IMPROVING THE STUDENTS MASTERY OF SIMPLE PAST TENSE
BY USING CLIMBING GRAMMAR MOUNTAIN GAME
OF CLASS IX A ON JUNIOR HIGH SCHOOL 6 JEMBER

THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember in
partial fulfillment of the requirements for Undergraduate Degree (S.Pd.) Faculty
of Tarbiyah and Teacher Training
English Education Program

By:
Mohammad Agil Irfani
NIM : 202101060036

ENGLISH EDUCATION PROGRAM FACULTY
OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
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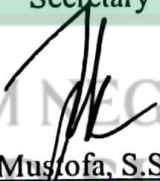English Education Program
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MOTTO

لَا يُـكَلِّفُ ٱللَّهُ نَـفْـسًا إِلَّا وُسْعَـهَـا

"Allah does not burden a person except according to his ability." (Qs: Al-baqarah: 286).[1]

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[1] Taqiudin Al Hilali and Muhsin Khan. English of The Noble Qur'an. (Al-Baqarah: 286)

DEDICATION

I proudly dedicate this undergraduate thesis for:

1. My beloved parents Mr. Sofyan Hadi and Ms. Isdiyah Indarwati. Amd. who have been giving their support and effort for me to get Bachelor Degree. I'm very proud and happy to have parents like you.

2. My beloved supervisor Isnadi, S.S., M.Pd. who is always patient in guiding me in the preparation of this thesis to completion.

3. All my friends that I can't mention one by one, I want to express my deepest gratitude for support and inspiration that have been provided to me. I really appreciate it.

4. My best support system Devona Azaria Farid. S.Pd. who has accompanied me during college both in difficult and happy circumstances and who always encourages me to be able to complete this thesis.

ABSTRACT

Mohammad Agil Irfani,2024: *"Improving The Students Mastery of Simple Past Tense by Using Climbing Grammar Mountain Game of Class IX A on Junior High School 6 Jember"*

Keywords: Simple Past Tense, Climbing Grammar Mountain Game.

Learning a language means learning to use the language to communicate both in oral form (listening and speaking) and written form (reading and writing). Learning language particularly English, involves four skill on K13 (Task based curriculum). Besides that, english has some aspects or language components. They are vocabulary, grammar, and pronunciation. As happened in Junior High School 6 Jember, especially for the class of IX A, the students still less interested and bored in English lessons and only a few students were still interested, especially in learning simple past tense. Hence, the strategy is needed in teaching learning with the aim of solving students' problems in improving simple past tense mastery. One of the strategies that can be used is Climbing Grammar Mountain game (CGMG) strategy that is expectedly able to help students in improving their simple past tense mastery.

The research question in this research is "How can the implementation of Climbing Grammar Mountain game improve grammar mastery of simple past tense for the students IX A of Junior High School 6 Jember?". This research is aimed to describe the implementation of Climbing Grammar Mountain game improve grammar mastery of simple past tense for the students IX A of Junior High School 6 Jember.

This research design is a Classroom Action Research (CAR) with one cycle conducted in three meetings. This research was conducted at Junior High School 6 Jember, Kaliwates-Jember. The participants of this research were 31 students of class IX A. This research used the procedure of Kemmis and McTaggart which are planning, action, observation and reflection. This study used two tests to measure the improvement of students' mastery on simple past tense, namely pre-test and post-test. The data collection techniques used in this study were observation, document review, test, and reflection.

The results of students' test scores in cycle 1 showed that there were 28 students or 89,6 % students who scored up to 75 or passed the KKM, and 3 students or 10,4 % students still did not reach the KKM score. and the percentage of their scores is 89,6%. It can be concluded that the researcher has achieved the success criteria of 80%. and It indicated that climbing grammar mountain game could improve the students' ability in using the simple past tense. This result was strengthened by the observation and the interview that showed the students were enthusiastic and active in the learning process.

ACKNOWLEDGEMENT

All praise and gratitude are due to God for His mercy and grace, the planning, implementation, and completion of thesis as one of the requirements to complete the undergraduate program, can be completed smoothly.

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1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM as rector of Islamic State University of Kiai Haji Achmad Siddiq Jember who has given me opportunity to study in this University.

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Jember, 3 December 2024

Researcher

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APPENDIX

CHAPTER I
INTRODUCTION

This chapter presented an introduction of the research. The parts of this chapter were research background, the research question, the research objective, the significance of the research, research scope, and the definition of key terms.

A. Research Background

Learning languages means learning to use the language to communicate both in oral form (listening and speaking) and written form (reading and writing). Learning language particularly English, involves four skill on K13 (Task based curriculum). Those are listening, reading, speaking, and writing. They are called language skills. Besides that, english has some aspects or language components. They are vocabulary, grammar, and pronunciation. In order to learn english well, both language skill and language component are interelated each other. They have an important role. Language components complete language skill. To learn English, students should be able to use appropiate basic structural pattern to master grammar and vocabulary. Grammar is an integral part of language use; it is resource to be accessed for effective communication and important component for forming words and building english sentences. O'Grady and Dobrovolsky said that "grammar is the mental system that allow human being to form and interpret the words and sentences of language[2]. In short, we may say that grammar is partly the study of how we make sentences". Thornbury said that "grammar is partly the study

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[2] O'Grady and Dobrovolsky. *Contemporary linguistics : an introduction.* 2000, page 67

of what form or structures are possible in a language"[3]. That is why grammar is important to learn and to master it.

Therefore, learning grammar is very important to gain broader understanding and knowledge, especially for students. Meanwhile, in the book of Qur'anic verse, It is known that knowledge has a very important role in human life. As intelligent creatures, humans have the ability to obtain and process information obtained from the surrounding environment. The definition of knowledge is a deep understanding of a particular subject or field[4]. and in surah al-kahfi verse 66 it is explained that:

قَـالَ لَـهٗ مُـوسٰىٰ هَلْ أَتَّبِعُكَ عَلٰىٓ أَنْ تُـعَلِّمَنِ مِـمَّا عُلِّمْتَ رُشْدًا
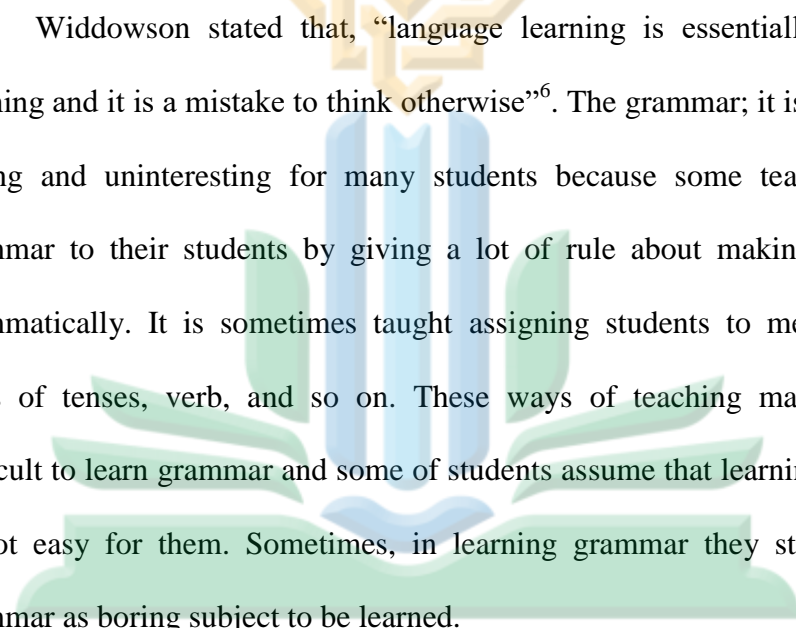
"Musa said to Khidhr, "May I follow you so that you teach me the correct knowledge among the knowledge that you have been taught?" (Q.S. Al-Kahfi: 66)[5].

In this verse, Prophet Musa is the figure of a student who wants to learn knowledge from Prophet Khidir, conveying the knowledge he has learned. This verse teaches the importance of curiosity, humility, and effort in the pursuit of knowledge. Even a prophet does not feel satisfied with the knowledge he possess and continues to strive for more learning. This is an important lesson about the attitude toward knowledge and lifelong learning. In this verse, there are also lessons for the students, they should learn various kinds of knowledge from the teachers who is knowledgeable. Therefore learning is something very important.

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[3] Thornbury. *How to teach vocabulary.* 2002, page 1
[4] Abu Sulayman and Abdul Hamid. *The Role of Knowledge in Islamic Education.* 2016; page 25
[5] Departemen Agama Republik Indonesia. Al-Quran Dan Terjemahannya. (Bandung: Diponogoro. 2005.)

Widdowson stated that, "language learning is essentially grammar learning and it is a mistake to think otherwise"[6]. The grammar; it is sometimes boring and uninteresting for many students because some teachers teach grammar to their students by giving a lot of rule about making sentences grammatically. It is sometimes taught assigning students to memorize the rules of tenses, verb, and so on. These ways of teaching make students difficult to learn grammar and some of students assume that learning grammar is not easy for them. Sometimes, in learning grammar they still regarded grammar as boring subject to be learned.

Research object in this researh is the students of class IX A of Junior High School 6 Jember. In this research there are consisting of 31 students 14 male and 17 female. Based on the interview with the students in the class, 16 students from villages are still confused in learning English and have limited English vocabulary, while 15 students from cities have started to understand learning English and they also have sufficient English vocabulary.

After conducting a pre-survey at Junior High School 6 Jember, the researcher found that students were less interested and bored in English lessons and only a few students were still interested. Based on interviews with English teachers at this school, students still had difficulty memorizing English vocabulary and for grades 7 and 8 they still used multiple choice questions in learning to make it easier to learn English vocabulary, while in 9 grades they started to be taught to compose a sentence in learning English

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[6] Widdowson. *Teaching Language as Communication.* 1988, page 234

vocabulary. In this research, class IX A was chosen as the research subject because it is related to the material to be studied, namely grammar especially in mastering Simple Past Tense.

Teaching grammar can be a significant challenge for educators due to several complex factors. Here are some of the main difficulties teachers encounter. First is the complexity of language structure. Grammar involves intricate and varied rules, and effectively teaching all these aspects to students can be very challenging. The complex structure of language requires detailed explanation and often a deep understanding from students.[7] Second is differences in students' language backgrounds, students come with diverse language backgrounds, which can affect how they understand and apply grammar rules, addressing these differences in teaching requires careful adjustment.[8] Third is lack of motivation. Students often find grammar to be irrelevant or boring. Low motivation can hinder the learning process and make teaching grammar more difficult.[9] Fourth is difficulty in identifying and correcting errors. Identifying recurring and varied grammar errors and providing useful feedback to students can be challenging, especially when errors are frequent and diverse.[10] The students still cannot apply that grammar well in those activities.

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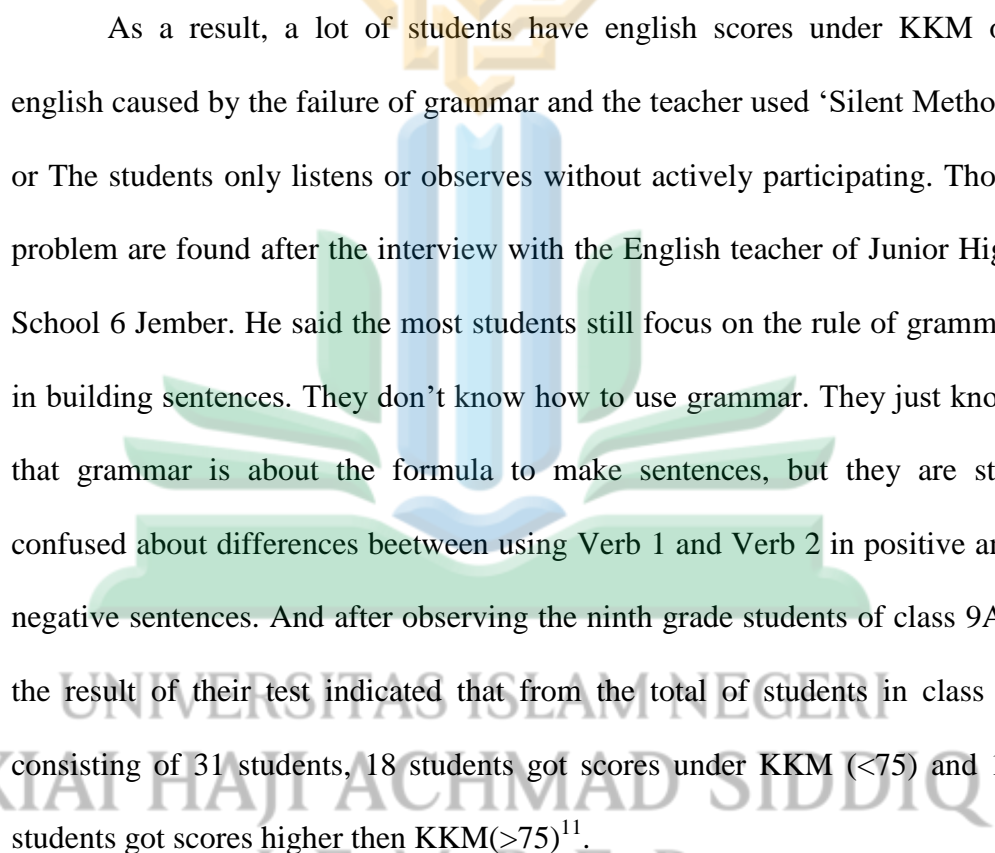
[7] Chris Shei. *"The Challenges of Teaching Grammar in a Second Language"*. 2007, page 1-12.
[8] Stephen D. Krashen. *"Grammar Teaching in Second Language Classrooms: What Does Research Tell Us?"*. 2009, page 89
[9] Patricia L. Carrell. *"Overcoming Grammar Challenges in the ESL Classroom"*. 1998, page 1-17
[10] Peter Skehan. *"The Effectiveness of Explicit Grammar Instruction on Students' Writing Proficiency"*. 2002, page 1-18

As a result, a lot of students have english scores under KKM on english caused by the failure of grammar and the teacher used 'Silent Method' or The students only listens or observes without actively participating. Those problem are found after the interview with the English teacher of Junior High School 6 Jember. He said the most students still focus on the rule of grammar in building sentences. They don't know how to use grammar. They just know that grammar is about the formula to make sentences, but they are still confused about differences beetween using Verb 1 and Verb 2 in positive and negative sentences. And after observing the ninth grade students of class 9A , the result of their test indicated that from the total of students in class A consisting of 31 students, 18 students got scores under KKM (<75) and 13 students got scores higher then KKM(>75)[11].

Based on the finding above, students has some problems in learning grammar which is still focused on grammatical rules. Therefore teaching method must be more innovative so that students can absorb the teaching that has been given and so that students do not feel bored with the lessons. And here's the solution to teach grammar with a media of whiteboard and a game that the students will enjoy in teaching and learning process, it is called 'Climbing Grammar Mountain Game'. Gunn, C.,&McCallum said "Climbing grammar mountain game is a tehnique of teaching that provides a way to

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[11] Documents data of students from the english teacher of Junior High School 6 Jember

address grammatical usage and sentence construction in such a way that the target structures are being reviewed and reinforces in an engaging manner"[12].

Therefore the researcher carries out the research entitled "Improving Students Mastery of Simple Past Tense By Using Climbing Grammar Mountain Game Of Class IX A on Junior High School 6 Jember".

B. Research Question

How can the implementation of Climbing Grammar Mountain game improve grammar mastery of simple past tense for the students IX A of Junior High School 6 Jember?

C. Research Objectives

To describe the implementation of Climbing Grammar Mountain game improve grammar mastery of simple past tense for the students IX A of Junior High School 6 Jember.

D. Research Significance
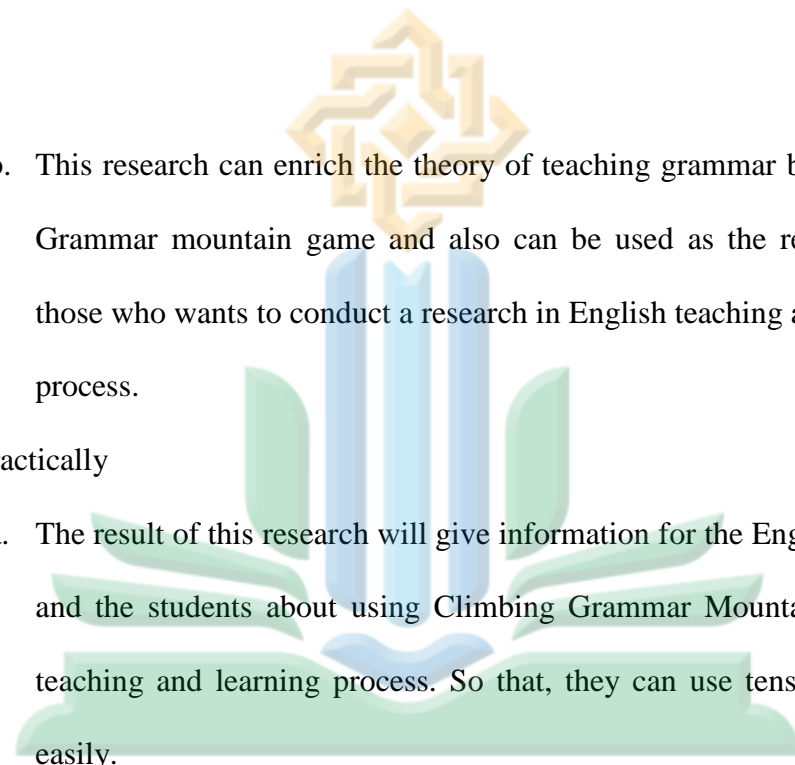
The research will be conducted in Junior High School 6 Jember in academic year 2024/2025. By Climbing Grammar Mountain game as a tehnique, this research serves two benefits: theoretical and practical benefits. The expected result of both theoretically and practically are :

1. Theoritically

    a. The result of this research will give the information for the English teacher and the students about teaching and learning grammar by using Climbing Grammar Mountain game.

