The Effect of Climbing Grammar Mountain Game on Students’ Lexicogrammatical Features of Personal Recount Text Mastery (A Study at The Eigth Grade Students of MTS YPKS Padangsidimpuan In 2021/2022 Academic Year)

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ABSTRACT
The purpose of this research was to found out: 1) The application of Climbing Grammar Mountain Game on Students’ Lexicogrammatical Features of Personal Recount Text Mastery, 2) The Students’ Lexicogrammatical Features of Personal Recount Text Mastery before and after using Climbing Grammar Mountain Game, 3) Whether there is any significant effect of Climbing Grammar Mountain Game on Lexicogrammatical Features of Personal Recount Text Mastery at the Eighth Grade Students of MTS YPKS Padangsidimpuan. This research used experimental method with the pre-experimental design using one-group pretest posttest design. The population of this research was the VIII grade students consist of 156 students and the samples were 25 students gotten by using purposive sampling. The writer used observation sheet and test as an instrument. The result of this research: 1) The application of climbing grammar mountain game was 3.7, it was categorized “Good”, 2) the mean score pretest of students’ lexicogrammatical features of personal recount text was 53.2 it was categorized “Bad”. Meanwhile after using climbing grammar mountain game was 73.4 it was categorized “Good”. 3) The result of data analysis showed that ttest= 10.6, while the table df score of ttable 5% significant level was 2.06. It means that ttest was higher than ttable(10.6> 2.06). So, the hypothesis is accepted. It means that, there is significant effect of using climbing grammar mountain game on students’ lexicogrammatical features of personal recount text mastery at the eighth grade students of MTS YPKS Padangsidimpuan 2021/2022 Academic year.

Keywords : Climbing Grammar Mountain Game, Lexicogrammatical Features, Personal Recount Text

1. INTRODUCTION
Genre is any form or type of communication in any mode (written, spoken, digital, artistic, and etc.). They are narrative text, recount text, descriptive text, report text, explanation text, procedure text, and so on. Personal recount is one of the text which aims to inform the readers about one story, action or activity based on writer’s point. Besides, one aspect that very important component in personal recount is the lexicogrammatical features or language features. Lexicogrammatical features is one important components that must learn by the students to mastered personal recount text, because it is an essentials part of the text from others. So, it is impossible for students mastered personal recount text if they did not understand about lexicogrammatical features.

In MTS YPKS Padangsidimpuan, there are 80% students have difficulty in learning English. It can be seen based on the writer’s observation and pretest on February, 18th 2022 the writer found the data of pretest from 25 students got the average score in lexicogrammatical features of personal recount text was 53.2. Meanwhile according to KKM the students must got 78 to be graduated. There are several
factors that make students of MTs YPKS Padangsidimpuan low in lexicogrammatical features of personal recount text, namely: internal factors are: 1) lack of students’ knowledge about lexicogrammatical features of personal recount text, 2) interest in learning english. While, external factors are: 1) teaching method, 2) environment, 3) facility.

Some efforts have been done by the teacher to increase their interest in learning English such as giving motivation to the students to learn English, complete the facility, using method, using two languages (English to Indonesian) during the learning process so that they understand. However, it does not get the positive response to the students in learning process. If this problem is not solved, writer was afraid that students did not understand another genres in English. In other words, the teaching and learning process is fail.

Writer attempted an alternative strategy in teaching English especially in lexicogrammatical features of personal recount text by using a new game, namely: climbing grammar mountain game. Climbing grammar mountain game is a game that developed to help students learn and review about grammatical usage and sentence constructions. This game is appropriate for beginner into advance level, make students more communicative and critical in understanding grammatical structures, playing game enable the objective achievement through experience in a pleasant and relax situation.

Based on the explanation above, the writer was interested to conduct a research entitled “The Effect of Climbing Grammar Mountain Game on Students’ Lexicogrammatical Features of Personal Recount Text Mastery (A Study at the Eighth Grade Students of MTs YPKS Padangsidimpuan2021/2022 Academic Year)”.

