simple Present Tense often indicates a state which exists now that refers to a fact which is generally true.
      
      For example: *The sun rises in the east.*
   b. Simple Present Tense can also refer to states that can change
      
      For example: *Where does your uncle work?*
      
      *I'm sorry, I don't know. I think he works in a fashion company.*

2. A present habit
   a. Simple Present Tense refers to an action repeated regularly such as habit or custom.
      
      For examples: *Robby smokes.*
      
      *Anita plays tennis.*
b. Simple Present Tense can be used with frequency adverbs like 
always, never, sometimes, ever, usually, often, etc.

For example: *Billy sometimes goes fishing in the summer.*

3. A present event

This meaning of Simple Present Tense is less common. It refers to 
an event which happens at the very moment of speaking.

For examples:  
*I regret that I made a mistake.*

*I beg you to be more careful.*

Besides the three important meaning above, Simple Present Tense also has two 
other special meanings. They are special because here Simple Present Tense does 
not describe present time but future or past time (Quirk, 1972 : 16).

1. Referring to future time

Simple Present Tense refers to the future in following cases:

a. When there is a temporal adverbial in the clause

For examples: *The plane leaves for Chicago at eight o’clock*

b. In conditional and temporal clauses introduced by *if*:

For example: *He’ll do it if you pay him.*

2. Referring to past time

Simple present with past time reference is used with, for example, 
the communication verb *tell, hear, learn* etc. In the present of the 
effect of a past communication: *John tells me that you have been abroad.*
2.3.6.6 Function

According Nelson (1992: 18), Simple Present Tense has some functions.

They are:

1. The simple present tense is used to denote truths:
   a. Habitual truths: He smokes 40 cigarettes a day.
   b. Eternal and unvarying truths: The Koran says.....
   c. Recurrent truths: The sun rises in the east.
   e. General truths: English people drink a lot of tea.
   f. Mathematical and scientific truths: Two and two make four.
   g. Internal truths: verb of thinking, knowing, wishing etc; expressing a mental state: I think he’s very nice. I know it’s here.

2. The simple present tense is used for giving instructions, directions, or demonstration, often with the impersonal you. You beat the eggs and then you add the flour. Nowadays many demonstrations, especially on TV use the more conversational form; I beat the eggs and then I add the flour.

3. The simple present tense is often used as a narrative device, for dramatic effect in certain situations.
   a. In commentaries, especially those about activities where the action is swift, e.g., football: He passes the ball to Clark, he swerves, aims and scores.
b. In headlines and captions. For example, “Reagan meets Gorbochev.”

c. In very informal spoken narrative. For example, "This man goes into a restaurant and he says, “Do you serve frogs?” The waiter says, “Yes”, so he says, Right, I’ll have a coffee for myself and some flies for my frog.”

4. The simple present tense is used in describing feelings and senses, especially sudden ones, over which the speaker has no control. For example, *I feel sick.*

5. With a future time marker the tense gives a timetable future; usually for schedules (especially transport); *My bus leaves at three.*

6. After when, to form a time clause. This usually occurs with:

   a. The main verb in the present e.g. *I catch a bus when it rains.*

      *When you heat ice, it melts.* This creates the general condition expressing habitual, general or eternal rules. *When* in such sentences can be replaced by either *if* or *whenever* without changing the meaning.

   b. The main verb in the future. Most commonly the verb is in the *will* future. *When i get home. I’ll make tea.* In this usage the *when* clause has a future time reference.

2.4 Research Model

This research aimed to improve ability to use simple present tense using Climbing Grammar Mountain Game Teaching Approach. The most appropriate procedure in this research was action research. According to Kemmis and Taggart
(1998: 25), action research is a form of collective self reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out. This study consisted of one cycle and another cycle which was conducted after giving the treatment in the first cycle because there was no satisfactory improvement on the first cycle. This research consisted of one cycle and another cycle which is conducted after giving the treatment in the first cycle because the purpose of the research was not achieved by using only one cycle. There were four steps in each cycle namely planning, action, observation, and reflection.

1. Planning

Planning is the process that refers to determining the steps of the action and the instruments used for collecting the data. In the planning, the researcher is supposed to plan all the things required for a successful research. The planning itself should be flexible and future oriented.

2. Action

Action refers to what the researcher does in the classroom and how the class is managed based on teaching scenario planned. On this stage, the teaching strategy proposed in this study will be used in the teaching and learning process by using the preparations that have been prepared in the previous stage.