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[12] Gunn, C.,& McCallum, A. *Climbing Grammar Mountain an Interactive Learning.* 2005, page 43

b. This research can enrich the theory of teaching grammar by Climbing Grammar mountain game and also can be used as the reference for those who wants to conduct a research in English teaching and learning process.
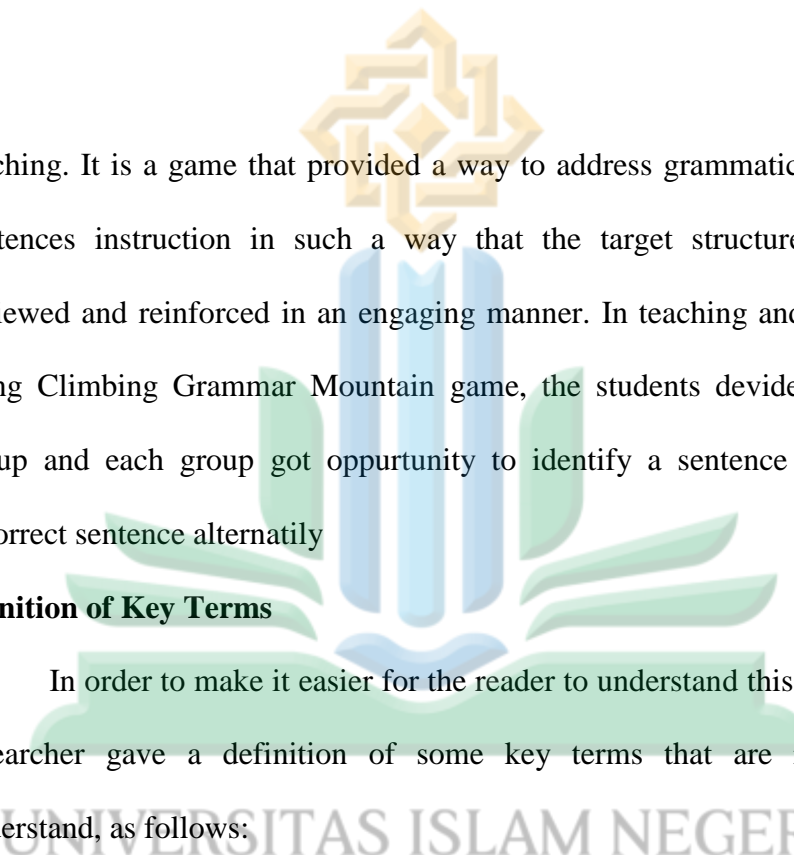
2. Practically

a. The result of this research will give information for the English teacher and the students about using Climbing Grammar Mountain game in teaching and learning process. So that, they can use tenses well and easily.

b. The result of this research will give information for the English teacher how the implementation of teaching grammar by using Climbing Grammar Mountain game.

c. The result of this research will give the information for the reader about teaching grammar by using Climbing Grammar Mountain game.

E. Research Scope

There are some component of English; they are grammar and vocabulary. In conducting this research, the researcher focused his attention on using of simple past tense in verbal sentence and nominal sentence of the students of ninth grade at Junior High School 6 Jember in academic year 2024/2025.

The subject of this research limited to the students of class IX A of Junior High School 6 Jember academic year 2024/2025. This research was limited on the use of Climbing Grammar Mountain game as a tehnique of

teaching. It is a game that provided a way to address grammatical usage and sentences instruction in such a way that the target structures are being reviewed and reinforced in an engaging manner. In teaching and learning by using Climbing Grammar Mountain game, the students devided into some group and each group got oppurtunity to identify a sentence a correct or incorrect sentence alternatiy

F. Definition of Key Terms

In order to make it easier for the reader to understand this research, the researcher gave a definition of some key terms that are important to understand, as follows:

1. Simple Past Tense

    Simple past tense is a tense that is used to explain events that have passed or happened in the past. In other words, the event in question has happened and ended in the past and is the opposite of the simple present tense. This research aimed the students to improve their ability in simple past tense mastery. Such as, learning about the formula of simple past tense and learn how to distinguish between 'Present participle form' and 'Past participle form'.

2. Climbing Grammar Mountain game

    Climbing grammar mountain game is a tehnique of teaching that provides a way to address grammatical usage and sentence construction in such a way that the target structures are being reviewed and reinforces in an engaging manner and that an easy game that is prepared and adapated

to the unique needs of different classroom. This research applied the climbing grammar mountain game as a media to improve the students mastery of simple past tense.
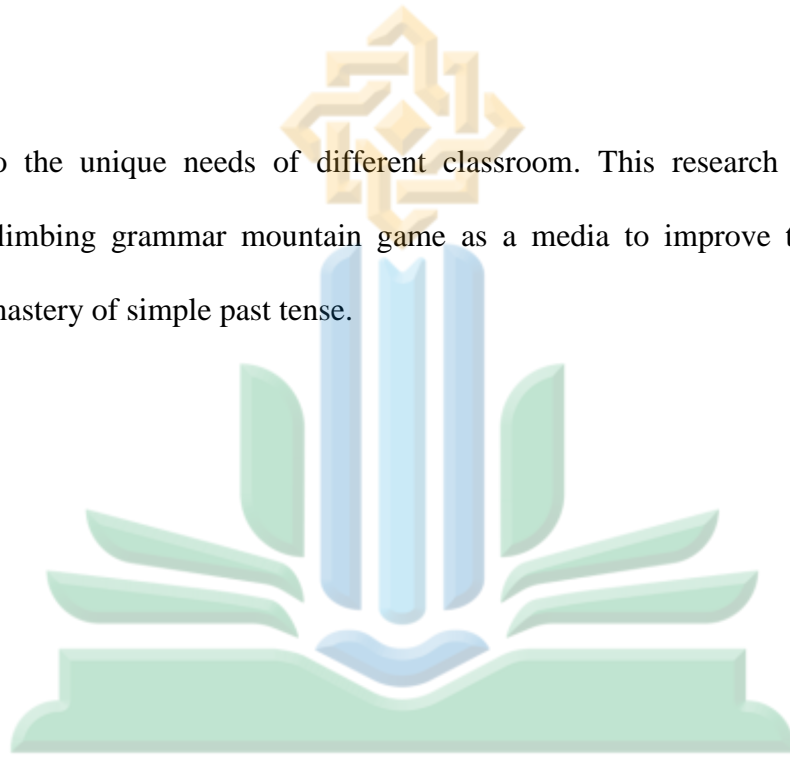
CHAPTER II
LITERATURE REVIEW

This chapter presented literature review. It consisted of relevant previous studies, theoretical and conceptual framework.

A. Previous Research

There are studies about teaching simple past tense through several games that related to this study as follows:

1. Mutohhar, Fullu Jannah, & Muh Syafei, conducted a research about "Improving The Eleventh Grade Students Mastery of Simple Past Tense Through Tic-Tac-Toe Game at MA NU Banat Kudus" on 2023[13]. The subject of this research is 35 students of class XI BB (Bahasa & Budaya).The research design is used Classroom Action Research. The technique of collecting data used qualitative and quantitave data. The qualitative take from observation, field notes, and grammar written test while quantitave take from pre-test and post-test in the first cycle and second cycle. the implementation of Tic-Tac-Toe game was not good in cycle 1. Meanwhile, in cycle 2 the implementation of Tic-Tac-Toe game in teaching simple past tense was good and the students involvement reached the target with 70% percent in first meeting and 80% in second meeting. (ii) based on the tests, the class percentage which passed KKM increased from 20% in pre-test with the mean score 67.14 to 44% in post-test of

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[13] Mutohhar, Fullu Jannah, & Muh Syafei, *Improving The Eleventh Grade Students Mastery of Simple Past Tense Through Tic-Tac-Toe Game at MA NU Banat Kudus*, (Universitas Muria Kudus, 2023)

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cycle 1 with the mean score 75.58 and finally increased to 76.47% with the mean score 82.05 in post-test of cycle 2. The similarities in this research both used Classroom Action Research as research design and used game method and simple past tense as a variable. And the differences is the research subject in previous study is elevent grade students, while in this research is ninth grade students. The previous research used Tic-Tac-Toe game, meanwhile this research used Climbing Grammar Mountain game.

2. Selly, conducted a research about "Improving Junior High School Students Mastery on Simple Present Tense Through Mime Game" on 2023[14]. The subject of this research is 20 students of class VIII.3 and 20 students of class VIII.4 of SMPN 2 Simeulue Timur. The research design is used quantitave approach with a true experimental design pre-test and post-test control group design. Class VIII.3 was the experimental class, which receive mime game treatment, and class VIII.4 was the control class, which did not receive mime game treatment in simple present tense learning. The hypotesis test used to answer the formulated problems used the T-test at a significance level of 0.05. The result show a significance improvement on students in experimental who uses mime game in simple present tense, compared to students in the control class who did not use mime games. The t-count value obtained by the experimental class was 19.044, which was greater than the t-table value of 2.093, with a probability (Sig.) of 0.000. The t-count value for the control class was

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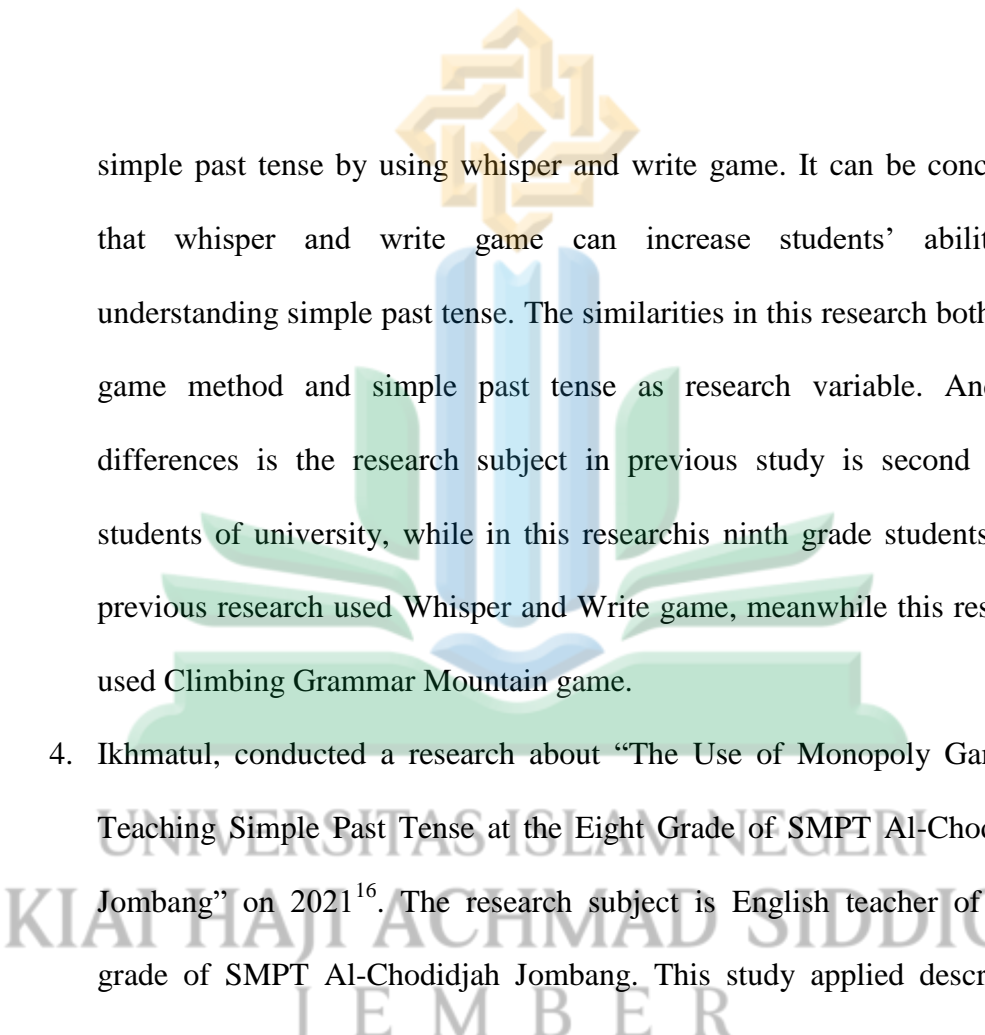
[14] Selly Karmila, *Improving Junior High School Students Mastery on Simple Present Tense Through Mime Game,* (Ar-Raniry State Islamic University Banda Aceh, 2023)

1.350, which was less than 2.093, with a probability value (Sig.) of 0.000. Additionally, the t-count value in the independent sample t-test was 7.884, which exceeded the t-table value of 2.024 In conclusion, Ho is rejected and Ha is accepted, indicating a significant improvement in students' mastery of the simple present tense when using the mime game. The similarities in this research both used game method. And the differences is the research subject in previous study is eight grade students, while in this researchis ninth grade students. The previous research used Mime game, meanwhile this research used Climbing Grammar Mountain game. The research variable in previous researh is simple present tense, and this research used simple past tense as a variable.

3. Opik, conducted a research about "Students' Ability in Understanding Simple Past Tense Through Whisper and Write Game" on 2019[15]. The subject of this research is second grade students of class 2F on Informatics Department at Cokroaminoto Palopo University which consist 35 students. This research applied pre-experimental research. The instrument of the research was written test. The result shows that the mean score of the posttest is higher than mean score pretest (71.31 > 44.51). Meanwhile, P-Value is 0.00 and α is 0.05. It shows that P-value is smaller than α (0.00 < 0.05). It means that null Hypothesis (H0) is rejected and alternative Hypothesis (H1) is accepted. So, there is significant difference between the result of pretest and posttest after giving the treatment in teaching

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[15] Opik Dwi Indah, *Students' Ability in Understanding Simple Past Tense Through Whisper and Write Game*, (Journal of Language Teaching and Learning, Linguistics and Literature, 2019)

simple past tense by using whisper and write game. It can be concluded that whisper and write game can increase students' ability in understanding simple past tense. The similarities in this research both used game method and simple past tense as research variable. And the differences is the research subject in previous study is second grade students of university, while in this researchis ninth grade students. The previous research used Whisper and Write game, meanwhile this research used Climbing Grammar Mountain game.

4. Ikhmatul, conducted a research about "The Use of Monopoly Game in Teaching Simple Past Tense at the Eight Grade of SMPT Al-Chodidjah Jombang" on 2021[16]. The research subject is English teacher of eight grade of SMPT Al-Chodidjah Jombang. This study applied descriptive method. The research method used by researcher is interviewing the teacher and observing the teaching process. The interview conduct was on observation and at home of the teacher. This study found that the students have difficulties when they should make a sentence in form of simple past tense. The teacher re-designs monopoly game to help the students practicing for make a lot of sentences. Therefore the researcher finds out challenges that faced by the teacher and investigate to handle it. In the conclusion of this study, teacher can re-design a monopoly game to help the students practicing to make a lot of simple past tense. The similarities in this research both used game method and simple past tense as research

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[16] Ikhmatul Masrukhah, *The Use of Monopoly Game in Teaching Simple Past Tense at the Eight Grade of SMPT Al-Chodidjah Jombang*, (UIN Sunan Ampel Surabaya, 2021)

variable. And the differences is the research subject in previous study is English teacher, while in this researchis ninth grade students. The previous research used Whisper and Monopoly game, meanwhile this research used Climbing Grammar Mountain game.

5. Devia, conducted a research about "The Use of Spelling Bee Game to Improve Students' Understanding of Simple Past Tense" on 2016[17]. The subject of this research is eight grade students which consist 26 students of class A at MTs. Miftahul Khoirot Branjang. This research used A Classroom Action Research as research design. This research was conducted in two cycle including cycle I and cycle II. In the first cycle the students' enthusiastic was 56% while in the second cycle was 80%. It means that spelling bee game could improve students' enthusiastic significantly. The result of this study showed that used spelling bee game could improve students' understanding of simple past tense. This was proved by students' comprehension test that improved in every cycle. In the first cycle, the average of students' score was 68.12. In the second cycle, the students got 79.09.The result of this research showed that the used of spelling bee game could improve students' understanding of simple past tense. The similarities in this research both used Classroom Action Research as research design and used game method. And the differences is the research subject in previous study is eight grade students, while in this researchis ninth grade students. The previous research used Spelling Bee game, meanwhile this research used Climbing Grammar Mountain game.

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[17] Devia Nikita Choriana, *The Use of Spelling Bee Game to Improve Students' Understanding of Simple Past Tense*, (UIN Walisongo Semarang, 2016)

Table 2. 2 The Similarities and Differences between Previous Research and This Research

No	Research Title	Similarities	Differences
1	Improving The Eleventh Grade Students Mastery of Simple Past Tense Through Tic-Tac-Toe Game at MA NU Banat Kudus. B	A. Research design use A Classroom Action Research. B. Both use game methods. C. Both used simple past tense as variable	A. In the previous research, the research subjet is elevent grade students. While, in this research is ninth grade students. B. In the previous research uses Tic-Tac-Toe game as teaching technique. While, in this used Climbing Grammar Mountain game as teaching technique.
2	Improving Junior High School Students Mastery on Simple Present Tense Through Mime Game.	A. Both use game methods.	A. In the previous research uses Mime game as teaching technique. While, in this used Climbing Grammar Mountain game as teaching technique. B. In the previous researh used simple present tense as variable. While, in this research used simple past tense as variable. C. In the previous research, the research subjet is eight grade students. While, in this research is ninth grade students.

| 3 | Students' Ability in Understanding Simple Past Tense Through Whisper and Write Game. | A. Both used game methods. B. Both used simple past tense as variable | A. In the previous research, the research subjet is second grade of Informatics Department at Cokroaminoto Palopo University. While. in this research is ninth grade of Junior High School. B. In the previous research used Whisper and Write game as teaching technique. While, in this used Climbing Grammar Mountain game as teaching technique. |
| 4 | The Use of Monopoly Game in Teaching Simple Past Tense at the Eight Grade of SMPT Al-Chodidjah Jombang. | A. Both used game methods. B. Both used simple past tense as variable | A. In the previous research, the research subjet is English teacher. While, in this research is ninth grade students. B. In the previous research used Whisper and Monopoly game as teaching technique. While, in this used Climbing Grammar Mountain game as teaching technique. |

| 5 | The Use of Spelling Bee Game to Improve Students' Understanding of Simple Past Tense. | A. Both used game methods. B. Research design use A Classroom Action Research. C. Both used the same materials | A. In the previous research used Whisper and Spelling Bee game as teaching technique. While, in this used Climbing Grammar Mountain game as teaching technique. B. In the previous research, the research subjet is eight grade students. While, in this research is ninth grade students. |

Based on the previous researchs that have been described above, there are differences between the previous studies and this research. In previous research, all of them used teaching methods using different games from this research. This research used Climbing Grammar Mountain games as teaching method. The subject of this research is nine grade students' of class IX A. The research area is Junior High School 6 Jember. This research focused on implementing Climbing Grammar Mountain game in teaching Simple Past Tense in order to determine whether the Climbing Grammar Mountain game can improve students' mastery in Simple Past Tense and to identify the advantages and disadvantages of using Climbing Grammar Mountain game to improve students' mastery in Simple Past Tense. This research used a Classroom Action Research (CAR) as the research design, the collecting of data will be done by pre-test and post-test.

B. Theoritical Framework

1. The Simple Past Tense

English language teaching (ELT) is the activity of teaching English to non-native speakers. It includes methods, approaches, and techniques for helping students gain English competence for a variety of goals, such as academic, professional, or personal.[18] Teaching grammar is the process of training students on the rules and structures of a language so that they can communicate successfully. Grammar training can take several forms, ranging from explicit instruction of rules to implicit learning through exposure and practice.[19] Grammar is a set of structural rules that regulate the formation of sentences, phrases, and words in a language. It consists of syntax (sentence structure), morphology (word construction), semantics (meaning), and phonology (sound patterns). Grammar promotes effective communication by providing a common foundation for comprehending and producing language.[20]

Definition of Simple Past Tense, According to Azar, simple past tense is used to talk about activity or situation that began and ended at particular time in the past. It is often accompenaid by such a expression of

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[18] Harmer, J. *The Practice of English Language Teaching* (4th ed, 2007.). P. 26

[19] Ellis, R. *Current Issues in the Teaching of Grammar: An SLA Perspective*. (TESOL Quarterly, 40(1), 2006), p. 83–107.