2. LITERATURE REVIEW

A. Definition of Personal Recount Text

One type of text that learned by junior high school is recount text. Jaya, et al (2011: 6) said, “Recount text is a text that reports event, experiences, or activities in the past time with the purpose of the reporting and entertaining”.

Then, UC High School Kaleen Writing Handbook (2011: 26) said that, “Recount text classified into three, they are: personal recount, factual recount, and imaginative recount”. But in this case, writer attempted to explain about personal recount text.

Palmer (2011: 38) said that, “Personal recount text is one of the easiest types of non-fiction writing, science first-person narrative comes naturally to human being”. Then UC High School Kaleen Writing Handbook (2011: 26) said that, “Personal recount is where the writer is recounting the personal event that they were involved directly”.

Based on definitions above, the writer concluded that personal recount is a text that expose about somethings based on event that happened to the author in the past. According to Djuharie (2007:44) the generic structures of personal recount text consist of: Orientation, events, reorientation, and comments.

B. Lexicogrammatical Features of Personal Recount Text

According to Djuharie (2007: 19) “Lexicogrammatical Features similar with the syntax, refers to specific structure that used to express specific meaning”. Next, jaya et al (2011: 4) said that, “Lexicogrammatical features are terms that used to mention the language characteristics in a text that can be found by analyzing in detail a type of text including the tense that is used, conjunction, the appearance of generic participant/ specific participant, etc”.
Based on the definitions above, the writer concluded that lexicogrammatical features is a rule of making good and correct sentences to determine the meaning of a story in order to understand the process of making that text, as follows:

a) Using simple past tense

Simple past tense is a tense that describe an event or action that has occurred in the past. First, according to Sihombing (2010: 133) “Simple past tense is use for a completed action that happened at one specific time in the past”. Besides, Baehaqi (2018: 35) “Simple past tense is use to express past events or activities”.

Based on the explanation above, the writer concluded that simple past tense is a tense that explain about an activity that happened in the past. In simple past tense we used the specific verb (also called V2 or past tense) and time signal that usually used was all that expressed the past such as yesterday, last sunday, an hour ago, in 2020, and so on. The form of simple past tense:

\[
\begin{align*}
(+ ) & \ S + V2 + O \\
(- ) & \ S + did + not + V1 + O
\end{align*}
\]

b) Using adverb

Adverb refers to the time and place. According to Sihombing (2010: 30) said, “Adverb is a part of speech comprising a class of words that modifies, or describes, or adds to the meaning of a verb (except linking verb), an adjective, another adverb, or a sentence”. According to Hasibuan et al (2018: 27) “Adverbs modify verbs, adjective, other adverb and even whole clauses. Adverbs can tell us how something is done, when it is done and where it is done”.

Based on the definitions above, it concluded that adverb is a word that describe or explain other types of words. Generally, there are 2 adverb that use on personal recount text they are, adverb of time and adverb of place.

Table 1. Kinds of Adverb

| Adverb of Time                        | Adverb of Place                      |
|---------------------------------------|--------------------------------------|
| yesterday, since, ago, last month, in | In the school, next door, beside     |
| the past, one hour ago, at night, and | her house, behind the hospital,      |
| so on                                 | and soon                             |

c) Using conjunction

Conjunction refers to the word connectors. There are some definition of conjunction from the expert. First, according to Sihombing (2010: 49) “Conjunction is one of the parts of speech comprising word such as; and, but, because, that connect a word, phrase, clause, or a sentence to another word, phrase, clause, or a sentence”. Next, Hasibuan et al (2018: 27) state that, “Conjunction are linking word which join groups of words and sentences. If the students do not use enough of them, the sentence will seem abrupt”.

Based on some definitions above, it concluded that conjunction is a word that connect one sentence to another sentence, and if its not used the sentence will seem abrupt.
Conjunction not only connect the sentence but also connect the one paragraph into another paragraph.

d) Using action verb

Action verb is a verb that describes an action. According to Sihombing (2010: 9) “An action verb tells what someone or something physically or mentally does or do”. Next, according to Djuharie (2007: 44) said, “Action verb is a verb that show incident or event, for example killed, stayed, cooked, etc”. Furthermore, Hasibuan et al (2018: 26) said, “Action verb is a word that show that someone or something do”.