3. Observation

Observation refers to the activity to observe the classroom situation and to know the students’ behavior during the process of teaching and learning according
to Kemmis and Taggart (1988:13) observation must be planned, so that there will be a documentary basis for subsequent reflection, but it must not be too narrow. It must be responsive, open eyed and open minded.

4. Reflection

The reflection is intended to analyze the action on the basis of the result of the observation. In this stage, the researcher finds out some problems and tries to find out the solution for the problems. As an addition, through reflection the researcher can decide whether to continue or stop the research.

This research had two data; they are qualitative data and quantitative data. The qualitative data were obtained from the teacher’s diary (action & observation), interview and questionnaire applied during treatment in each cycle. The quantitative data were obtained from the pre test and post test. Both the data were analyzed descriptively. The analyzed of data would show the effectiveness of the treatment given by comparing pre test and post test.

Figure 2.4. Research Model

```
Pre – Test
 |
Implementation of climbing grammar mountain game
 |
First Cycle                Second Cycle
 |
Data
 |
Quantitative data          Qualitative Data
 |
teacher’s diary (action & observation)
 |
Post test                  interview, questionnaire
 |
Descriptively
```
CHAPTER III
RESEARCH METHOD

The purpose of this study was to improve the use of Simple Present Tense through Climbing Grammar Mountain Game. This chapter presented some important aspects used in gathering the data. The aspect involved research approach, research location, data source, population and sample, procedure of data collection and data analysis.

3.1 Research Approach

The data of this study were analyzed by using quantitative and qualitative approaches. According to Kyta Darhohomei (cited in www.answerlog.com. 2010: 1), the quantitative approach means evaluating numerical, measurable information. In quantitative measurement, research or analysis contain hard data, such as numbers, values, statistic, fact, figures. The quantitative approach was used to analyze the scores of the data. According to Cresswell (Cited in www.penelitian studi kasus.blogspot.com.2003 :18), the qualitative approach is the one in which the inquirer often makes knowledge claims based primarily on construction perspectives (i.e. the multiple meanings of individual experiences socially and historically constructed, with an intend of developing theory or pattern). The qualitative approach was used to describe the characteristic of the data.

3.2 Research Location

This research was done in SMP Satu Atap 2 Batukandik, Nusa Penida. It’s located in Batukandik village, Nusa Penida. It is about 40 minutes from the harbor of Nusa Penida. Batukandik village has two junior high schools. There are SMP
Satu Atap 1 Batukandik and SMP Satu Atap 2 Batukandik. The buildings of this school is also used by elementary school, so the name of this school is SMP Satu Atap 2 Batukandik, Nusa Penida. This school has 5 classes. Grade VII consists of two classes. There are class of VII A and VII B. The students are 21 students in each class. This school was chosen as the place to do the research because it was new school and no one ever done a research in this school.

3.3 Data Source

In this study, the data were divided into two types, primary data and secondary data. The primary data were collected from the result of observation and interview with the students. The secondary data were collected from the result of test and questionnaire.

3.4 Population and Sample

In this study, population and sample were important. According Arikunto (1998 : 115), population is the whole of the research subject. The population of the study was the students of grade eleven at SMP Satu Atap 2 Batukandik, Nusa Penida, especially, the students of grade VII B. There were 21 students in this class. According to Arikunto (2002: 10), sample is part of population from whom the data of the study were obtained. A good sample is one that represents the population generalization of the result. If the subject is less than 100, it is better to take all of the subjects. But, if it has more subjects, it can be taken 10 – 15 % or 20 – 25 % as sample. In this study, the sample technique used was population sampling which took all of sample of population because the subject was less than 100 persons. They were chosen as respondents based on the information obtained from the English teacher that their use of simple present tense was still low.
3.5 Researcher’s Instruments

In this study, the researcher used six kinds of instruments to collect data, namely teaching scenario, observation sheet, questionnaire, test, interview, and teacher’s diary.

3.5.1 Teaching Scenario

Teaching scenario means the preparation made by the teacher before conducting a treatment. In conducting a treatment, the researcher needed teaching scenario to guide her in teaching Simple Present Tense through the use of Climbing Grammar Mountain Game. The teaching scenario was used as guidance in conducting the research so that the activities were conducted systematically. There were three steps in teaching scenario such as pre-activity, on-going-activity, and post-activity.

