

# USING CLIMBING GRAMMAR MOUNTAIN GAME TO ASSESS STUDENTS GRAMMAR ABILITY IN SENIOR HIGH SCHOOL

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## Abstrak

Dalam makalah ini didiskusikan pengajaran mengenai *Grammar* melalui penggunaan game *Climbing Grammar Mountain* kepada siswa SMA. *Climbing Grammar Mountain Game* itu sendiri adalah berbentuk gambar yang didalamnya terdapat 4 buah skema. Dalam penggunaannya, *Climbing Grammar Mountain Game* ditempelkan di papan tulis. Skema itu digunakan sebagai alat untuk meletakkan score siswa selama permainan itu berlangsung. Guru membagi siswa kedalam 4 kelompok sesuai dengan skema yang ada di gambar. Dalam satu kelompok terdapat 5 atau 6 siswa. Guru membagikan teks recount kepada masing-masing kelompok, kemudian kelompok tersebut mencari grammatical feature sebanyak-banyaknya. Sebelum permainan di mulai, Guru memberikan 10 poin kepada masing-masing group. Setelah waktu habis, guru melakukan pengecekan kepada masing-masing kelompok. Siapa kelompok yang bisa mengumpulkan grammatical feature paling banyak dan guru memberikan satu grammatical yang bisa siswa temukan dengan 5 poin. Siswa bisa melihat poin tertinggi dari skema tersebut, dan kelompok yang mendapatkan poin tertinggi itulah yang menjadi pemenang. Melalui penerapan *Climbing Grammar Mountain Game* penulis berharap dapat memotivasi siswa untuk lebih aktif dan bisa menemukan atau tahu tentang grammatical feature. Penulis juga berharap agar guru menggunakan cara ini dalam pengajaran khususnya *grammar* sehingga siswa dapat memahami grammatical feature pada sebuah text.

**Key words:** *Climbing Grammar Mountain, Assess students Grammar, Teaching Grammar, Senior High School.*

## A. Introduction

Before teacher begin to assess students grammar, teacher should know about what is assessment?. Liaison stated that assessment is the systematic collection, review and use of information about educational programs to improve student learning. Assessment focuses on what students know, what they are able to do, and what values they have when they graduate.

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Assessment is concerned with the collective impact of a program on student learning. When developing assessment methods, make sure your selections are manageable given available time and money resources and result in useful feedback that highlights accomplishments and identifies areas requiring attention. Consider data you might currently have available to you but that you might not be using for assessment purposes such as exams, assignments, or projects common to a group of students in the major and senior assignments accomplished as a part of a capstone experience.

Based on James E. Purpura, in Cambridge assessment Book, said that the study of grammar has had a long and important role in the history of second language and foreign language teaching. Grammar was used to mean the analysis of a language and the study of grammar was not just considered an essential feature of language learning, but was thought to be sufficient for learner to actually acquire another language ( Rutherford, 1988 ). While the central role of the grammar in the language curriculum has remained unquestioned until recent time, grammar pedagogy has unsurprisingly been the source of much debate. In the approach, the teaching of language obviously involved the transmission of grammar rules from teacher to student. The assessment of grammar is carried out by having students recite rules, by having them analyze texts and translate texts. Grammatical assessments were closely aligned with the goals of instruction. The knowledge of grammar was assessed through the ability to recite rules. In many assessments, knowledge of grammar may be inferred from the ability to use grammar correctly while reading, listening, writing and speaking.

NCLRC stated that just as mechanical drills do not teach students the language, mechanical test questions do not assess their ability to use it in authentic ways. In order to provide authentic assessment of students' grammar proficiency, an evaluation must reflect real-life uses of grammar in context. This means that the activity must have a purpose other than assessment and require students to demonstrate their level of grammar proficiency by completing some task. To develop authentic assessment activities, begin with the types of tasks that students will actually need to do using the language. Assessment can then take the form of communicative drills and communicative activities like those used in the teaching process.