Therefore, the writer concluded that action verb is a verbs that indicate an action that has an expressing physical or mental action of someone, for example eat, walk, stand, pull.

C. Definition of Climbing Grammar Mountain Game

In this research, the writer used climbing grammar mountain game on students’ lexicogrammatical features of personal recount text mastery. Gunn and McCallum (2005: 41) stated that, “Climbing grammar mountain game is a game that gives a way to address grammatical usage and sentence construction in such a way that the target structures are being evaluated and reinforced in interesting and engaging manner”.

Then, Puspa (2017: 87) explain that climbing grammar mountain game is a game to help students to provide the grammatical usage and sentence construction through review, and analyzed the grammar structure in group are able to understand. Furthermore, Wening (2018: 26) said that climbing grammar mountain game is an easy game that is prepared and adapted to unique needs of different classroom, also promotes learning opportunity and enthusiasm for the learners.

Based on definition above, the writer concluded that climbing grammar mountain game is a game that easy to prepared and adapted in the classroom, this game help the students to enhance students’ knowledge of grammatical structure in a fun way.

D. Steps of Climbing Grammar Mountain Game

There are steps of climbing grammar mountain game by the experts. According to Isnaini (2021: 11) the steps of climbing grammar mountain game are:

1) Teacher draw 4 or 5 vertical lines on the board and leaves space at the bottom of the line to write sentences
2) Divided each line into segments, for example there are 10 questions provided, 10 segments must be made (10,20,30, etc)
3) Divide students into groups, group can consist of 4 or 5 groups
4) Prepare 10 sentence. Each sentence must be written on the paper then cut into words
5) Then, teacher give the first sentence to the students. After that, the teacher gives the students 10 seconds to arrange the sentence and it must be write in the whiteboard
6) If there is one of the first group who answers quickly and correctly then they will get a score 10(up segment). If one group answer incorrectly and another group wants to correct the answer, then the answer is wrong, their value will get score minus 10 (down segment), then the answer is correct it will get a score 10.

According to Gunn and McCallum (2005: 39) the steps of climbing grammar mountain game is:

1) Draw 4 vertical climbing lines (for a class size approximately 20 students) on the board.
2) Divide each line into 10 segments to represent a vertical feet
3) Prepare a series of sentences. Some should be correct, and about three quarters should contain one grammatical error per sentence.
4) Run off the sentence on the transparency and cut them apart. Place them in a paper bag or envelope ready to draw from during the game
5) Divide students into 4 teams of 4 or 5 students each.

From the explanation above, the following steps can be used:

1) Draw 4 vertical climbing lines (for a class size approximately 20 students) on the whiteboard.

2) Divide each line into 10 segments to represent a vertical feet as an example above, mark the segments 10, 20, 30 and so on.

3) Ask the students to get into teams of 4 or 5 people and asked them to choose the name for their team.

4) Prepare a series of sentence.

5) Before start the game practice round, teacher explains the set rules of this game. (if there is one of the first group who answers quickly and correctly then they will get a score 10(up segment). If one group answer incorrectly and another group wants to correct the answer, their value will get score minus 10 (down segment) if the answer is wrong, and if the answer is correct it will get a score 10)

6) After the practice round, begin the actual play

7) Then, move to the next team until you have used all the sentences.

3. METHODE

The location of this research was conducted at MTs YPKS Padangsidimpuan. It is on Jl. Sutan Soripada Mulia Gg. Sarasi 1 No. 52 A Padangsidimpuan, Kecamatan Padangsidimpuan Utara Kota Padangsidimpuan. The headmaster of the school is Romando Yusrat, S.Pd., and the teacher of English name is Lily Arwani, S.Pd.