[20] Thornbury, S. *Grammar and Vocabulary: The Search for Common Ground*. (ELT Journal, 51(1) 1997), p. 47–53

past, yesterday, last night, two days ago and 1990[21]. It means the Simple Past Tense used to tell about activity that happened in the past time.

Lester said that, 'Simple Past Tense' is used for events that once existed in or during some past time but do not exist in the present[22]. These definition is parallel with Geraldine statement. Past tense is about whathappened before the present time[23]. It means that the Simple Past Tense talks event occurs in past time (non continous event).

Based from explanation above, it can be defined that the Simple Past Tense explain about events, conditions and situation that began and done in past time.

2. Form of Simple Past Tense

There are two kinds of sentence in Simple Past Tense. There are verbal sentence and nominal sentence (see on appendix 2). They are divide into two form of verb. As said by Murphy "There are two kind of verb that used in verbal sentence. There are regular and irregural verbs"[24].

1) Regular Verb

Regular verb is a verb that adds –d or –ed. For example: accepted, arranged, played, replaced, started, studied, etc (see on appendix 2)

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[21] Betty Schrampfer Azar, *Fundamentals of English Grammar* (3rd Edition), (New York: Longman, 2003), p. 25

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

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

[24] Murphy, Raymond. *English Grammar in Use*. (Cambridge: Cambridge University Press 1985) p. 22

2) Irregular Verb

Irregular verb is a verb that doesn't follow the general rules of verb form. For Example: be, bet, buy, drink, dig, draw, drive, eat, etc (see on appendix 2).

According to Akhlis, "The usage of this tenses to state an activity that happened at one particular time in the past"[25]. For example: He brought a laptop last week. And Ali Faidal R., stated that there are some usage of past tense such as[26]:

a) Express a situation or event that is done in the past at a definite time.

Ex. He was not here yesterday.

b) Express a situation or event that is done completely.

Ex. We went the city fair yesterday.

c) It is used for a past habbit.

Ex. I often visited my grandparents' house.

d) it is used in conditional sentence type 1.

Ex. If you had much money? What would you buy?

e) Show the situation or event that is done in the past and it can express into question.

Ex. When did you that cellphone?

f) Express the daily activity in the past but, now it don't do.

Ex. My father used to smoke when he was young.

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[25] Akhlis, Nur and Lilik Sosiowati.*Simple English Usage*.(Jakarta: Bumi Aksara. 2005) p. 11
[26] Ali Faidal R. *English Grammar Completed Edition*. (Pustaka Widyatama 2010) p. 200

Based on the explanation about the usage of simple past tense is to express the situation, activity or event that is done completely in the past at definite time. In simple past tense, there are some time signals such as; yesterday, last night (week, month, year, etc), the day before (week, month, year, etc), at that time, in the past, in the early time, in 1945, when, ago, etc.

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

3. Climbing Grammar Mountain game

According to Halfield, a game is an activity with rules, a goal and an element of fun. Grammar game is to be used as practice exercise to help students' to get used to and remember grammatical rules and pattern. Grammar game is designed as fun activites to help lighten the load of grammar learning.[27]

Climbing grammar mountain game was created by Gunn and McCallum to teach grammar. Climbing grammar mountain game is easy to prepared and to adapt to different classroom. Climbing grammar mountain game is a game that provides to addres grammatical usage and sentence construction in such a way that the

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

target structure are being review and reinforced in interesting and engaging manner[28].

4. Climbing Grammar Mountain Game as Technique of Teaching

In teaching and learning process the teacher uses approach, technique, methods, and media to make the students enjoy in learning. One of techniques that is use is a game. Game is a activity or contest that has rules and the people do for pleasure and this research introduced and apply a new game, namely Climbing Grammar Mountain game.

According to Kartina "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 engaging manner and that an easy game that is prepared and adapted to the unique needs of different classroom"[29].

The game promotes learning oppurtunity and enthusiasm for the learners. In implementing Climbing Grammar Mountain game in the classroom process, the teacher will focus on attaining two main object stated to Gunn & McCallun. They are:

1) To improve students' understanding of the fundamental of effective written communication, especially grammatical usage and sentence construction.

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

[29] Kartina Mei. *Using Climbing Grammar Mountain Game to Assess Students Grammar Ability in Senior High School*. Publiced. Padang: Faculty of Languages and Arts states University of Padang. 2014, p. 8

2) To help the students learn from the others through such activities as peer review, team work, and group discussion[30].

Then, the teacher can apply this method in teaching the simple past tense using game, and specifically using the Climbing Grammar Mountain Game as a teaching technique for students

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

There are some activities in teaching-learning of the simple past tense through climbing grammar mountain game. The procedure of climbing grammar mountain game based on Gunn & McCallun. In teacher's activity, teacher explains the simple past tense to the students. Before starting the game, teacher asked to students to get into the group in the class. Have the students chose the name of group. Then, teacher asked each group how many vertical feet (max 20 points). In the last activity, teacher draw sentence for playing group[31].

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[30] Cindy Gunn and McCallum, *Climbing Grammar Mountain an Interactive Learning Experience*, English Teaching Forum Vol. 43, no. 4, 2005, p. 5

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

CHAPTER III
RESEARCH METHOD

This chapter present about research methods. It consist of research design and procedure, research settings and subject, data collection technique,

A. Research Design

The research design used Classroom Action Research (CAR). According to Kemmis and McTaggart, classroom action research is a type of classroom research conducted by teachers to solve problems or find answers. Classroom action research is focused on the problems faced by students and tries to find solutions to solve the problems faced[32]. This classroom action research aims to describe the process and improvement of students' mastery of Simple Past Tense by using Climbing Grammar Mountain game.

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

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[32] Kemmis, S, and Mc Taggart, R. *"The Action Research Reader (3rd edition)"*, Geelong: Deakin University Press. P. 107, 2014.
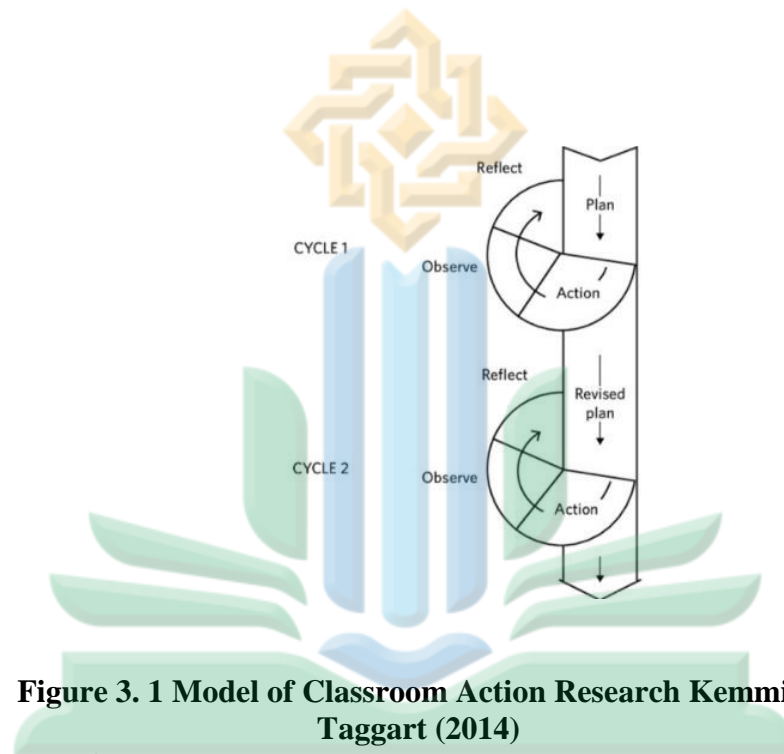
Figure 3. 1 Model of Classroom Action Research Kemmis and Mc Taggart (2014)

1. **Planning**

    Planning is the first step occurs before implementation. In the planning stage, conduct observations, initial interviews with teachers, and conduct pre-tests before implementing the action. There are some preparations that must be planned well to adjust to the state of the class, as follows:

    a. Preparing the materials (Simple Past Tense) which is appropriate to teach by using Climbing Grammar Mountain game. And the researcher also prepared the design of CGMG:

        a) Drawing 4 vertical climbing lines (for a class size of approximately 20 Students) in the board or on another media

        b) Dividing each lines into 10 segment to represent vertical feet

        c) Marking the segment 10, 20, 3 ,40, etc. As in the example below,

d) Preparing a series of sentence. Some should be correct, and about three quarter should contain one grammatical error per sentence. Chosee these sentence from the students' work, or develop sentences to correspond to the particular grammar point or points the class iscurrently working on. Conversely, the game could be a culminating or review activity and could include one erroreach from a wide variety of grammatical issues.

e) Running off the sentences on a white board and cut them apart. Place them in a paper bag or envelope ready to draw from during the game.

f) Dividing students' into 4 teams of 4 or 5 students' each. (Organize the number of mountain climbing tracks and team accordingly).
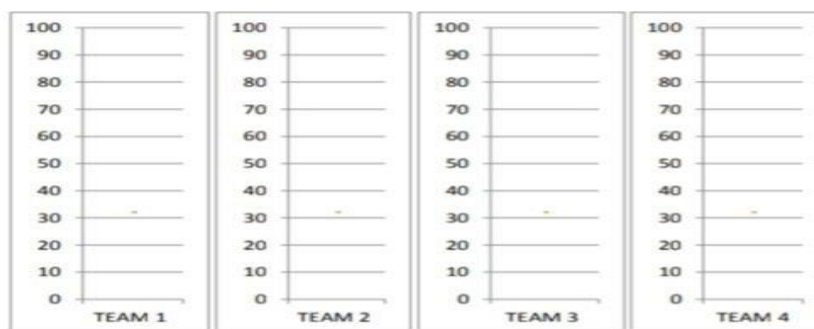
Figure 3. 2 Score of Climbing Grammar Mountain Game

b. Making a lesson plan consist of core competencies, basic competencies and indicators of competency achievement, learning objectives, learning materials, learning methods, learning media,

learning resources, steps for learning activities, and finally learning assessment to teach grammar by using Climbing Grammar Mountain game. (see on appendix 5)

c. Preparing teaching facilities such as : picture, paper , board marker, book ,etc

d. Making the observation sheets to observe the condition of learning process. It cover about:
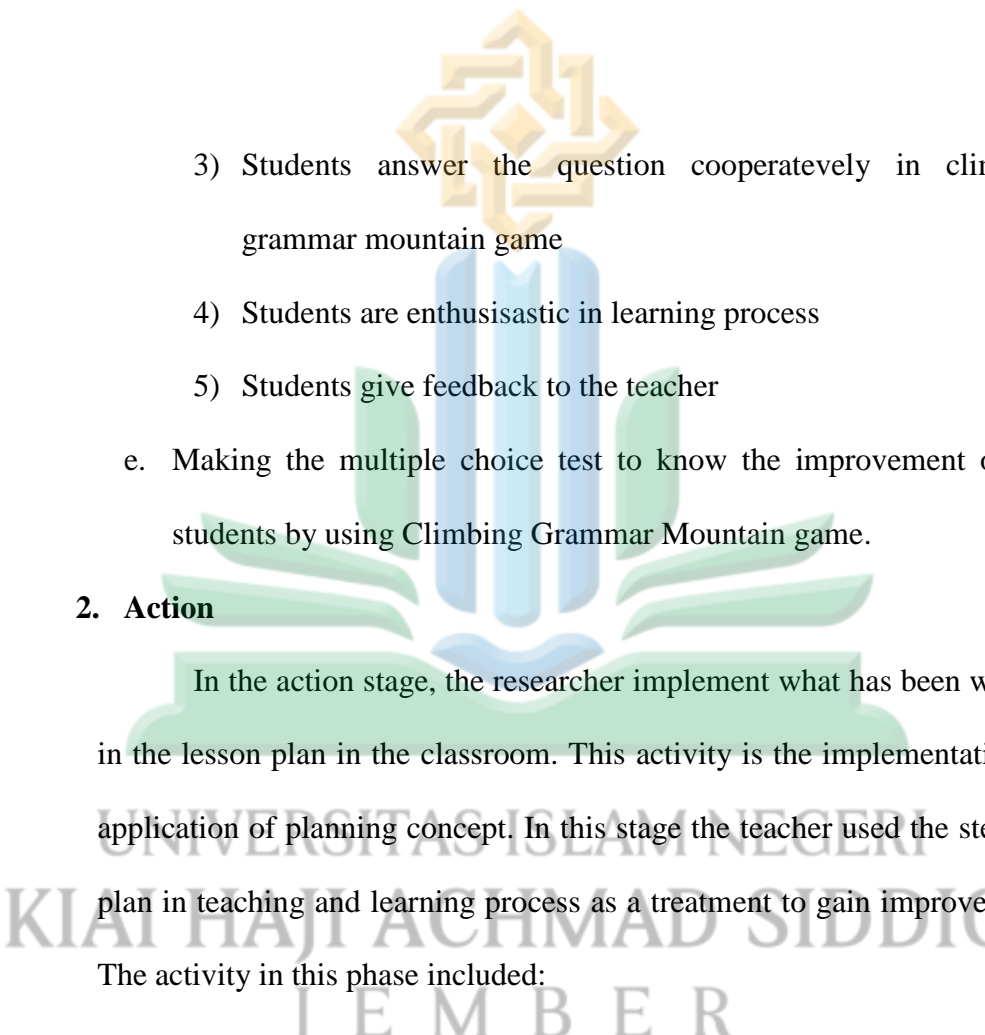
A. Teacher

1) Teacher greets to the students.

2) Checking the students attandance and asks the students' condition and praying.

3) Teacher motivation to the students.

4) Teacher explanation to the students.

5) Teacher gives a chance to the students to answer.

6) Teacher explains the rules of climbing grammar mountain game to the students.

7) Teacher monitors all the group.

8) Teacher gives a task to the students.

9) Teacher concludes the material.

10) Teacher gives the reflection in teaching and learning process.

B. Students

1) Students greet the teacher

2) The students listen the explanation from the teacher seriously

3) Students answer the question cooperatevely in climbing grammar mountain game

4) Students are enthusisastic in learning process

5) Students give feedback to the teacher

e. Making the multiple choice test to know the improvement of the students by using Climbing Grammar Mountain game.

2. **Action**

In the action stage, the researcher implement what has been written in the lesson plan in the classroom. This activity is the implementation or application of planning concept. In this stage the teacher used the steps of plan in teaching and learning process as a treatment to gain improvement. The activity in this phase included:

a. Applying lesson plan consist of the step in learning activities in which Climbing Grammar Mountain game used as the technique of teaching.

b. Applying the media as teaching facilities such as : first is picture of people during the activity; such as work, learn, exercise as a example, second is a paper to write the sentence , third is white board as a media to draw Climbing Grammar Mountain game ,and fourth is a dictionary book to help the students in learn english vocabulary ,etc.

c. While, in students' activities the students were given a sentence. The students discussed and determined the sentence is correct or not. If the students is correct, the students got 10, 20 or 30 points. If the students

is not correct, the students must go down to the mountain. All group can win 5 bonus points for correcting error sentence

d. Using the observation sheets to observe the condition of learning process.

e. Giving the multiple choice test to know the improvement of the students by using Climbing Grammar Mountain game.

f. Simultaneously, the researcher takes the data of teaching and learning process.

3. **Observation**

At this phase the researcher and the English teacher observed all activities during implementation of the action. In observation, the researcher used observation sheet and camera to know the atmosphere of class. And the English teacher observed the researcher and the students'in teaching-learning of the simple past tense through Climbing grammar Mountain game.

4. **Reflection**

At this phase, the researcher and the English teacher evaluated process of teaching-learning. The researcher evaluated the teaching process, the students' score, result of observation and result of interview to know the improvement of the students' ability in using the simple past tense. After the resercher knew the improvement of the students' ability in using the simple past tense, the researcher dicided to continue the next cycle or to stop the cycle.

Reflection on teaching simple past tense using The Climbing Grammar Mountain Game method is an innovative approach to teaching grammar, particularly the simple past tense, by combining active learning with game elements. The reflection on using this method can be elaborated in several key aspects:

a. Improvement of Learning Environment.

Using games as a teaching method allows students to actively engage in the learning process. According to Jones & Richards (2018), using games in grammar teaching enhances student participation and motivation as it adds a fun and challenging element. In this learning session, students seemed enthusiastic about the game and found it easier to understand the simple past tense because of the interactive and enjoyable learning environment.[33]

b. Concept Understanding

The Climbing Grammar Mountain game allows students to practice using the simple past tense in real-life contexts. After the game, most students were able to form sentences using past-tense verbs correctly, both regular and irregular. Based on research by Miller (2020), game-based activities improve students' understanding of grammar rules because they practice them in relevant situations.[34]

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[33] Jones, R. & Richards, J. C. "*Using Games to Enhance Grammar Learning*".p 12(4), 45-53 Journal of Educational Strategies. 2018

[34] Miller, A. "*Game-Based Learning and Grammar Acquisition in Middle School Students*". P 8(2), 67-78. Journal of Language and Education. 2020

c. Improvement in Collaborative Skills

During the game, students had to work together to reach the top of the "grammar mountain." This aligns with findings from Smith (2019), who stated that well-designed group activities can enhance students' collaborative skills while deepening their understanding of the material being taught.[35]

d. Motivation and Interest

This game method has also proven effective in boosting students' motivation to learn grammar, particularly the simple past tense. Research by Garcia and Flores (2021) indicates that learning methods involving competition and games can increase students' interest in subjects that are typically perceived as difficult or boring.[36]

e. Evaluation of Learning Outcomes

After applying this method, a simple test was conducted to assess students' understanding of the simple past tense. Most students showed improvement in their test results compared to previous traditional methods. These results support Johnson's (2017) findings, which showed that game-based learning approaches can improve students' knowledge retention by up to 30% more than conventional teaching methods.[37]

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[35] Smith, D. *"Collaborative Learning in Grammar Classes: A Case Study"*. P 17(1), 99-105 International Journal of Applied Linguistics. 2019

[36] Garcia, P., & Flores, R. *"Gamification in Language Learning: Motivating Students Through Play"*. P 15(3), 20-33 Journal of Second Language Teaching. 2021

[37] Johnson, E. "The Impact of Game-Based Learning on Grammar Retention". P 19(5), 112-119 Journal of Educational Psychology. 2017.

By deeply reflecting on these aspects, teachers can evaluate the effectiveness of the Climbing Grammar Mountain game method in teaching the simple past tense and make the necessary adjustments to improve the quality of future learning.