Based on my experience, students had low and difficulties when they learned about grammar. Teacher should have to find the way to the students how to make the students enjoy in learning grammar. As we know, students in Senior high school are different from students in Junior high school, in senior high school they received what the teacher explained. But, some of students asked to the teacher about the lesson that they do not understand and if the teacher did not explain to the students, students are easy to be bored while they are not satisfied.

It can be very stressful for a teacher to face the condition when students are unsatisfied. In majority, it happens when teachers teach about grammar. As usually, when a teacher is teaching about grammar, teachers do not use the trick to make students enjoy and creative. Teachers always use monotonous ways in learning

process. Teacher writes down the material on the white board, give explanations about what they write, and students usually hear teacher's explanation, write anything and copy it on their book and do the exercise. The teacher is usually collect the students' exercise book, even the teacher have much time to give explanation more about the lesson. From the explanation above, we know that teacher should to find the alternative way to make the students happy in learning grammar. Do not use the monotouns teaching like what I said before.

There are many ways to make students happy and enjoy when the teacher teaching grammar, like quiz, puzzle or true/false question. But in this paper, teacher is using a game. Using game can make students enjoy in teaching grammar. Arif Saricoban and Esen Metin ( 2003:3) stated that through well-planned games, learners can practice and internalize vocabulary, grammar and structure extensively. A kind of game that teacher use is Climbing grammar mountain game, climbing grammar mountain game is a way to make students more attractive in the classroom.

This paper only focuses on discussion on the Using *Climbing Grammar Mountain Game* to Assess Students Grammar Ability In Senior High School. The formulation of the problem is "How does the teacher apply *Climbing Grammar Mountain Game* to Assess Students Grammar Ability In Senior High School. The main purpose of this paper is to introduce a new game by the teacher to Assess Students Grammar Ability In Senior High School.

Grammar is central to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well. NCLRC stated that Language teachers who adopt this definition focus on grammar as a set of forms and rules. They teach grammar by explaining the forms and rules and then drilling students on them. This results in bored, disaffected students who can produce correct forms on exercises and tests, but consistently make errors when they try to use the language in context. Other language teachers, influenced by recent theoretical work on the difference between language learning and language acquisition, tend not to teach grammar at all. Believing that children acquire their first language without overt grammar instruction, they expect students to learn their second language the same way. They assume that students will absorb grammar rules as they hear, read, and use the language in communication activities. This approach does not allow students to use one of the major tools they have as learners: their active understanding of what grammar is and how it works in the language they already know.

A game is structured playing, usually undertaken for enjoyment and sometimes used as an educational tool. Games are distinct from work, which is usually carried out for remuneration, and from art, which is more often an expression of aesthetic or ideological elements. Smaldiano et.al (2008:30) Game can create opportunities for students to acquire the language in a meaningful way. Gunn and McCallum (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. Piaget stated that Most high school students have achieved the formal operational stage. Based on Pennington, High school

learners are qualitatively different than younger learners. These students can think abstractly and need fewer concrete examples to understand complex thought patterns. High school students are experimenting with adult-like relationships. English as stated in standard of content (PERMENDIKNAS No.22, 2006) is learned at senior high schools four hours in a week except for language program in SMA-five hours in a week.

## **B. DISCUSSION**

### **Preparation**

As a teacher, the use of games provide language teachers with many advantages when they are used in classroom. One of these advantages is that learners are motivated to learn the language when they are in a game. Before teacher begin to playing the game, teacher will prepare the material that want to teach to the students. Teacher must to prepare the recount text and the picture of shceme. All the material should be prepare before play the game. So, teacher just waiting they teaching time.

### **Using Climbing Grammar Mountain game to Assess Students Grammar Ability in Senior High School.**

There are three phases implementing the material by using a game in the classroom: Pre teaching, Whilst teaching and Post teaching.

#### **1. Pre – Teaching Activities**

At the first, teacher come to the class, the students are very calm. Students greet and smiled at the teacher. After greeting the students, the teacher sit down on the chair and check's attendance list of students. Then, as a warming up, teacher ask students about the last topic. And, to activate students' background knowledge, teacher ask students about “ have you ever played a game?”. It can motivated students to enter a new material about game that they want to play.