This study applied the pre-experimental design using one group pretest-posttest design.
The population of this research is the entire class VIII MTs YPKS Padangsidimpuan and the sample are 25 peoples gotten by purposive sampling. The reason of the writer choosing this school because the writer found that most students had problem on lexicogrammatical features of personal recount text, and there is no other researcher who have studied the effect of climbing grammar mountain game in this school. In collecting the data, the writer used observation sheet and test as an instrument. In this research, the process of the research conducted for three month, Februari until April 2022.

Methodology is the way, system, rule or procedure that must be followed by a researcher in finishing the research activity. Method of the research means the way that should be chosen to solve the problem of the research.

Sugiyono (2020: 111) said that “Experimental methods is a research method conducted by experiment which is a quantitative method, used to determine the effect of the independent variable (treatment) on the dependent variable (outcome) under controlled conditions”.

4. RESULT AND DISCUSSION

Based on the result obtained from the analysis of observation sheet about the application of Climbing Grammar Mountain Game on Lexicogrammatical Features of Personal Recount Text at the eighth grade students which contains 9 steps and the mean of the score was 4 and it categorized “Good”.

The mean score of the students’ lexicogrammatical features of personal recount text before taught by using climbing grammar mountain game was 53.2, it categorized “Bad”. While, after taught by using climbing grammar mountain game, the mean score of the students’ lexicogrammatical features of personal recount text was 73.4, it categorized “Good”.

Figure 2. Students’ lexicogrammatical features of personal recount text mastery before using climbing grammar mountain game
Based on the observation sheet, the result application of climbing grammar mountain game on students’ lexicogrammatical features of personal recount text got the score 4, it categorized “Good”. Furthermore, the result of students’ lexicogrammatical features of personal recount text before taught by using climbing grammar mountain game was 53.2 and it included in “Bad” category. While, the result of students’ lexicogrammatical features of personal recount text after taught by using climbing grammar mountain game was 73.4, it included in “Good” category. It means that there is an effect on students’ lexicogrammatical features of personal recount text after taught by climbing grammar mountain game. To make it clear, see the diagram below:

In this research, the writer get “Good” categorized. It can be seen from the mean score in which the score of pretest was 53.2 and the posttest was 73.4. It can be concluded that the students’
lexicogrammatical features of personal recount text mastery after using climbing grammar mountain game is higher than the students’ lexicogrammatical features of personal recount text before using climbing grammar mountain game. Then, from the result of t-test also proven that t-test is higher than t-table (t_{test} 10.6 > t_{table} 2.06). So, the hypothesis is accepted.

5. CONCLUSION

Based on the findings above, the writer described the conclusion as follows: 1) The result of the application of using climbing grammar mountain game on students’ lexicogrammatical features of personal recount text at the eighth grade students of MTs YPKS Padangsidimpuan was 4 and it categorized “Good”. It means that the application of climbing grammar mountain game on students’ lexicogrammatical features of personal recount text was good. 2) The students’ lexicogrammatical features of personal recount text mastery before taught by using climbing grammar mountain game at the eighth grade students of MTs YPKS Padangsidimpuan was 53.2, it categorized “Bad”. While, the students’ lexicogrammatical features of personal recount text mastery after taught by using climbing grammar mountain game at the eighth grade students of MTs YPKS Padangsidimpuan was 73.4, it categorized “Good”. 3) The hypothesis showed that t_{test} is higher than t_{table} (t_{test} 10.6 > t_{table} 2.06). So, the alternative hypothesis of this research can be accepted (H_a is accepted). It means that there is a significant effect of using climbing grammar mountain game on students’ lexicogrammatical features of personal recount text mastery at the eighth grade students of MTs YPKS Padangsidimpuan 2021/2022 Academic Year.

- **Recommendations**
  a) For English Teachers
  The teacher can using climbing grammar mountain game to present the material about genres and another material such as part of speech.
  
  b) For The Headmaster
  Give the directions to the teacher about the effective strategy that can improve students’ lexicogrammatical features especially in personal recount text.

  c) For other researchers
  The result of this research can be used as additional reference to further research. Other researcher could apply climbing grammar mountain game on other genres and another material or find out other technique to make English more fun.

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