B. Research Setting and Research Subject

1. Research Setting

This research conducted at Junior High School 6 Jember in the 2024/2025 academic year which is located at Street. Hayam Wuruk, No. 143, Sempursari, Kaliwates Sub-district, Jember Regency, East Java. The researcher chose this school is for several reason. First, the Climbing Grammar Mountain game is a game that can help the students of class IX A who have difficulty in learning Simple Past Tense in this school. Second, there is no previous research on the use of Climbing Grammar Mountain game in this school. Third, the Climbing Grammar Mountain game is a new strategy in English learning that never been used by English teacher in the teaching and learning process at this school. Therefore, the researcher decided to make this school as research location.

2. Research Subject

The subject of this research is the students of class IX A at Junior High School 6 Jember. Consisting of 31 students which is 14 is male and 17 is female.

C. Data Collecting Technique

Data collection techniques is a way to find data or information that can be used to reveal problems in research[38]. There are four data collection techniques used in this study, namely observation, document review, reflection, and test.

1. Observation

According to Sugiyono, through observation the researcher learn about behavior. The researcher observed the students' participation in learning and the students' enthusiasm in responding for explanation of the researcher[39]. At this phase the researcher and the English teacher observed all activities during implementation of the action. In observation, the researcher used observation sheet and camera to know the atmosphere of class. And the English teacher observed the researcher and the students'in teaching-learning of the simple past tense through Climbing grammar Mountain game.

The observation is technique of collecting data by observing the teacher and the students' activities and to know how is the implementation of Climbing Grammar Mountain game as technique in grammar learning process by using observation sheet. Observation is one of instrument that use to observe teacher activities and students activities in teaching and learning process. The researcher used it to record activities in teaching and

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[38] Rustiyarso, M. Si. *Panduan dan Aplikasi Penelitian Tindakan Kelas*. Noktah, 2021.
[39] Sugiyono, Metode Penelitian Pendidikan, (Bandung: Alfabeta, 2017), p. 310

learning grammar on simple past tense by using Climbing Grammar Mountain game.

2. **Document Review**

In this research, the researcher needed some of necessary data, including:

a. Curriculum data at Juniot High School 6 Jember

b. List of name of class IX A students at Juniot High School 6 Jember

c. Pre-Test and Post-Test scores of student's Simple Past Tense mastery at Juniot High School 6 Jember

d. Documentation of teaching and learning process during the research

3. **Reflection**

In addition to observation, interview is also a data collection technique that is often used in Classroom Action Research (CAR). Reflection can be defined as a data collection technique through a question-and-answer process conducted by researchers with informants either directly or indirectly using communication media[40].

At this phase, the researcher and the English teacher evaluated process of teaching-learning. The researcher evaluated the teaching process, the students' score, result of observation and result of interview to know the improvement of the students' ability in using the simple past tense. After the resercher knew the improvement of the students' ability in using the simple past tense, the researcher dicided to continue the next cycle or to stop the cycle. So basically, reflection in classroom action

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[40] Rustiyarso, M. Si. *Panduan dan Aplikasi Penelitian Tindakan Kelas*. Noktah, 2021.

research is a discussion activity between the researcher and the interviewes (English students and teachers) with the aim of retrieving and collecting data.

4. **Test**

According to Rustiyarso, "Test is a data collection instruments that used to measure students' cognitive abilities or the level of mastery of learning materials that have been taught by the teacher"[41]. Meanwhile in this research used two types test of measure the extent of improvement in students' ability in simple past tense mastery, namely pre-test and post-test, further explanation is below:

a. Pre-test

Pre-test is an initial test used to test the delivery of material with the aim of knowing the extent of Simple Past Tense mastery on the material to be taught by the teacher. In this pre-test, 31 students of class IX A get to make example of simple past tense on paper, the theme is "Activity a few days ago" (use image as example). After the students finished the assignment, the teacher collected it. The teacher and the students concluded the material. After that, the teacher gave the students a test which consisted twenty multiple choice question to know the students' improvement.

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[41] Rustiyarso, M. Si. *Panduan dan Aplikasi Penelitian Tindakan Kelas*. Noktah, 2021.

b. Post-test

Post-test is a test after research action. In this Post-test, students asked to make example of Simple Past Tense. The theme is "Activity a few days ago" (use image as example). After the students finished the assignment, the teacher collected it and the students were asked to make a group into 4 group to play Climbing Grammar Mountain game. Each group consist 7-8 students.

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

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

To determine student improvement and the results of this study, researchers conducted a Simple Past Tense test as an assessment for students at the end of the cycle. The test that used in this research is a

multiple choice test. This test aimed to measure students' Simple Past

Tense mastery.

For the students scoring rubric there are 4 aspect that will be assessed:

a. Concept Understanding

b. Verb Usage Accuracy

c. Understanding Sentence

d. Context Use of Auxiliary Words and Particles

And for the scoring assesment:

Score assessment

Form: Multiple choice test

The formula for calculating student grades is as follows:

Multiple choice = correct answer x 5

20 x 5 = 100

Total score:100

D. Data Analysis

After the researcher collected the data, the researcher analyzed the data

from the observation, interview guide and multiple choice test.

Data from the multiple choice analyzed using the following formula:

$$S = \frac{R}{N} \, X \, 100$$

S = Score of test

R = The number of correct answer

N = The number of questions

To find The mean of the students' score, the researcher used the Arithmetic mean by Arikunto[42], as follows:

$$X = \frac{\sum x}{n}$$

X = The mean of the students' score

$\sum x$ = The total score

N = The number of the students

A further step was to gain percentages of classes that pass the Minimal Mastery Criterion (KKM) with the formula:

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

Notes:

P : The percentages of class

F : Percentages of total score

N : Number of students

E. Criteria of Success

This Classroom Action Research (CAR) can be said to be successful if the students can achieve the goals set by the researcher. This research is said to be

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

successful if there are 60% of students who get a score equal to or higher than 75 as the minimal mastery level criteria (KKM) of Junior High School 6, Jember[43]. This Classroom Action Research (CAR) fails if student learning outcomes cannot exceed the success criteria for action research in this study. This Classroom Action Research (CAR) will be stopped if students have reached the success criteria, but if the success criteria have not been achieved, then the researcher will plan alternative actions to be taken in the next cycle.

F. Validity of Data

Validity test is to prove that the research instruments are valid or useful measures what it is supposed to measure.[44] This looks at the quality of each question on the test which must meet the criteria according to the purpose of the test. So before the test is used on research subjects, the test is considered capable of helping researchers find answers to the research. Test validity is crucial because a test can be reliable for a study but sometimes is not valid.

In conducting a validity test of the research instruments, the researcher used 2 of validity test namely: Content validity and Construct validity.

1. Content validity

A research instrument is said to have good content validity if it contained the necessary criteria based on the research objective. Content validity can be obtained from three sources, namely: literature, representatives of the relevant populations, and experts.[45] Thus, the

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[43] Data document from English teacher

[44] J. B Heaton, Writing English Language Test (United States:Longman Group UK, 1990), 159

[45] Burns N, Grove SK. The practice of nursing research conduct,critique, and utilization. 2nd ed. Philadelphia: WB Saunders Company; 1993

researcher asked an english lecturer and 1 English teachers at Junior High School 6 Jember as instrument validators of the content validity. The validators were given some criteria that should be contained either in the pre-test and post-test with the score range 1-5 (see appendix 6). After being tested, the researcher analyzed the results by using Index Aiken V on Microsoft excel 2013. The formula of Index Aiken V is as follows:

$$V = \frac{\sum s}{n(c-1)}$$

Note:

V = Rater's Fit Index

s = Current score – the smallest score in the scale

c = Numbers of scale

n = Numbers of Raters

2. Construct Validity

Content validity is a validity testing technique that involves assessing a specific characteristic based on a theoretical framework of language behavior and learning. This technique aims to determine the validity level of a research instrument when used to measure a research object. In this study, the researcher instructed the IX A students of Junior High School 6 Jember, as a subject sample, to take the pre-test and post-test on different days and To find the validity of research data, especially on multiple choice questions that used in this research. With a significance

value of 0.05, researcher used the Pearson product moment correlation method[46]. The general steps used are as follows:

1. Determine the Validity Hypothesis

    a. Null hypothesis (H_0): The question items are invalid.

    b. Alternative hypothesis (H_1): The question item is valid

2. Calculate Pearson's Product Moment Correlation

    The Pearson correlation formula for calculating item validity is:

$$rxy = \frac{N(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma X2 - (\Sigma X)2][N\Sigma Y2 - (\Sigma Y)2]}}$$

    Where:

    N = number of students,

    X = total student score,

    Y = score on the item being tested.

3. Validity Significance Test

    After obtaining the r value, compare it with the r table value for the degree of freedom (df) = N - 2 N-2 at the significance level (α) 0.05. If $r\ finding > r\ table$, then the item is declared valid.

4. Using Statistical Software

    To facilitate calculations, researcher used Microsoft Excel 2013 software. In Microsoft Excel, validity is tested through correlation analysis by entering item scores and total scores.

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[46] Sugiyono. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D).* P(Bandung: Alfabeta. 2016. P. 121-123

G. Research Schedule

Table 3. 2 Research Schedule

NO	Activities	Date September and October			
		21	25	28	2
1	**Preparations**				
	- Arrange the concept of the research	✓			
	- Arrange the instrument of the research	✓			
	- Pre-cycle	✓			
2	**Action or Implementation**				
	- Treatment 1 (Cycle I)		✓		
	- Treatment 2 (Cycle I)			✓	
	- Post-test (Cycle I)				✓
3	**Report of The Research**				
	- Arrange the draft report				✓
	- Complete the report				✓

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents two things, research findings and discussions on the result of data analysis. The detail of the research processes was presented bellow:

A. Overview of Research Objects.

1. Profile of Junior High School 6 Jember

Junior High School 6 Jember is located on Street. Hayam Wuruk, No. 143, Sempursari, Kaliwates Sub-district, Jember Regency, East Java. The headmaster of this school is Rahmat Eko Hariyanto, S.Pd., M.Pd. (see on appendix 3).

2. Vision and Mission of Junior High School 6 Jember
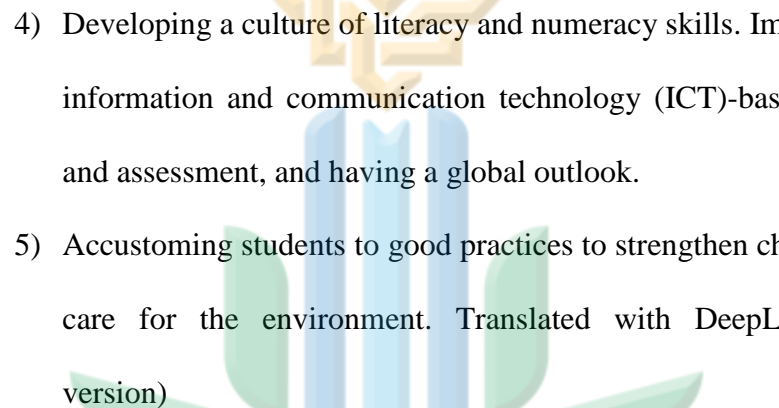
a. The Vision of Junior High School 6 Jember

Realizing students who have faith, achievement, global insight, and care for the environment.

b. The Mission of Junior High School 6 Jember

1) Optimizing all school potentials to improve the quality of education services.

2) Creating a religious and tolerant school atmosphere.

3) Creating creative, interesting, fun, meaningful and inspiring learning, according to the talents and interests of students.

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4) Developing a culture of literacy and numeracy skills. Implementing information and communication technology (ICT)-based learning and assessment, and having a global outlook.

5) Accustoming students to good practices to strengthen character and care for the environment. Translated with DeepL.com (free version)

3. Featured Program (Extracullicular Activities) of Junior High School 6 Jember.

1. PMR (Youth Red Cross)

2. Scout

3. Soccer

4. Futsal

5. Volleyball

6. Marching Troop

7. Dance

8. Martial arts (Tarung Drajat)

9. Model

10. English Cours

B. Validity of Test

1. **Content validity**

Researcher has conducted an evaluation and analysis of the content validity test results completed by two experts: Mrs. Nina Hayuningtyas

M.Pd, a grammar lecturer at UIN KHAS Jember and Mr. Arifuddin Hanif

S.Pd, who is English teachers at Junior High School 6 Jember.

In this research, the researcher divide the content validty into 2

part. The first one is content validity related to the learning indicator and

instructions and the second related to the test item used in the pre-test and

post-test. The validity test analysis carried out by the researcher using the

Aiken's V validity formula in Microsoft Excel 2019 with the value of V

index > 0.3 to be declared as valid.[47] Here are the results of the content

validity test of the pre-test and post-test.

Table 4. 1 Index of Aiken V of Pre-test Content Validity

No	Conten validity of the pre-test	Items Numbers	V	Conclusion
1	Indicator of learning that contained in each number of pre-tests	1-20	1	Valid
2	The correct formula used in each number of pre-tests	1-20	1	Valid
3	Instructions to answer the tests	1-20	1	Valid

The table showed that the v indeks of each content validity are

greater than 0,3, therefore it can be concluded that all of them can be

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[47] Azwar, S. Reliabilitas dan Validitas. Pustaka Pelajar, (Yogyakarta: 2015)

considered valid as the research instruments in purpose to measure students' mastery of simple past tense.

Table 4. 2 Index Aiken V of Content Validity of Pre-Tests' Language Literature

No	Items of language literature	Items Numbers	V	Conclusion
1	Grammatical correction	1-20	0,9875	Valid
2	Communicative language	1-20	0,9875	Valid

From the table above, it can be seen that all of two indicator of literature language used in the pre-test are valid with the V index value of 0,9875. So it can be concluded that either the grammatical correction and communicative language in the pre-test are valid or can be accepted.

Table 4. 3 Index of Aiken V of Post-test Content Validity

No	Conten validity of the pre-test	Items Numbers	V	Conclusion
1	Indicator of learning that contained in each number of pre-tests	1-20	1	Valid
2	The correct formula used in each number of pre-tests	1-20	1	Valid
3	Instructions to answer the tests	1-20	1	Valid

According to table above, the V index of pre-test content validity

are all valid with the index value that are greater than 0.03. The v index of

post-test have exactly the same score as the pre-test, it means both of the

tests has proven to be valid based on the V index aiken.

Table 4. 4 Index Aiken V of Content Validity of Post-Tests' Language Literature

No	Items of language literature	Items Numbers	V	Conclusion
1	Grammatical correction	1-20	0,975	Valid
2	Communicative language	1-20	0,9875	Valid
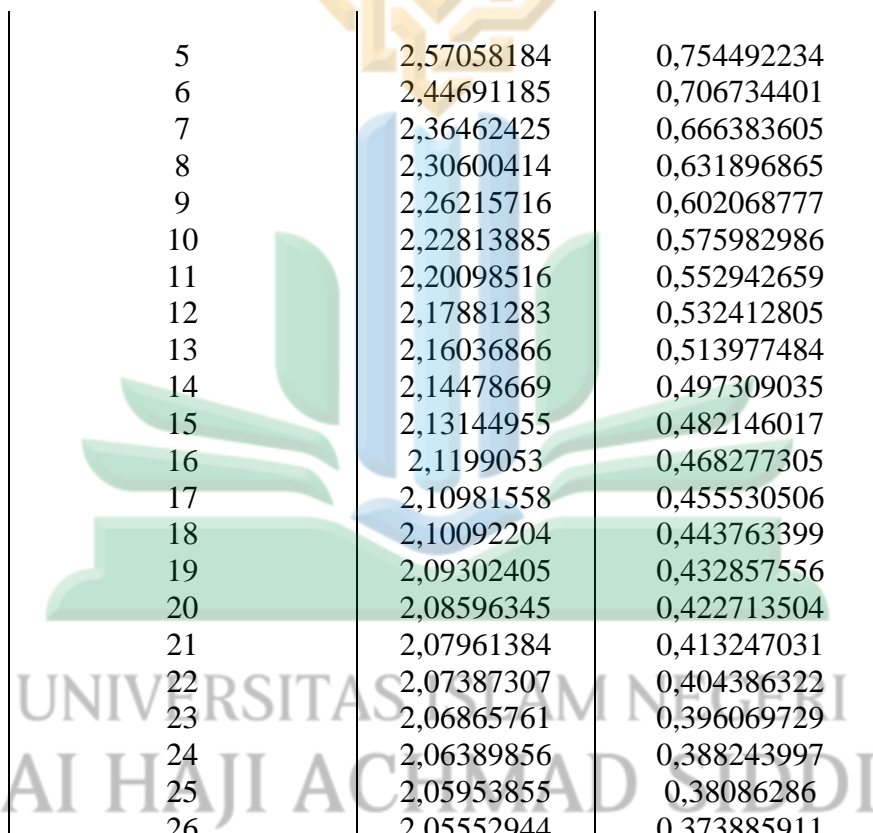
The last validity test in this research is the language literature of

post-test. The table shows that all of the items in the tests have been

proven to be valid as the 2 indicators of language literature have the V

index score of 0,975 and 0,9875 that means are greater than 0.03.