3.5.2 Observation Sheet

It was used to observe the process of the implementation of the action. The form of the observation sheet can be shown as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher’s activities</th>
<th>Students’ activities</th>
<th>Students’ response</th>
<th>Classroom situation</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.5.3 Questionnaire

The questionnaire was prepared to find out the students’ problems and why such problems occurred. The questionnaire was written in Indonesian and given to
the students in order to get the subjects’ responses toward their grammar ability. The data obtained from the questionnaire gave some positive contribution in planning the action for the next cycle. There were three questionnaires used in this study. The first questionnaire was carried out in the pre-test in order to know the students’ problems in using Simple Present Tense. The last two questionnaires were conducted in the last session of the post test 1 and 2 in order to know the students’ response toward the application of Climbing Grammar Mountain Game in their grammar learning process.

3.5.4 Tests

There were three tests administered. The first was pre-test that was administered to know the preliminary data about students’ grammar ability. The second was post test 1 that was administered in order to know the achievement of the students in using Simple Present Tense. The last post test was administered to know the final result after implementing Climbing Grammar Mountain Game in the classroom. All the tests were in written in multiple choice forms and the students were asked to choose the correct answers provided in the answer sheet.

3.5.5 Researcher’s Diary

Researcher’s diary was used to record and write down the activities of the students that happened during the teaching learning process. It was also used to record some problems faced by the students during the implementation of Climbing Grammar Mountain Game in the classroom. After all, it was also used to note how the action was applied during the process and what the students’ reaction toward the material given was.
3.5.6 Researcher’s Interview

Interview was used to collect the information accurately from the students and was used to find out the students’ problems that could not be detected through questionnaire tests.

3.6 Procedures of Data Collection

In accordance with the problems faced by the students, an action based research was conducted. The procedure consisted of four steps followed through in a cycle namely planning, action, observation, and reflection. Each cycle was completed in three sessions. The pre test was conducted before the implementation of the treatment to obtain the preliminary data about students’ ability in using Simple Present Tense. The post test was administered at the end of every cycle.

The figure 3.6. Cycle of action research

The procedures of the research could be presented as follows:

Pre Test
a. Planning
   1. Selecting material
   2. Preparing researcher’s diary
   3. Making a test consisting of thirty items
b. Action

1. Asking the students to answer the questions of the text
2. Asking the students to answer the questionnaire
3. Observing the students’ behavior and attitude

c. Observation

1. Observing the students attitude toward the test and recording the students and researcher’s attitudes in the teacher journal.
2. Analyzing and interpreting the students’ score, questionnaire and the interview

d. Reflection

Based on the score of the pre-evaluation and the observation, the researcher would try to find out an alternative way to eliminate the difficulties.

First Cycle

a. Planning

1. Preparing material for practicing S-V agreement, adverbs and usage of Simple Present Tense
2. Making teaching scenario
3. Preparing researcher’s diary or journal
4. Determining the schedule and time allocation
5. Making a test consisting thirty items

b. Action

The action is based on the teaching’s scenario which is divided into three sessions: Pre-activities, Whilst activities and Post activities.
In the action, the students were taught Simple Present Tense through the use of Climbing Grammar Mountain Game. Here are the steps that were conducted by the researcher:

Pre-activities
1. Greeting the students
2. Checking the attendance of students
3. Warming up the students

Whilst activities
1. Before starting the game, the researcher asked the students to get into teams of five or six people depending on how many students there were in the class. And then the researcher had the students choose a name for their team.

2. The researcher provided the whole class with a correct sentence that was fairly easy to identify as correct. The researcher asked each team how many vertical feet (up to a maximum of 20) they were willing to award to it. And then the researcher showed how to move a player up the mountain by that many vertical feet.

3. Next, the researcher provided a sentence that was incorrect. If the team could recognize it as an incorrect sentence, they were awarded as many points they were willing to it and if the students could not recognize it as an incorrect sentence, they must go back down the mountain by that many points. If the students could recognize the sentence as incorrect and did not wager any vertical feet on it. They still stayed where they were. The researcher allowed the students to correct the sentence for five bonus
points. If the team could not correct the sentence, the researcher opened it up to the other teams and gave the answering team an extra 5 bonus feet.