#### **2. Whilst-Teaching Activities**

To begin the class, teacher explain to the students that we want to play a game. Teacher tell to the students that in this game students would find the grammatical feature in recount text. But, before students play the game, teacher should explain about recount text, what is recount text?, what is grammatical feature of recount text?, and what is generic structure of recount text?. After that, teacher divided the students into 4 group that each group consist of 5 or 6 students. Teacher arrange the group on the side of classroom, it's suppose to each of group to become careful with the other groups. Before start the game, teacher give 10 point to each group. When all the students has already, teacher give text to each group. After that, teacher tell to them that we has already know about recount text, we just find the grammatical feature on the text. Student has already know about grammatical feature and teacher ask them to find grammatical feature on the text. Teacher give 30 minutes for group to do the game. During the game teacher can see how is the students active and enjoy in game process. Teacher see by playing this game students can build their motivation and spirit. When teacher stop the game, we know that students in group still do the activity. Teacher should

have to stop their activity and say that we check the result. Teacher start in group one, check how many grammatical feature that students get. Teacher calculate all grammatical feature that all group get. Teacher checks grammatical of each group correct or not and if it is true, the group will get 5 point for each grammatical. Teacher lead students to take their score on the scheme based on their group. This is the scheme to take score of groups. Teacher ask students to remind the previous material. Teacher ask one or two students to tell about what is grammatical feature of recount text. It is good for students to make them understand about the grammatical feature.

### **3. Post-Teaching Activities**

Teacher and students conclude the material that they have been learned. Do not forget to give they homework.

### **The Advantages of Using *Climbing Grammar Mountain Game* to Assess Students Grammar Ability in Senior High School.**

Using climbing grammar mountain game is supports the teacher in teaching grammar. Teaching grammar by using climbing grammar mountain has some advantages : First, climbing grammar mountain create the enjoyment in the grammar procces. It is an interesting way for the students because teaching grammar by using climbing grammar mountain provides motivation for students to learn grammar. Second, climbing grammar mountain develop students' creativity in teaching grammar. This activity leads them to think about what they have never thought before. Finally, by using climbing grammar mountain students can thinking fastly to find grammatical feature, because of depending of time.

## **C. CONCLUSION AND SUGGESTION**

### **Conclusion**

From the discussion above, it can be categorized that teaching grammar in Senior high School is so callenging. It need preparation material before come to the class. In senior high school, some students easy to unsatisfied if the teacher can not make their understand about the lesson that the teacher explain. We know that, students easy to bored in learning grammar. So, teacher should find the alternative way to make them want to learn. Climbing Grammar Mountain Game is a way to make them more attractive in the classroom.

By using this way, teacher use picture of scheme to take students score during the game. Teacher can start it from the first phases : pre-teaching. In the pre-teaching, teacher check's attendance list of students. Teacher also activate the students' background knowledge. In the whilst teaching, teacher divided the all the students into 4 group which each group consist of 5 or 6 students. Then, teacher give recount text to each group but before it, teacher explain to the students about recount text, what is recount text?, what is grammatical feature of recount text?, and what is generic structure of recount text?. Teacher ask students to find the grammatical feature in recount text. Before teacher start the game teacher give 10 point to each group, teacher give 30 minutes to play the game, during the game teacher can see how students play the game. When teacher stop

the game, teacher check how many grammatical feature that students get. When students get one grammatical and it is true, teacher give 5 point to each group. After that, teacher take the score in the scheme and students will see the highest score. That group who get the highest score or point they would be the winner. Finally, teacher and students are conclude the material.

In addition, the use of Climbing Grammar Mountain Game brings many advantages in classroom. It can make the students more attractive to find grammatical feature in the text, it can build they embetered to play the game. So, the students do not bored if they study about grammar.

### **Suggestions**

The writer would like to suggest the teacher should know the ability of students to find the grammatical feature. The teacher should walking around the students during the game to see if the students find the difficulties during game session.

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