2. **Construct validity**

The researchers have analyzed the results of pre-test and post-test

assessments of class IX A as subject students in a purpose to conduct a

construct validity test. Based on the validity test conducted using

Microsoft Exel, the following are the results:

Table 4. 5 Formula to find 'R Table'

Degree of freedom	T Table	R Table
	0,05	**0,05**
1	12,7062047	0,996917334
2	4,30265273	0,95
3	3,18244631	0,878339448
4	2,77644511	0,811401352

5	2,57058184	0,754492234
6	2,44691185	0,706734401
7	2,36462425	0,666383605
8	2,30600414	0,631896865
9	2,26215716	0,602068777
10	2,22813885	0,575982986
11	2,20098516	0,552942659
12	2,17881283	0,532412805
13	2,16036866	0,513977484
14	2,14478669	0,497309035
15	2,13144955	0,482146017
16	2,1199053	0,468277305
17	2,10981558	0,455530506
18	2,10092204	0,443763399
19	2,09302405	0,432857556
20	2,08596345	0,422713504
21	2,07961384	0,413247031
22	2,07387307	0,404386322
23	2,06865761	0,396069729
24	2,06389856	0,388243997
25	2,05953855	0,38086286
26	2,05552944	0,373885911
27	2,05183052	0,367277684
28	2,04840714	0,361006908
29	2,04522964	0,355045889
30	2,04227246	0,349370007
31	2,03951345	0,343957289

The formula for finding the 'T table' using Microsoft Excel

0,05 : Probalilty

TINV: Excel formula

$: to test whether it is absolute or correct

A3: Degree of freedom or student number

T table: =TINV($B$2;A3)

= TINV(0.05;1)

= 12,7062047

The formula for finding R Table using Microsoft Excel

0,05 : Probalilty

SQRT: Excel formula

A3: Degree of freedom or student number

R table: =B3/SQRT(A3+B3^2)

= 0.05/SQRT(31+0.05^2)

= 0.343957289

The number of students in class 9A is 31 students so the R table is

0.343957289 or 0.343

1. Pre-test

Table 4. 6 Validity of students Pre-test

No	R Finding	R Table	Conclusion
1	0,438	0,343	Valid
2	0,419	0,343	Valid
3	0,702	0,343	Valid
4	0,679	0,343	Valid
5	0,345	0,343	Valid
6	0,377	0,343	Valid
7	0,408	0,343	Valid
8	0,344	0,343	Valid
9	0,372	0,343	Valid
10	0,460	0,343	Valid
11	0,388	0,343	Valid
12	0,600	0,343	Valid
13	0,543	0,343	Valid
14	0,360	0,343	Valid
15	0,388	0,343	Valid
16	0,426	0,343	Valid
17	0,484	0,343	Valid
18	0.375	0,343	Valid
19	0,391	0,343	Valid
20	0,481	0,343	Valid

The formula for 'R finding' using Microsoft Excel

R Finding =CORREL(C3:C33;$W$3:$W$33)

=CORREL(Total correct answer score of question no: 1; total

score of correct answers to all questions) $ sign to test whether it is

absolute or correct

=CORREL (25;352)

= 0,438

Formula for finding the validity of pre-test questions using Microsoft

Excel

IF: Exel Formula

C34: R count of question no. 1

C35: R table; from question no. 1

Formula =IF(C34>C35; "valid"; "invalid")

=IF(0.438>0.343: "valid"; "invalid")
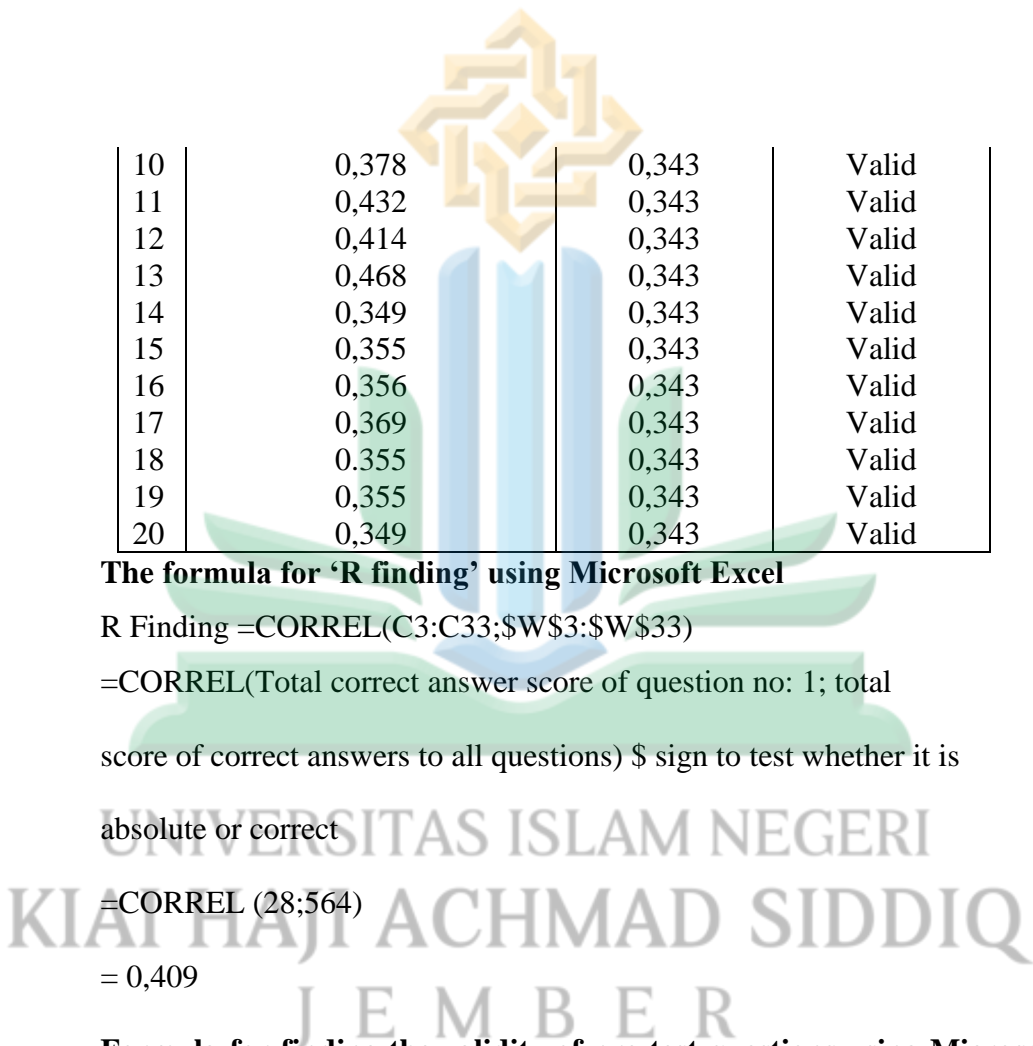
= "Valid" because the calculated 'R Finding' is greater than the 'R Table'

According to the table of the construct validity test, it can be seen

that all items in the pre-test were proven valid. This is indicated by the

significance values, each of which is 'R Finding' is greater than the 'R

Table' (R findings > 0,343).

2. Post-test

Table 4. 7 Validity of students post-test

No	R Finding	R Table	Conclusion
1	0,409	0,343	Valid
2	0,378	0,343	Valid
3	0,370	0,343	Valid
4	0,462	0,343	Valid
5	0,378	0,343	Valid
6	0,378	0,343	Valid
7	0,414	0,343	Valid
8	0,378	0,343	Valid
9	0,355	0,343	Valid

10	0,378	0,343	Valid
11	0,432	0,343	Valid
12	0,414	0,343	Valid
13	0,468	0,343	Valid
14	0,349	0,343	Valid
15	0,355	0,343	Valid
16	0,356	0,343	Valid
17	0,369	0,343	Valid
18	0.355	0,343	Valid
19	0,355	0,343	Valid
20	0,349	0,343	Valid

The formula for 'R finding' using Microsoft Excel

R Finding =CORREL(C3:C33;$W$3:$W$33)

=CORREL(Total correct answer score of question no: 1; total

score of correct answers to all questions) $ sign to test whether it is

absolute or correct

=CORREL (28;564)

= 0,409

Formula for finding the validity of pre-test questions using Microsoft

Excel

IF: Exel Formula

C34: R count of question no. 1

C35: R table; from question no. 1

Formula =IF(C34>C35; "valid"; "invalid")

=IF(0.409>0.343: "valid"; "invalid")

= "Valid" because the calculated R value is greater than the table R value

The table of post-test validity test above showed that all of the

items are valid. Each one of them have the significance value, each of

which is 'R Finding' is greater than the 'R Table' (R findings > 0,343), therefore all the items can be concluded as a valid item.

C. Research Findings

This section presents the outcome of Classroom Action Research (CAR). This research used the model from Kemmis and McTaggart. The research findings were obtained from the beginning to the end of the teaching and learning process. The research was undertaken at Junior High School 6 Jember. This research conducted Preliminary research and one cycle (Cycle I). Cycle implementation consist of four main stages namely planning, action, observation, and reflection. This research was conducted in four meeting in one cycle. First is preliminary research (Pre-test), second is meeting 1, third is meeting 2, and fourth is post-test. This research cycle was carried out two meeting in one week on Wednesday and Saturday on 21st September- 02nd October 2024. This class consist of 31 students (14 Male and 17 Female). The cycle findings are follows:

1. Preliminary Research

Before conducting the first cycle, the researcher conducted preliminary study. This preliminary study was intended to know the students' ability in using the simple past tense before climbing grammar mountain game was applied by the researcher. The result showed the students' ability in using the simple past tense below 75[48] as KKM

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[48] Data document from English teacher

(Minimum Passing Grade) in English lesson especially in the simple past tense. The number of the students who followed the test was 31 students.

Figure 4. 5 Students Do a Pre-test

At this stage, the researcher give the material about the simple past tense first which consist of the formula and the example sentence of simple past tense. Then, the researcher gave multiple choice test (Pre-test) to find out the extent of their abilities in simple past tense material.

The observation was conducted by the researcher before the game was applied by the researcher in learning process. The interview also informed that the students' ability in using the simple past tense still low. The researcher interviewed the students.

Students A : *"Saya tidak suka belajar the simple past tense karena sulit menghafal semua rumus simple past tense"*

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

Students B: *"Tidak semangat, karena belajar bahasa Inggris membosankan apalagi belajar the simple past tense"*

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

Students C: *"Bosan belajar Bahasa Inggris karena hanya mendengarkan guru nya saja menjelaskan"*
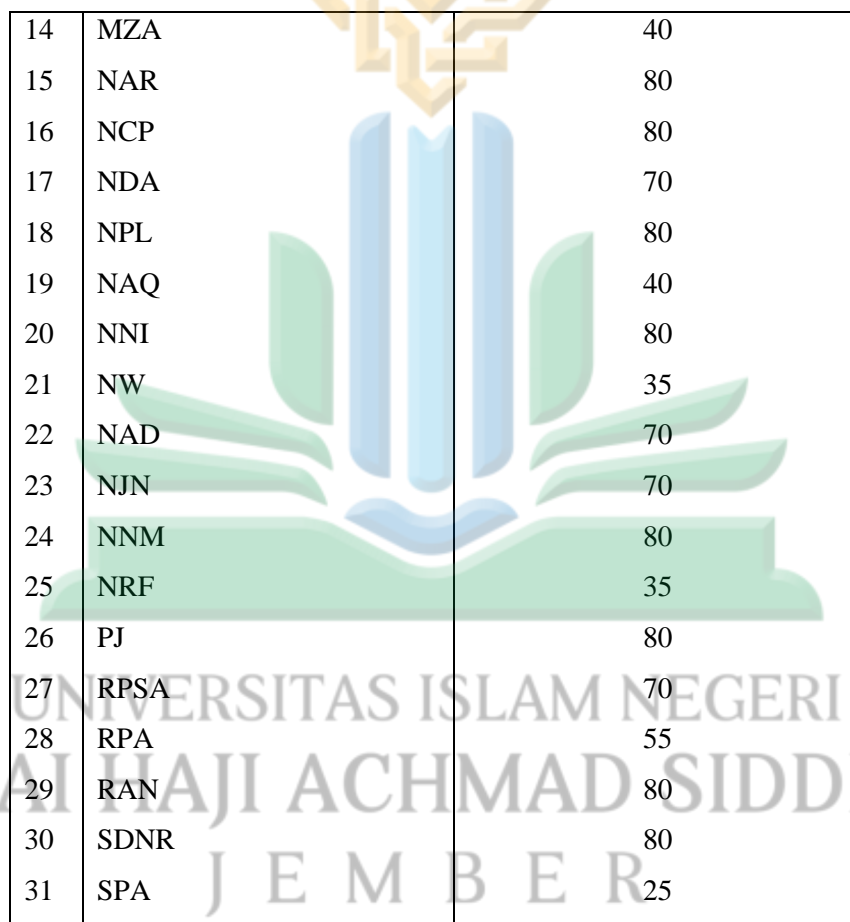
From the answer of the third student, he found difficulty in the way of teaching of English teacher in explanation. So that he doesn't has enthusiasm to understand the material.

Besides that, English teacher said: *"Menurut saya kemampuan mereka masih rendah. Ini terbukti dari nilai mereka yang belum mencapai target (KKM). Siswa memiliki kemauan belajar Bahasa Inggris, namun kendalanya da banyak yang harus dihafal dalam the simple past tense seperti rumus-rumus dan kata kerja reguler dan irreguler.*[49]

Table 4. 8 Table Students Pre-test Score

NO	STUDENT'S NAME	SCORE PRE-TEST
1	AJSP	35
2	APD	30
3	KHA	65
4	KDN	65
5	MA	65
6	MAW	65
7	MFDA	40
8	MAA	30
9	MAPP	70
10	MMIR	30
11	MRW	60
12	MSR	20
13	MVS	35

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[49] Data interview of students and English teacher on 21 september 2024

14	MZA	40
15	NAR	80
16	NCP	80
17	NDA	70
18	NPL	80
19	NAQ	40
20	NNI	80
21	NW	35
22	NAD	70
23	NJN	70
24	NNM	80
25	NRF	35
26	PJ	80
27	RPSA	70
28	RPA	55
29	RAN	80
30	SDNR	80
31	SPA	25
TOTAL SCORE		1760
AVERAGE		56,77
PERCENTAGE		19,2 %

Total score:

the sum of the total scores of all students in class IX A on pre-test

= 1760

Average:

the result of the average value of the total score of all students in

class IX A

$$X = \frac{\sum x}{n}$$

X   = The mean of the students' score

$\sum x$ = The total score

N   = The number of the students

X   = The mean of the students' score

$\sum x$ = 1760

N   = 31

= 1760/31

X   = 56,77 is the mean of the students' score

Percentage

A further step was to gain percentages of classes that pass the

Minimal Mastery Criterion (KKM) with the formula

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

P : The percentages of class

F : Percentages of total score

N : Number of students who passed KKM

P : The percentages of class

F : 100/31 = 3,2

N : 6

P: 3,2 x 6 = 19,2 % the percentages of students who passed KKM

P : The percentages of class

F : 100/31 = 3,2

N : 25

P: 3,2 x 25
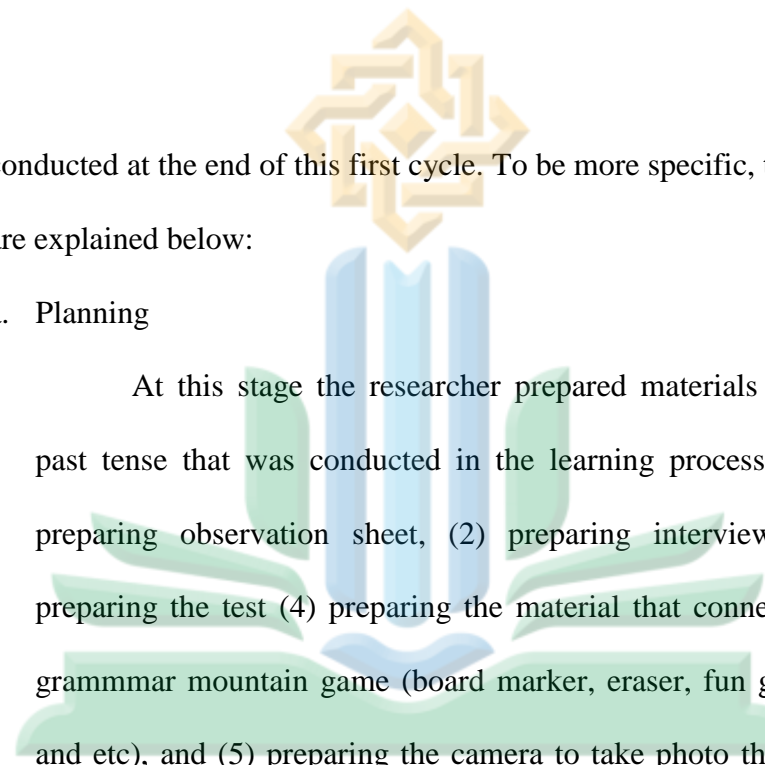
= 80,8% the percentages of students who didn't passed KKM

Based on the result of students' pre-test in using the simple past tense, students score was still low. It can be seen the total score of students' is 1760, the average of the students' 56,77 and the percentage of the students' score was got score up to 75 was 19,2 % or 6 students'. However, the percentage who did not pass or did not score up to 75 was 80,8% or 25 students'.

From the data above it can be concluded, the simple past tense mastery of students class IX A Junior High School 6 jember was still low and require the strategies that can help the students improve them to focus and understanding the material that has been given by the teacher. Therefore a half of students' class IX A pre-test score didn't pass the minimun standard or KKM of Junior High School 6 Jember. Then, the researcher continued learning with class IX A to improve students' simple past tense mastery by applying Climbing Grammar Mountain Game strategy in teaching.

2. **Cycle I**

In the first cycle, researcher conducted four stages. These stages are planning, acting, observing, and reflecting. There were 3 Meetings in this cycle, which is divided by two meeting and one test. The test was

conducted at the end of this first cycle. To be more specific, the four stages are explained below:

a. Planning

At this stage the researcher prepared materials of the simple past tense that was conducted in the learning process, such as: (1) preparing observation sheet, (2) preparing interview guide (3) preparing the test (4) preparing the material that connected climbing grammmar mountain game (board marker, eraser, fun grammar book and etc), and (5) preparing the camera to take photo the condition of class.

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

b. Result of Acting

At this stage, the researcher entered the class and implemented the action in the classroom. Meanwhile the English teacher observed the learning situation in the classroom. The teacher conducted several activities in the classroom, including introductory activities, core activities, and closing activities.

1) Meeting 1

In the first meeting was conducted on Wednesday, September 25, 2024 at 07.00-08.20 there were several activities carried out by the researcher, such as greeting, praying, and checking the students' attendance list and here the English teacher came to the class IX A to observe the teaching and learning process.

Then, the researcher explained what is 'Simple Past Tense' is, the formula and the example of it. Next, the researcher give the students oppurtinites to ask about the material. In the main activities, the researcher show some of picture about a people doing the activities and the students are asked to observe the picture.

After that, the researcher gave the example of sentence about the picture with simple past tense formula and students are asked to write sample sentences on the picture. Then, the researcher and students discuss the results of students' answers.

Figure 4. 6 Researcher Explain About The Material and The Students Discuss About The Picture

c. Observation meeting 1

Based on the observation sheet, the English teacher saw the students seemed not really listened the explanation from the researcher seriously and the students still not enthusisastic in learning process.

The following table of the observation sheet :

Table 4. 9 Observation Sheet for Cycle I (Meeting 1)

Teacher Name : Arifuddin Hanif S.Pd
School : SMPN 6 JEMBER

No	Points that will be observed	Cycle I	
		Yes	No
1	Teacher greets to the students.	✓	
2	Checking the students attandance and asks the students' condition and praying.	✓	
3	Teacher gives motivation to the students.	✓	
4	Teacher gives the explanation about the material (simple past tense) to the students.	✓	
5	Teacher gives a chance to the students to ask.	✓	
6	Teacher give a task to the students.	✓	
7	Teacher concludes the material.	✓	
8	Teacher gives the reflection in teaching and learning process.	✓	
9	Students greet the teacher.	✓	
10	The students listen the explanation from the teacher seriously.		✓
11	Students answer the question cooperatevely in Simple Past Tense Learning.		✓
12	Students are enthusisastic in learning process.		✓
13	Students give feedback to the teacher.	✓	

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GURU PAMONG

(Arifuddin Hanif S.Pd)
NIP: 198110132023211002

2) Meeting 2

The second meeting was conducted on Saturday, September 28, 2024 at 09.30-10.50. At the second meeting the researcher and the English teacher came to the class IX A. The researcher carried out several activities in the classroom, the researcher opened the lesson by saying greetings and asking students to lead the prayer. After that the researcher checked the student attendance list and asked about the students' condition.