4. The game continued until the teacher used all the sentences.

Post activities

1. Giving post test 1 to the students
2. Asking the students to answer the test
3. Collecting the students’ answer sheets
4. Ending the class by saying good bye

c. Observation

1. Observing the students’ attitude towards the teaching learning process specially the ability to use Simple Present Tense, then recording it in the researcher’s diary.
2. Observing the students’ problems
3. Analyzing and interpreting the result of Post test 1, questionnaire and interview

d. Reflection

Finding out the alternative solution for the problems found. In this stage, the researcher was concerned with on the result of the observation. By studying the strengths and the weaknesses of the technique, the researcher had guidance in preparing the strategy that was done in the next cycle in order to get a better achievement. Through the analysis of post test 1 and the questionnaire, the researcher could decide whether the study would be stopped or continued to the next cycle.
3.7 Method and Technique of Analyzing Data

The data of this study were analyzed using qualitative and quantitative methods. The qualitative method was used to describe the characteristics of the data, while the quantitative method was used to analyze the scores of the data. After all of the data were collected, the data were analyzed by following steps: first, the main data obtained from the interview and observation were identified and analyzed. Second, the researcher evaluated the results of the test made by the students in using simple present tense and score was given. Third, the researcher found out the students’ level of mastery. The last, the researcher found out the students’ mean score. The mean score showed the level of improvement achieved by the students after following teaching and learning process through the implementation of Climbing Grammar Mountain Game. The formula can be seen as follows:

1. The score of each student

\[ X = \frac{N \times 100}{n} \]

Notes:

\( X \) = the score of each student

\( N \) = the number of correct answer

\( n \) = the number of the items

In this study, the level of mastery was determined by using the minimum competency proposed by Agung (1988: 70); in this type of evaluation, the level of mastery was determined by using minimum competency, which was considered the passing score from the all materials that should be acquired, that is, \( \geq 7.0 \) or \( \geq 70\% \) and fell into sufficient category. Thus, the criteria about level of the students’
ability based on PAP (Penilaian Acuan Patokan) can be seen in the following table:

<table>
<thead>
<tr>
<th>SCORE (%)</th>
<th>LEVEL OF MASTERY</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% - 100%</td>
<td>Very Good</td>
</tr>
<tr>
<td>80% - 89%</td>
<td>Good</td>
</tr>
<tr>
<td>65% - 79%</td>
<td>Sufficient</td>
</tr>
<tr>
<td>55% - 64%</td>
<td>Insufficient</td>
</tr>
<tr>
<td>Less than 55%</td>
<td>Poor</td>
</tr>
</tbody>
</table>

Those criteria above mean:

**Very Good** = the achievement of the students who were able to answer the test items between 90% to 100%.

**Good** = the achievement of the students who were able to answer the test items between 80% to 89%.

**Sufficient** = the achievement of the students who were able to answer the test items between 65% to 79%.

**Insufficient** = the achievement of the students who were able to answer the test items between 55% to 64%.

**Poor** = the achievement of the students who were able to answer the test items between 0% to 55%.
2. The students’ level of mastery

\[ L = \text{The total items answer} \times 100\% \]

Maximum score

Note: \( L \) = the students’ level of mastery

The mean score of the whole students

The formula is:

\[ \bar{X} = \frac{\sum X}{N} \]

(Masidjo, 1995: 123)

Notes:

\( X \) = the students’ mean score

\( \sum X \) = the sum of the score of all students

\( N \) = the number of students/subjects

The mean score showed the improvement acquired by the students. If the mean score or the percentage items answered correctly was \( \geq 7.0 \) or \( \geq 70\% \), the cycle would be stopped. It is stated by Agung (1988) that the study would be stopped and considered successful if the classical mean score of the students was or more than 7.0 or 70%.

For the qualitative data, it was obtained from the result of the questionnaires. The questionnaires were measured form of percentage by using the following formula:

\[ \% = \frac{\text{Number of subjects choosing an item}}{\text{Number of the subjects}} \times 100\% \]
3.8 Method and Technique of Presenting the Data Analysis

According to Sudaryanto (1993), data analysis can be presented through either formal or informal method. In formal method, the analysis based on the specified problems and the theoretical framework is presented using symbols, tables, or graphs which is aimed to describe the data more easily. In informal method, on the other hand, the analysis is descriptively presented in the forms of words and sentences. Since this study applied qualitative method, the data analysis was presented informally in descriptive-narrative sentences rather than symbols.