In this 2nd meeting the researcher applying the 'Climbing Grammar Mountain game' as tehnique of teaching to improve students' mastery on simple past tense. First, the researcher explained a brief definition what is 'Climbing Grammar Mountain game'. Another student asked about the application of 'Climbing Grammar Mountain game' in simple past tense, and the researcher answered the question by explaining the application of the CGMG in simple past tense and the rules to play it. After that, the researcher divided students' into 4 group, each group consist of 7-8 students.

Then, the researcher drew climbing score on white board. And before the researcher wrote the question (Topic= Picture of some people doing activities) the researcher determined the first player on each group and come next to the other group. In discussion, the researcher gave a few minute to discuss the question. After they found the best answer, they chose one of them to state their answer.

In closing, the researcher determined the winner from the highest

point. Then, the researcher and the students concluded the material.

**Figure 4. 7 Applying Climbing Grammar Mountain Game and The
Students Discuss The Answer of The Question**

c. Observation meeting 2

Based on the observation sheet, the English teacher saw the

students listen the explanation from researcher seriously, and students

answer the question cooperatevely in climbing grammar mountain game,

and then, the students are enthusisastic in learning process and seemed

really enjoy in the teaching and learning process after the Climbing

Grammar Mountain Game applied.

Table 4. 10 The Observation Sheet for Cycle I (Meeting 2)
Teacher Name : Arifuddin Hanif S.Pd
School : SMPN 6 JEMBER

No	Points that will be observed	Cycle I	
		Yes	No
1	Teacher greets to the students	✓	
2	Checking the students attandance and asks the students' condition and praying	✓	
3	Teacher gives motivation to the students	✓	

4	Teacher gives the explanation to the students	✓	
5	Teacher gives a chance to the students to answer	✓	
6	Teacher explains the rules of climbing grammar mountain game to the students	✓	
7	Teacher monitors all the group	✓	
8	Teacher give a task to the students	✓	
9	Teacher concludes the material	✓	
10	Teacher gives the reflection in teaching and learning process	✓	
11	Students greet the teacher	✓	
12	The students listen the explanation from the teacher seriously		
13	Students answer the question cooperatevely in climbing grammar mountain game	✓	
14	Students are enthusisastic in learning process	✓	
15	Students give feedback to the teacher	✓	

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3) Post-test cycle 1
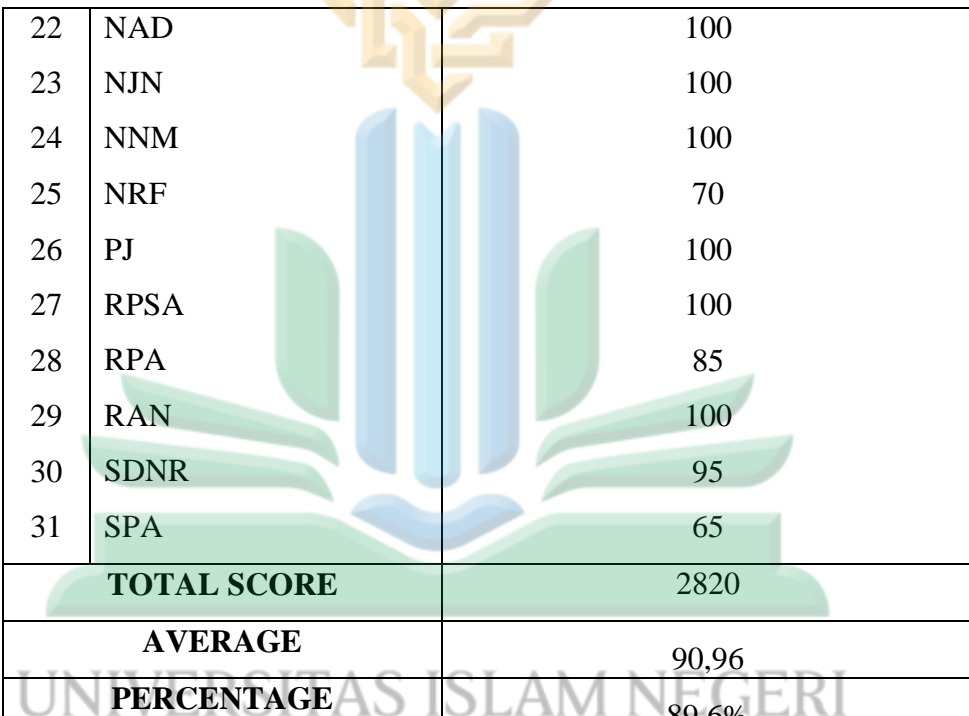
After the researcher conducted cycle 1 which consisted of 2 meetings, researcher conducted a final test (post-test). The test was conducted on Wednesday, October 2, 2024 at 07.00-08.20. showed an increase in student scores on the post-test. From the results obtained, there were 28 students who scored above 75 or passed the KKM, but 3 students still did not reach the KKM score.

Figure 4. 8 Students do The Post-test.
Table 4. 11 Students Score of Post-test

NO	STUDENT'S NAME	SCORE POST-TEST
1	AJSP	85
2	APD	90
3	KHA	95
4	KDN	95
5	MA	100
6	MAW	95
7	MFDA	90
8	MAA	75
9	MAPP	90
10	MMIR	80
11	MRW	95
12	MSR	90
13	MVS	85
14	MZA	70
15	NAR	100
16	NCP	100
17	NDA	100
18	NPL	100
19	NAQ	85
20	NNI	100
21	NW	85

22	NAD	100
23	NJN	100
24	NNM	100
25	NRF	70
26	PJ	100
27	RPSA	100
28	RPA	85
29	RAN	100
30	SDNR	95
31	SPA	65
	TOTAL SCORE	2820
	AVERAGE	90,96
	PERCENTAGE	89,6%

Total score:

the sum of the total scores of all students in class IX A on pre-test

= 2820

Average:

the result of the average value of the total score of all students in

class IX A

$$X = \frac{\sum x}{n}$$

X = The mean of the students' score

$\sum x$ = The total score

N = The number of the students

X = The mean of the students' score

$\sum x$ = 2820

N = 31

= 2820/31

X = 90,96 is the mean of the students' score

Percentage

A further step was to gain percentages of classes that pass the

Minimal Mastery Criterion (KKM) with the formula

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

P : The percentages of class

F : Percentages of total score

N : Number of students who passed KKM

P : The percentages of class

F : 100/31 = 3,2

N : 28

P: 3,2 x 28 = 89,6%% the percentages of students who passed

KKM

P : The percentages of class

F : 100/31 = 3,2

N : 3

P: 3,2 x 3

= 10,4 % the percentages of students who didn't passed KKM

From the data above, total score of students' is 2830, the average

of the students' 91,29 and the percentage of the students' score who

passed the KKM was 89,6% and the percentage students who didn't

passed the KKM is 10,4 %. It can be concluded that there is a significant

increase in students' mastery of simple past tense by using 'Climbing Grammar Mountain game' in teaching and learning activities. It can be concluded that the researcher has achieved the success criteria of 80%.

Therefore, the researcher concluded that this first cycle was successful in improving students' mastery of simple past tense by using 'Climbing Grammar Mountain game' in teaching and learning activities.

c. Reflection of Cycle 1

In this phase the researcher evaluated the teaching-learning process. During the teaching and learning process, researcher provided the material according to the lesson plan and give the students motivation. The researcher used the several aspect on this reflection such as

1) Improvement of Learning Environment

Based on the observation sheet meeting 1 the students don't look very enthusiastic when the researcher explain the material. While in the 2nd meeting based on the observation sheet the students look very enthusiastic when the researcher applying 'Climbing Grammar Mountain game' in teaching and learning process. It can be concluded that students tend to prefer game-based lessons to improve their understanding of the material that has been taught.

2) Concept Understanding

The researcher use some of picture of some people doing the activites to help students understand the real context in the events that occur around them. such as, someone is going to work, children are

playing soccer on the field, a woman goes shopping at the market. and researchers also told students to use past tense sentences to make sentences based on events that occurred in the pictures that had been given by researchers.

3) Improvement in Collaborative Skills

The researcher also monitoring all the group during play Climbing Grammar Mountain Game. The researcher asks students to discuss and work together to answer the questions that have been given. this can stimulate a sense of caring to help each other to find a way out / answer. and of course this is a positive value for students in learning in groups.

4) Motivation and Interest

Based on the preliminary study. From the results of interviews conducted by researchers, some students tend to find it difficult to learn simple past tense because they have difficulty memorizing formulas and feel discouraged when learning simple past tense. And on the cycle I the researcher also interview the students after they play Climbing Grammar Mountain Game.

Teacher: "Bagaimana menurutmu tentang game tadi (climbing grammar mountain game)?."

Students A: *" Belajar dengan game ini benar-benar seru dan saya mulai bisa untuk membedakan kata kerja reguler dan irreguler."*

Students B: *"Game nya benar-bena seru sekali sir. Jadi semangat belajarnya."*

Students C : *"Belajarnya menjadi tidak membosankan dan belajar dengan game seperti ini jauh lebih paham karena belajarnya sama-sama."[50]*

The researcher also interview the English teacher after this game apllied

The researcher: *"Bagaimana menurut bapak tentang game ini.?"*
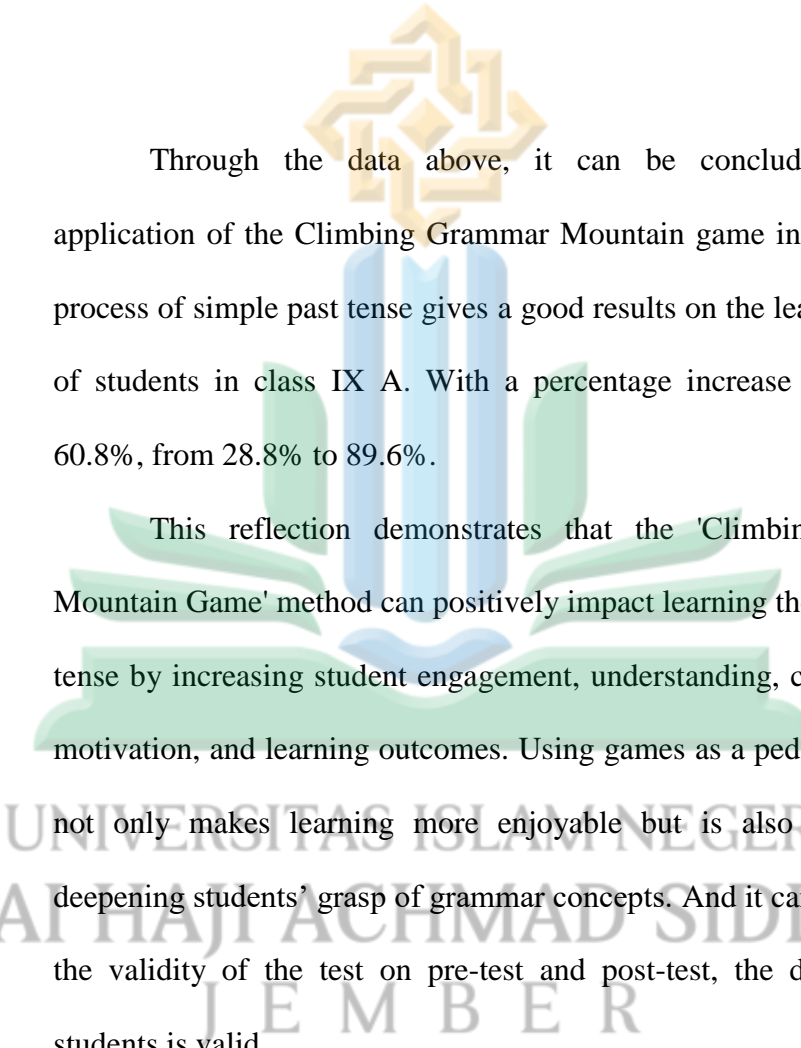
The teacher: *"Game ini benar-benar menarik perhatian siswa. Mereka benar-benar aktif dan antusias dalam belajar. Dari hasil tes, nilai mereka sudah banyak yang melewati nilai KKM ."[51]*

5) Evaluation of Learning Outcomes

Based on data on the scores of class 9A students on the pre-test and post-test, there is an increase in their scores, based on the data of the pre-test there were 25 students did not score up to 75 or still below the KKM and 6 other students got scored up to 75 or above the KKM. and the percentage of their scores is 19,2%. Meanwhile, based on student score data on the post-test, there are only 3 students whose not score up to 75 and still below the KKM and for 28 other students have managed to get a score of up to 75 or above KKM. and the percentage of their scores is 89,6%.

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[50] Data interview from students on 28 september 2024
[51] Data interview from English teacher on 2 october 2024
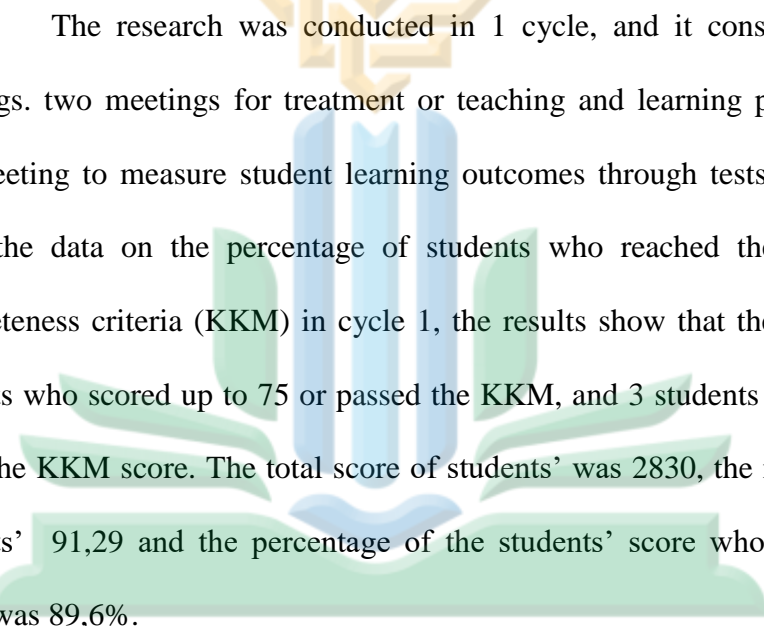
Through the data above, it can be concluded that the application of the Climbing Grammar Mountain game in the learning process of simple past tense gives a good results on the learning ability of students in class IX A. With a percentage increase in scores of 60.8%, from 28.8% to 89.6%.

This reflection demonstrates that the 'Climbing Grammar Mountain Game' method can positively impact learning the simple past tense by increasing student engagement, understanding, collaboration, motivation, and learning outcomes. Using games as a pedagogical tool not only makes learning more enjoyable but is also effective in deepening students' grasp of grammar concepts. And it can be seem on the validity of the test on pre-test and post-test, the data score of students is valid.

D. Discussion of The Research

This section presents a discussion of research findings on learning simple past tense by using 'Climbing Grammar Mountain Game'. The CGMG strategy rarely applied in the teaching and learning process, especially in mastery of simple past tense, sometimes the teacher only explain the material and then give the students task to work it. In this study, The CGMG strategy has good impact on students mastery of simple past tense, this was shown by the increase of their score in multiple choice test. In this case it means there is an improvement in students' mastery of simple past tense material.

The research was conducted in 1 cycle, and it consist of three meetings. two meetings for treatment or teaching and learning process, and one meeting to measure student learning outcomes through tests (post-test). From the data on the percentage of students who reached the minimum completeness criteria (KKM) in cycle 1, the results show that there were 28 students who scored up to 75 or passed the KKM, and 3 students still did not reach the KKM score. The total score of students' was 2830, the mean of the students' 91,29 and the percentage of the students' score who passed the KKM was 89,6%.

The application of Climbing Grammar Mountain Game (CGMG) in teaching simple past tense received a good respon from the students and English teacher. During the teaching and learning process using this CGMG strategy, students were focused when the researcher explained the material. Students have begun to memorize the formula of the simple past tense and have begun to be able to distinguish regular and irregular verbs, where previously they were still difficult to memorize the formula and distinguish the regular and irregular verbs.

In this research, the researcher saw that the students mastery of simple past tense improved by using 'Climbing Grammar Mountain Game' in classroom learning activities. The students could improve their knowledge of simple past tense material (what is simple past tense, the formula of simple past tense, the example of simple past tense) and the students can improve their writing skill by remembered the formula. Based on Gunn & Mccallum

on chapter II they said "CGMG can improve students' understanding of the fundamental of effective written communication, especially grammatical usage and sentence construction."[52]. This can be seen from their test scores which increased after the use of climbing grammar mountain in the learning and teaching process.

According to Smith (2019), who stated that well-designed group activities can enhance students' collaborative skills while deepening their understanding of the material being taught[53]. The students also cooperate and discuss with their group in understanding simple past tense. This happen because the in CGMG strategy, students can improve their collaborative skill in groups with the aim of understanding the simple past tense material.

Based on the explanation above regarding the condition of students, that students can be active and understand the meaning of the content of simple past tense (Formula of simple past tense, regular verb of simple past tense, and irregular verb of simple past tense). By using CGMG strategy which make the students not feel bored in the course of learning activities, besides that they also can work together in understanding simple past tense and exchanging ideas with their group members.

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[52] Cindy Gunn and McCallum, *Climbing Grammar Mountain an Interactive Learning Experience*, English Teaching Forum Vol. 43, no. 4, 2005, p. 5

[53] Smith, D. *"Collaborative Learning in Grammar Classes: A Case Study"*. P 17(1), 99-105 International Journal of Applied Linguistics. 2019

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research and discussion that has been carried out, the researcher concludes that the application of the Climbing Grammar Mountain Game (CGMG) in learning simple past tense is able to improve students' mastery of it. This can be seen on the reflection which show good results related to the implementation of learning simple past tense, starting from the teacher thinking critically about the lessons that researchers have planned, teachers focus on learning objectives, learning outcomes, teaching approaches and methods, materials, activities, and classroom management.

Then, how the application of this CGMG strategy make students more interested and active in learning activities, such as the students know the formula of simple past tense, can divided beetwen 'Present participle form' and 'Past participle form, and discuss with their group in understanding the material that has been given by the researcher. So, it can be concluded the "Climbing Grammar Mountain Game" can improve the students mastery of simple past tense.

B. Suggestion

After completed this research, the researcher offers some recommendations that can be suggested to English teacher, students, and future researcher.

1. For English teacher

    English teacher can use the Climbing Grammar Mountain Game (CGMG) strategy to imtprove students' understanding in simple past tense mastery. This CGMG really helps the students to be able to work together in achieving goals, improving the students mastery of simple past tense, and make students enthusiastic to learn to during teaching and learning process.

2. For students

    When the teacher explains the material, the students must pay attention for the explanation from the teacher. And if the students don't understand about material, the students can ask their difficulty to the teacher. The students should learning about material that have been learned at home.

3. For future researcher

    For future researchers or English teachers who have the same problem when teaching students in terms of simple past tense, researchers recommend the use of CGMG strategies as strategy to improve students simple past tense mastery. And the researcher hopes that this study can be used as a reference to conduct better and more interesting English teaching and learning strategies.

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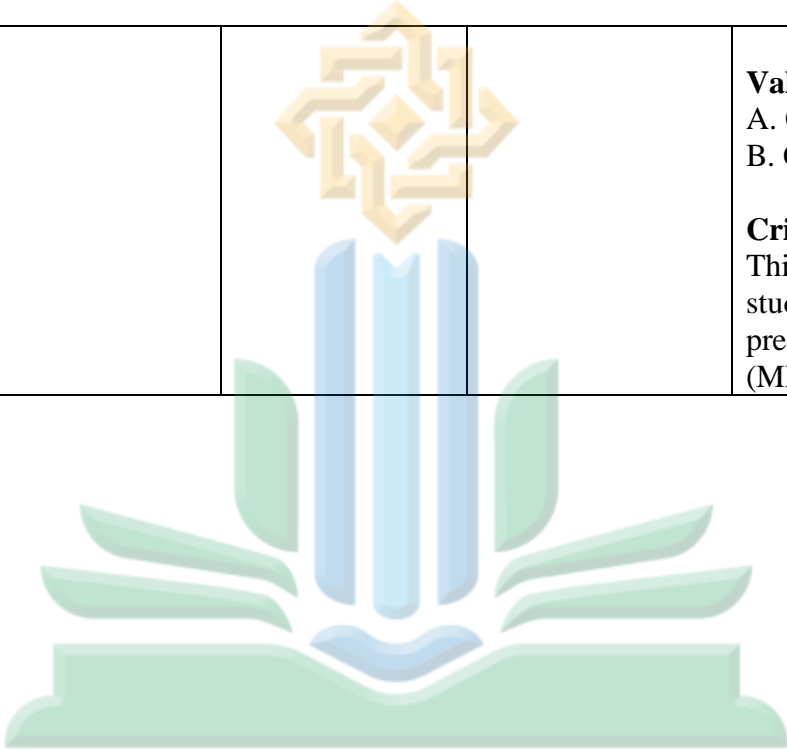
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MATRIX OF RESEARCH

TITLE	VARIABLE	INDICATOR	DATA RESOURCES	RESEARCH METHOD	RESEARCH QUESTION
IMPROVING THE STUDENTS MASTERY OF SIMPLE PAST TENSEBY USING CLIMBING GRAMMAR MOUNTAIN GAME OF CLASS IX A ON JUNIOR HIGH SCHOOL 6 JEMBER	**Variable Independent :** Climbing Grammar Mountain Game (CGMG) **Variable Dependent :** Simple Past Tense Mastery	1. Students Knowledge. 2. Teaching Group. 3. Group Participation. 4. Students Collaborative. 1. Knowing the simple past tense formula. 2. Differentiate between 'Present participle form' and 'Past participle form'. 3. Make a simple past tense sentence.	1. Observation. 2. Reflection. 3. Pre-test and Post-test. 4. Interview. 5. Documentaion.	**Research Design:** Classroom Action Research (CAR) by Kemmis and Mc Taggart: 1. Planning 2. Acting 3. Observing 4. Reflecting **Data Collection Method:** 1. Observation. 2. Reflection. 3. Pre-test and Post-test. 4. Interview. 5. Documentaion **Data Analysis Method:** a. Average score $$X = \frac{\sum x}{n}$$ X = Mean $\sum x$ = Total N = Number of the students b. Pass score. $$P = \frac{F}{N} \times 100\%$$ P : The percentages of class F : Percentages of total score N : Number of students	How can the implementation of Climbing Grammar Mountain game improve grammar mastery of simple past tense for the students IX A of Junior High School 6 Jember?

				Validation of Data: A. Content Validity. B. Construct Validity. **Criteria of Success:** This research will be success if the percentage of student's improves in a cycle reached high predicate or >80% from Minimum Mastery Criteria (MMC)	

APPENDIX 2

FORMULA AND FORM OF SIMPLE PAST TENSE

Table the Formula of Simple Past Tense

Verbal		
	Pattern	Example
Positive	Subject + V2 + Object + adverb	I watched a film last night
Negative	S + did + not + V1 + Object + adverb	I didn't watch a film last night
Introgative	Did + S + V1 + Object + adverb + ?	Did i watch film last night?

Nominal		
	Pattern	Example
Positive	Subject + to be (was /were) + noun, adj, adverb	I was a bank teller
Negative	S + to be + not + Noun, adj, adverb	I wasn't a bank teller
Introgative	Was/were + S + Noun, adj, adverb + ?	Was i a bank teller?

The Regular Verb of Simple Past Tense.

NO	REGULAR VERB		
	Present	Past	Past Participle
1	Accept	accepted	accepted
2	Act	acted	acted
3	Add	added	added
4	Believe	believed	believed
5	Call	called	called
6	Change	changed	changed
7	Dance	danced	danced
8	Drop	dropped	dropped
9	Design	designed	designed
10	Enjoy	enjoyed	enjoyed
11	Exist	existed	existed
12	Kick	kicked	kicked
13	Need	needed	needed
14	Push	pushed	pushed
15	Work	worked	worked

The Irregular Verb of Simple Past Tense.

NO	IRREGULAR VERB		
	Present	Past	Past Particple
1	Be	Was	Been
2	Begin	Began	Begun
3	Bet	Bet	Bet
4	Come	Came	Come
5	Cut	Cut	Cut
6	Do	Did	Done
7	Draw	Drew	Drawn
8	Drink	Drank	Drunk
9	Eat	Ate	Eaten
10	Fall	Fell	Fallen
11	Fit	Fit	Fit
12	Get	Got	Gotten
13	Lay	Laid	Laid
14	Leave	Left	Left
15	Lost	Lost	Lost

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J E M B E R

APPENDIX 3

PROFILE OF SMPN 6 JEMBER

Table of Profile SMPN 6 Jember

School name	SMPN 6 JEMBER
NPSN	20523908
Educational level	SMP (Junior High School)
School statuses	Negeri
School addres	Jl. Hayam Wuruk, No. 143, Sempursari, kec. Kaliwates, Kab. Jember, Jawa Timur.
Telephone	081938942656
Email	smpnegeri6jemberbaru@gmail.com
Website	https://smpn6jemberbaru.blogspot.com/
Instagram	@smpnegeri6jember
Facebook	SMP NEGERI 6 JEMBER
Accreditaion	A
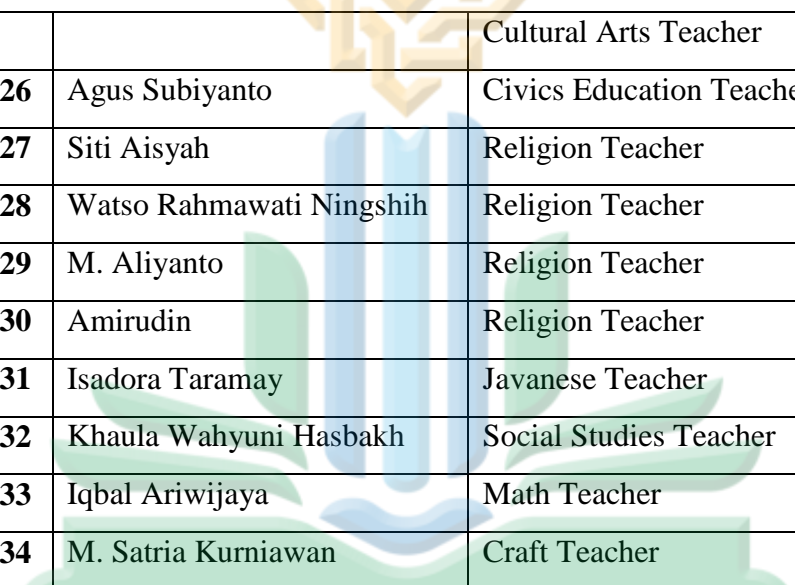
Table of Facilities and Infrastrucures

of Junior High School 6 Jember.

No	Facilities	Amount	Condition
1	Headmaster's Office	1	Good
2	Teacher's Room	1	Good
3	Meeting Room	1	Good
4	Administration Office	1	Good
5	Classroom	21	Good
6	Toilet	10	Good
7	Library	1	Good
8	Musholah	1	Good
9	Health Center Room	1	Good
10	Counseling Room	1	Good
11	Hall	1	Good
12	Science Lab	1	Good
13	Computer Lab	1	Good
14	Student Cooperative or Canteen	1	Good

Table of Teachers and Staff Profile
of Junior High School 6 Jember.

No	Name	Main Duties
1	Rahmat Eko Hariyanto	Headmaster
2	Wiwin Lanawati	Vice of Headmaster
3	Wardoyo	Treasurer
4	Anis ita Rizqiyah	Public Relations
5	Noer Aminatus Sya'diyah	Facilities and Infrastructure
6	Nanik Rustiana	Student Affairs
7	Nurcahyo Sutrisno	Head of Budget
8	Dianatus Soleha	Curriculum
9	Abd. Rohim	Head of Library
10	Rosina Amsi	Head of Administration
11	Diana Palupi	Head of Counseling
12	Adhi Tatang Pribadi	Sport Teacher
13	Widya Rachmad Prakosa	Sport Teacher
14	Sheila Amelisasy	Science Teacher
15	Afifa	Science Teacher
16	Lilik Budiani	Science Teacher
17	Anggi Riesta Valentina	Science Teacher
18	Neneng Nurmaningsih	Indonesian teacher
19	Nur Miftahul Jannah	Indonesian teacher
20	Intan Pratiwi	Indonesian teacher
21	Marte Isnaini Mustofa	English Teacher
22	Novita Fajar Widiyanti	English and Javanese Teacher
23	Amanda Christina Suprapto	English Teacher
24	Arrifudin Hanif	English and Javanese Teacher
25	Rochimah	Civics Education and

		Cultural Arts Teacher
26	Agus Subiyanto	Civics Education Teacher
27	Siti Aisyah	Religion Teacher
28	Watso Rahmawati Ningshih	Religion Teacher
29	M. Aliyanto	Religion Teacher
30	Amirudin	Religion Teacher
31	Isadora Taramay	Javanese Teacher
32	Khaula Wahyuni Hasbakh	Social Studies Teacher
33	Iqbal Ariwijaya	Math Teacher
34	M. Satria Kurniawan	Craft Teacher

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Table of Students and Number of Class

of Junior High School 6 Jember

N0	CLASS	TOTAL STUDENTS	TEACHER
1	VII A	34	Siti Aisyah S.Pd.
2	VII B	33	Nurcahyo Sutrisno S.Si., M.Pd.
3	VII C	34	Widya Rachmad Prakosa S.Pd.
4	VII D	33	Marte Isnaini Mustofa S.Pd.
5	VII E	34	Khaula Wahyuni Hasbakh S.Pd.
6	VII F	34	Isadora Taramay S.Hum.
7	VII G	34	M. Aliyanto S.Pd.
	TOTAL	**236**	
8	VIII A	36	Nur Miftahul Jannah S.Pd., M.Pd.
9	VIII B	36	Amirudin S.Pd.I
10	VIII C	36	Afifa S.Si.
11	VIII D	34	Shela Ameliasasy S.Pd., M.Si.
12	VIII E	34	Novita Fajar Widiyanti S.Pd
13	VIII F	34	Anggi Riesta Valentina S.Pd.
14	VIII G	33	Anis ita Rizqiyah S.Pd.
	TOTAL	**243**	
15	IX A	31	M. Satria Kurniawan S.Pd.
16	IX B	32	Amanda Christina Suprapto M.Pd.
17	IX C	32	Lilik Budiani S.Pd.
18	IX D	32	Iqbal Ariwijaya S.Pd.

19	IX E	32	Arrifudin Hanif S.Pd.
20	IX F	32	Nanik Rustiana S.Pd.
21	IX G	32	Neneng Nurmaningsih S.Pd.
TOTAL		223	
TOTAL STUDENTS		702	

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APPENDIX 4

INTERVIEW SHEET

Interview sheet with the teacher.

Pre-test

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

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

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

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

The researcher: "Menurut bapak apa saja kesulitan siswa dalam belajar bahasa Inggris (the simple past tense)?."

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

Interview sheet with the teacher

Post test

The researcher: "Bagaimana menurut bapak tentang game ini?."

The teacher: "Game ini benar-benar menarik perhatian siswa. Mereka benar-benar aktif dan antusias dalam belajar. Dari hasil tes, nilai mereka sudah banyak yang melewati nilai KKM."

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

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

The researcher: "Apakah nanti nya bapak akan mengaplikasikan game untuk meningkatkan kemampuan siswa dalam bahasa Inggris, khususnya meningkatkan the simple past tense?."

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

Interview Sheet with the Students

Pre-test

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

1. The student 1: "Saya tidak suka belajar the simple past tense karena sulit menghafal rumusnya."

2. The student 2:"Tidak semangat, karena belajar bahasa Inggris membosankan apalagi belajar the simple past tense."

3. The student 3:" Bosan belajar Bahasa Inggris karena hanya mendengarkan guru nya saja menjelaskan."

4. The student 4:"Enggak suka belajar bahasa Inggris."

5. The student 5 : " Saya kesulitan belajar bahasa inggris sir."

Interview sheet with the students

Post-test

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

1. The student 1: "Belajar dengan game ini benar-benar seru dan saya mulai bisa untuk membedakan kata kerja reguler dan irreguler. "

2. The students 2: "game nya benar-bena seru sekali sir. Jadi semangat belajarnya".

3. The student 3: "Kalau belajar seperti ini jadi lebih semangat. Kami berlomba-lomba untuk menjadi pemenang"

4. The student 4: "Saya suka main game seperti ini, jadi mudah paham daripada hanya mendengar penjelasan saja.".

5. The student 5:" Belajarnya menjadi tidak membosankan dan belajar dengan game seperti ini jauh lebih paham karena belajarnya sama-sama"

APPENDIX 5

LESSON PLAN

MEETING I

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : SMPN 6 JEMBER
Mata Pelajaran   **: Bahasa Inggris**
Kelas/Semester   **: IX (Sembilan) /1 (Satu)**
Materi Pokok   **: Simple Past Tense (Meeting 1)**
Alokasi Waktu   **: 2 x 40 Menit (2 kali Pertemuan)**

A. Kompetensi Inti

KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI-2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleran, gotong royong), santun, dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI-3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI-4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
4.4 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Mengungkapkan rasa syukur atau kesempatan dapat belajar bahasa Inggris.

2.1 Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.	2.1.1 Menggunakan bahasa yang baik saat berkomunikasi 2.1.2 Menunjukkan sikap saling menghargai dan menghormati 2.1.3 Menunjukkan sikap bersahabat
3.2 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyatakan atau menanyakan tentang kejadian/peristiwa yang terjadi dimasa lampau.	3.2.1 Memahami unsur kebahasaan untuk menyatakan atau menanyakan tindakan/kejadian yang dilakukan/terjadi dimasa lampau 3.2.2 Mengidentifikasi kalimat tentang tindakan/kejadian yang dilakukan/terjadi dimasa lampau dalam teks lisan atau tulisan 3.2.3 Mendengarkan atau membaca ungkapan yang digunakan untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi di waktu lampau
4.2 Menyusun teks lisan dan tulis untuk menyatakan atau menanyakan kejadian/peristiwa yang terjadi dimasa lampau	4.2.1 Menuliskan tindakan/kejadian yang dilakukan/terjadi dimasa lampau dengan memperhatikan fun gsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.2.2 Menyatakan tindakan/kejadian yang terjadi dimasa lampau dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. **Tujuan Pembelajaran**

1. Siswa dapat berkomunikasi yang baik dengan guru dan teman dalam menyatakan/menanyakan tindakan/kejadian yang terjadi di masa lampau.

2. Siswa dapat menganalisis dan memahami fungsi sosial, struktur teks dan unsur kebahasan dalam menyatakan/menanyakan tindakan/kejadian yang terjadi dimasa lampau.

3. Siswa dapat menyusun teks tulis/lisan untuk menyatakan/menanyakan tindakan/kejadian yang terjadi dimasa lampau dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai dengan konteks.

D. **Materi pembelajaran** Materi : The simple past tense

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

Positive sentence S+VII+O/adv

NO	Subject	Verb	O/Adv	Adverb of time
1	Farhan	Left	School	Four month ago
2	My family	Went	To Lampung Beach	Last October
3	They	Study	In the class	Last Monday
4	The children	Played	Football	This afternoon
5	Davina	Cleaned	The house	This morning

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

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

NO	Subject	Auxilary	Not	Verb	O/Adv	Adverb of time
1	Farhan	Did	Not	Leave	School	Four month ago
2	My family	Did	Not	Go	To Lampung Beach	Last October
3	They	Did	Not	Study	In the class	Last Monday
4	The children	Did	Not	Play	Football	This afternoon
5	Davina	Did	Not	Clean	The house	This morning

Notes: Kita menggunakan did not untuk setiap subject untuk membuat kalimat negatif dalam the simple past tense kita menggunakan kata kerja pertama.

Interogative: did+subject+verb1+o/adv

NO	Did	Subject	Verb	O/Adv	Adverb of time	Question mark
1	Did	Farhan	Leave	School	Four month ago	?
2	Did	My family	Go	To Lampung Beach	Last October	?
3	Did	They	Study	In the class	Last Monday	?
4	Did	The children	Play	Football	This afternoon	?
5	Did	Davina	Clean	The house	This morning	?

Nominal patterns

1. Positif : S+was/were+O/adv

2. Negatif : S+was/were+not+o/adv

3. Interogative : was/were+s+o/ad

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

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

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

E. Metode Pembelajaran
Ceramah dan Diskusi

F. Media Pembelajaran
Media
1. Picture
2. Bahan
3. Spidol
4. White Board

G. Sumber Belajar
1. Fun grammar book
2. Buku paket bahasa Inggris kelas IX

H. Langkah langkah kegiatan pembelajaran

Langkah Pembelajaran	Deskripsi	Alokasi waktu
Kegiatan Pendahuluan	A.Orientasi • Melakukan pembukaan dengan salam dan berdoa untukmemulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin B.Apersepsi • Mengaitkan mater/tema kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi /tema sebelumnya • Mengingatkan kembali materi dengan bertanya C.Motivasi • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari hari	10 menit

Kegiatan Inti	A. Mengobservasi
	  a) Guru Menjelaskan materi tentang simple past tense
	  b) Guru memberikan kesempatan kepada siswa untuk bertanya tentang materi yang telah disampaikan
	  c) Guru menampilkan gambar tentang kejadian/tindakan yang terjadi dimasa lampau
	  d) Siswa diminta untuk mengamati gambar kegiatan/tindakan yang terjadi di masa lampau.
	  e) Siswa diminta untuk mengamati penjelasan pada gambar mengenai the simple past tense beserta formulanya
	B. Menanya
	  a) Guru memberikan kesempatan kepada siswa untuk bertanya tentang gambar yang telah diamati
		60 menit

	b) Guru meminta siswa untuk bertanya-jawab tentang kegiatan yang terjadi dimasa lampau yang ada pada gambar
	
	C. Menalar
	    a) Guru memberikan contoh terkait dengan kegiatan/tindakan yang terjadi dimasa lampau
	    b) Siswa diminta untuk menulis contoh kalimat tentang kejadian/tindakan yang terjadi di masa lampau
	    c) Guru dan siswa mendiskusikan hasil contoh yang diberikan oleh siswa
	
	D. Eksperimen
	    a) Guru memberikan lembar kerja peserta didik (LKPD) kepada siswa berupa test pilihan ganda
	    b) Siswa diminta untuk mengerjakan tugas tersebut
	
	E. Mengkomunikasikan
	    a) Guru mendiskusikan hasil test dari peserta didik
	    b) Siswa diminta untuk mendengarkan penjelasan dari guru	

Penutup	1. Guru menyimpulkan pelajaran. 2. Guru memberikan feedback terhadap siswa. 3. Guru memberikan refleksi terhadap pembelajaran yang telah berlangsung. 4. Guru menutup pelajaran	10 menit

A. Penilaian Pembelajaran

Bentuk : Tes pilihan berganda dan tes tertulis Rumus perhitungan nilai siswa, sebagai berikut:
Pilihan berganda:
benar x 5
20 x 5
100
Nilai total maksimal 100

Mengetahui
GURU PAMONG

(Arifuddin Hanif S.Pd)
NIP: 198110132023211002

Jember, 25 September 2024
PENELITI

(Mohammad Agil Irfani)
NIM: 202101060036

MEETING 2

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : SMPN 6 JEMBER
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : IX (Sembilan) /1 (Satu)
Materi Pokok   : Simple Past Tense (Meeting 2)
Alokasi Waktu   : 2 x 40 Menit (2 kali Pertemuan)

A. Kompetensi Inti

KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI-2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleran, gotong royong), santun, dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI-3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI-4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
4.4 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Mengungkapkan rasa syukur atau kesempatan dapat belajar bahasa Inggris.
2.1 Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.	2.1.1 Menggunakan bahasa yang baik saat berkomunikasi 2.1.2 Menunjukkan sikap saling menghargai dan menghormati

3.2 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyatakan atau menanyakan tentang kejadian/peristiwa yang terjadi dimasa lampau.	2.1.3 Menunjukkan sikap bersahabat
3.2 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyatakan atau menanyakan tentang kejadian/peristiwa yang terjadi dimasa lampau.	3.2.1 Memahami unsur kebahasaan untuk menyatakan atau menanyakan tindakan/kejadian yang dilakukan/terjadi dimasa lampau 3.2.2 Mengidentifikasi kalimat tentang tindakan/kejadian yang dilakukan/terjadi dimasa lampau dalam teks lisan atau tulisan 3.2.3 Mendengarkan atau membaca ungkapan yang digunakan untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi di waktu lampau 3.2.3 Mendengarkan atau membaca ungkapan yang digunakan untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi di waktu lampau
4.2 Menyusun teks lisan dan tulis untuk menyatakan atau menanyakan kejadian/peristiwa yang terjadi dimasa lampau	4.2.1 Menuliskan tindakan/kejadian yang dilakukan/terjadi dimasa lampau dengan memperhatikan fun gsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

	4.2.2 Menyatakan tindakan/kejadian yang terjadi dimasa lampau dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C.Tujuan Pembelajaran

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

D. Materi pembelajaran Materi : The simple past tense

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

Positive sentence S+VII+O/adv

NO	Subject	Verb	O/Adv	Adverb of time
1	Farhan	Left	School	Four month ago
2	My family	Went	To Lampung Beach	Last October
3	They	Study	In the class	Last Monday
4	The children	Played	Football	This afternoon
5	Davina	Cleaned	The house	This morning

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

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

NO	Subject	Auxilary	Not	Verb	O/Adv	Adverb of time
1	Farhan	Did	Not	Leave	School	Four month ago
2	My family	Did	Not	Go	To Lampung Beach	Last October
3	They	Did	Not	Study	In the class	Last Monday
4	The children	Did	Not	Play	Football	This afternoon
5	Davina	Did	Not	Clean	The house	This morning

Notes: Kita menggunakan did not untuk setiap subject untuk membuat kalimat negatif dalam the simple past tense kita menggunakan kata kerja pertama.

Interogative: did+subject+verb1+o/adv

NO	Did	Subject	Verb	O/Adv	Adverb of time	Question mark
1	Did	Farhan	Leave	School	Four month ago	?
2	Did	My family	Go	To Lampung Beach	Last October	?
3	Did	They	Study	In the class	Last Monday	?
4	Did	The children	Play	Football	This afternoon	?
5	Did	Davina	Clean	The house	This morning	?

Nominal patterns

4. Positif : S+was/were+O/adv

5. Negatif : S+was/were+not+o/adv

6. Interogative : was/were+s+o/ad

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

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

1. Where is used in a question of place: - Where did they eat? – Where they ate?
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4. What is used in a question of thing : -What did you say? – What you said?
5. Who is used in a question of person : - Who did you see? – Who you saw?
6. How is used in a question of condition: - How did you study? – How you studied?

Figure 1.
Climbing Grammar Mountain Game

E. Metode Pembelajaran
Ceramah dan Diskusi

F. Media Pembelajaran
Media

a) Picture

b) Climbing

   Grammar

   Mountain Game

Bahan

a) Spidol

b) White Board

G. Sumber Belajar

a) Fun grammar book
b) Buku paket bahasa Inggris kelas IX

H. Langkah langkah kegiatan pembelajaran

Langkah Pembelajaran	Deskripsi	Alokasi waktu
Kegiatan Pendahuluan	A.Orientasi • Melakukan pembukaan dengan salam dan berdoa untukmemulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin B.Apersepsi • Mengaitkan mater/tema kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi /tema sebelumnya • Mengingatkan kembali materi dengan bertanya C.Motivasi Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari hari	10 menit

Kegiatan Inti	A. Mengobservasi
	  d) Guru menampilkan gambar tentang kejadian/tindakan yang terjadi dimasa lampau
	  e) Siswa diminta untuk mengamati gambar kegiatan/tindakan yang terjadi di masa lampau.
	  f) Siswa diminta untuk mengamati penjelasan pada gambar mengenai the simple past tense beserta formulanya
	B. Menanya
	  g) Guru memberikan kesempatan kepada siswa untuk bertanya tentang gambar yang telah diamati
	  h) Guru meminta siswa untuk bertanya-jawab tentang kegiatan yang terjadi dimasa lampau yang ada pada gambar
	C. Menalar
	  a) Guru memberikan contoh terkait dengan kegiatan/tindakan yang terjadi dimasa lampau
	  b) Siswa diminta untuk menulis contoh
		60 menit

	kalimat tentang kejadian/tindakan yang terjadi di masa lampau	
	D. Eksperimen	
	c) Guru meminta siswa untuk membentuk kelompok	
	d) Guru menjelaskan aturan cara bermain serta mempersiapkan material climbing grammar mountain game	
	e) Guru menuliskan soal berbentuk kalimat dipapan tulis untuk kelompok yang mendapat giliran bermain	
	f) Setiap anggota kelompok yang bermain diminta untuk menganalisis kalimat yang diberikan guru apakah sesuai grammatikal atau tidak	
	g) Setiap anggota kelompok yang bermain diminta untuk memperbaiki kalimat jika kalimat tersebut tidak sesuai dengan grammatical	
	E. Mengkomunikasikan	
	a) Guru meminta setiap anggota kelompok berdiskusi selama 10-15 detik untuk menentukan jawaban, lalu	
	b) Perwakilan kelompok diminta untuk menjawab apakah kalimat yang dituliskan oleh guru di papan tulis sesuai dengan gramatikal atau tidak serta berikan alasannya, kemudian	
	c) Perwakilan kelompok diminta untuk memperbaiki kalimat yang tidak sesuai gramatikal.	
Penutup	1. Guru menyimpulkan pelajaran.	10 menit

| | 2. Guru memberikan feedback terhadap siswa.
3. Guru memberikan refleksi terhadap pembelajaran yang telah berlangsung.
4. Guru menutup pelajaran | |

A. Penilaian Pembelajaran

Bentuk : Tes pilihan berganda dan tes tertulis Rumus perhitungan nilai siswa, sebagai berikut:
Pilihan
berganda:
benar x 5
20 x 5
100
Nilai total maksimal 100

Mengetahui
GURU PAMONG

(Arifuddin Hanif S.Pd)
NIP: 198110132023211002

Jember, 28 September 2024
PENELITI

(Mohammad Agil Irfani)
NIM: 202101060036

APPENDIX 6

LKPD I
(Pre-Test)

Name :
Class :
Time : 25 Minutes
Instruction : Choose the appropriate correct answer a, b, c, or d below!

1. When did you ... from Elementary school?
a. Graduated   c. Graduate
b. did graduated   d. Graduates

2. When did they ... the house?
a. Build   c. Did built
b. Built   d. Builds

3. I ... to Surabaya yesterday.
a. Went   c. Goes
b. Go   d. Am going

4. You ... hard last Monday.
a. Work   c. Works
b. Is working   d. Worked

5. They... to their new house five months ago.
a. Moves   c. Moved
b. Are moving   d. Move

6. We... in front of that patriot statue yesterday.
a. Stood   c. Stand
b. Is standing   d. Stands

7. I ... Tokyo last January.
a. Visit   c. visited
b. Am visiting   d. Visits

8. Angeline ...badminton with her friend yesterday.
a. Play   c. Played
b. Plays   d. Playing

9. Rani did not ... English language last night.
a. Study   c. Has studied
b. Studied   d. Studies

10. Peny and Kim didn't ...their homework together last Saturday.

a. Do   c. Did
b. Does   d. Doing

11. Nirina didn't ... paytren last year.
a. Joined   c. Join
b. Joins   d. Is joining

12. John didn't... well last night.
a. Sleep   c. Slept
b. Sleeps   d. Is sleeping

13. Mery didn't ... Charles a few minutes ago
a. Meet   c. Met
b. Is meeting   d. Meets

14. The woman and her son didn't ...ice tea.
a. Buy   c. Buys
b. Bought   d. Are buying

15. Did Alisa... a bag the day before yesterday?
a. Bought   c. Is buying
b. Buys   d. Buy

16. Did Amira ... this cake yesterday?
a. Cooked   c. Is cooking
b. Cooks   d. Cook

17. Did John and his family... to the beach last week?
a. Went   c. Going
b. Go   d. Goes

18. Did Amar ... school six months ago?
a. Leaves   c. Left
b. Are leaving   d. Leave

19. Did Columbus ... America in 1492?
a. Discovered   c. Is discovering
b. Discoveres   d. Discover

20. Did Andrew ... in the sea last Saturday
a. Swim   c. Is swimming
b. Swam   d. Swims

LKPD II
(Post-test)

Name   :
Class   :
Time   : 25 minutes

*Instruction *Chosee the appropiate correct answer a, b, c, or d below!*

1. ... he read comic last night?
a. Do   c. They
b. Did   d. Are

2. Did they... to library yesterday?
a. Go   c. Going
b. Gone   d. Went

3. Students... the English teacher a present last November.
a. Give   c. Gave
b. Are giving   d. Gives

4. Nirina ... dance club last year
a. Joined   c. Join
b. Is joining   d. Joins

5. Raihan ... me to ride the roller coaster with her this September.
a. Asks   c. Asking
b. Asked   d. Ask

6. I didn't... Tokyo last summer.
a. Visit   c. Visited
b. Am visiting   d. Visits

7. Where did you ... last weekend?
a. Did went   c. Go
b. Went   d. Goes

8. She did not... Semeru mountain a month ago.
a. Climb   c. Is climbing
b. Climbed   d. Climbs

9. My brother ... my pudding in refrigerator an hour ago.
a. Eat   c. Ate
b. Is eating   d. Eats

10. My cousin... in Dubai long time ago.
a. Is living   c. Lives
b. Lived   d. Has lived

11. My students... hard last night.

a. Studies   c. Are studying
b. Studied   d. study

12. She didn't... a letter the day before yesterday.
a. Sent   c. Sends
b. Send   d. Is sending

13. My friend ... his homework this morning.
a. Don't bring   c. Didn't bring
b. Doesn't bring d. Didn't brought

14. Did you ... my toys yesterday?
a. Breaks   c. Break
b. Broke   d. Broken

15. Did they... to library last week?
a. Go   c. Going
b. Gone   d. Went

16. When did your uncle ... in your house?
a. Arrived   c. Is arriving
b. Arrives   d. Arrive

17. How much money did you ... a week ago?
a. Spend   c. Did spent
b. Spent   d. Spends

18. Rina ... the floor yesterday.
a. Swept   c. Sweeps
b. Sweep   d. Sweeped

19. Where did you ... Arabic yesterday?
a. Study   c. Did studies
b. Studied   d. Studies

20. Who ... vegetable this morning?
a. Buy   C Bought.
b. Did Bought d. Buys

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

APPENDIX 7

No	Conten validity	Expert		S1	S2	∑s	n(c-1)	V	Ket
		I	II						
1	Indicator of le	80	80	60	60	120	120	1	Valid
2	The correct fo	80	80	60	60	120	120	1	Valid
3	Instructions to	80	80	60	60	120	120	1	Valid

Pre-test Content Validity

No	Conten validity	Expert		S1	S2	∑s	n(c-1)	V	Ket
		I	II						
1	Indicator of le	80	80	60	60	120	120	1	Valid
2	The correct fo	80	80	60	60	120	120	1	Valid
3	Instructions to	80	80	60	60	120	120	1	Valid

Post-test Content Validity

No	of language lite	Expert		S1	S2	∑s	n(c-1)	V	Ket
		I	II						
1	Grammatical c	59	60	39	40	79	80	0,9875	Valid
2	Communicativ	59	60	39	40	79	80	0,9875	Valid

Pre-test Language Literature

No	of language lite	Expert		S1	S2	∑s	n(c-1)	V	Ket
		I	II						
1	Grammatical c	58	60	38	40	78	80	0,975	Valid
2	Communicativ	59	60	39	40	79	80	0,9875	Valid

Post-test Language Literature

Index Aiken V By Using Microsoft Excel 2013

Formula

$$V = \frac{\sum s}{n(c-1)}$$

Criteria Validity
0,8-1 = Sangat tinggi
0,6-0,79 = Tinggi
0,4-0,59 = sedang
0,20-0,39 = rendah
0,00-0,19 = sangat rendah

NO	Kode Siswa	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Skor Total
								BUTIR SOAL PILIHAN GANDA PRE-TEST														
1	AJSP	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	1	1	1	0	1	7
2	APD	1	0	0	0	0	0	0	0	1	1	0	1	0	0	1	0	0	0	0	1	6
3	KHA	1	1	0	0	1	1	1	1	1	0	0	1	1	0	1	1	0	1	0	1	13
4	KDN	0	1	1	1	1	1	1	1	0	0	1	0	1	1	1	0	0	0	1	1	13
5	MA	1	0	1	0	1	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	15
6	MAW	1	0	0	1	0	1	0	1	0	1	0	1	1	0	1	1	1	1	1	1	13
7	MFDA	1	1	0	1	1	0	1	0	1	0	1	0	0	0	0	0	1	0	0	0	8
8	MAA	1	0	0	0	1	0	0	0	1	0	1	0	1	0	0	0	1	0	0	0	6
9	MAPP	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	0	0	1	0	1	14
10	MMIR	1	1	0	0	0	0	1	0	1	0	1	0	1	0	0	0	0	0	0	0	6
11	MRW	1	1	1	1	0	1	0	1	0	1	1	0	1	1	0	1	0	0	1	0	12
12	MSR	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	4
13	MVS	1	0	0	1	0	1	0	1	0	0	0	1	0	1	0	0	0	0	0	1	7
14	MZA	0	1	1	0	1	1	1	0	0	0	1	0	0	1	0	0	0	0	1	0	8
15	NAR	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	1	1	16
16	NCP	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	0	1	1	1	1	16
17	NDA	1	1	1	1	1	1	0	1	1	0	1	1	0	1	0	1	1	0	0	1	14
18	NPL	1	1	1	1	0	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	16
19	NAQ	0	1	1	0	1	1	0	0	0	1	1	0	0	1	0	0	0	0	1	0	8
20	NNI	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	0	1	1	16
21	NW	0	1	1	0	0	1	0	1	0	0	0	0	0	0	1	0	0	0	0	0	5
22	NAD	1	1	1	1	0	1	1	1	1	0	1	1	0	1	0	1	1	0	0	1	14
23	NJN	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	0	1	0	0	1	14
24	NNM	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	0	1	1	1	16
25	NRF	1	0	0	0	0	1	0	1	0	0	0	0	0	0	1	0	0	0	0	1	5
26	PJ	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	0	1	16
27	RPSA	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	16
28	RPA	1	1	0	0	0	1	0	0	0	0	0	1	0	1	0	1	1	1	0	1	11
29	RAN	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	0	1	16
30	SDNR	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	0	16
31	SPA	1	1	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	5
R HITUNG		0,438	0,4199	0,702	0,679	0,345	0,377	0,4088	0,343	0,37292	0,4604	0,3881	0,6005	0,5434	0,3601	0,388	0,426	0,484	0,375	0,391	0,481	
R TABEL		0,343	0,343	0,343	0,343	0,343	0,343	0,343	0,343	0,343	0,343	0,343	0,343	0,343	0,343	0,343	0,343	0,343	0,343	0,343	0,343	
KET		valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	

Validity of The Test (Pre-test) By Using Microsoft Excel 2013

NO	Kode Siswa	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total Skor
															BUTIR SOAL POST-TEST							
1	AJSP	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	17
2	APD	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	18
3	KHA	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
4	KDN	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	19
5	MA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
6	MAW	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	19
7	MFDA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	18
8	MAA	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	0	0	1	15
9	MAPP	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	18
10	MMIR	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	16
11	MRW	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	19
12	MSR	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	18
13	MVS	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	17
14	MZA	1	0	0	1	1	0	1	1	1	0	1	1	1	1	0	0	1	1	1	1	14
15	NAR	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
16	NCP	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
17	NDA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
18	NPL	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
19	NAQ	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	17
20	NNI	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
21	NW	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	17
22	NAD	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
23	NJN	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
24	NNM	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
25	NRF	0	1	1	0	0	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	14
26	PJ	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
27	RPSA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
28	RPA	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	17
29	RAN	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
30	SDNR	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	19
31	SPA	1	1	1	0	1	1	0	1	1	1	0	1	0	0	1	1	0	1	1	0	13
R Hitung		0,409	0,3785	0,37	0,463	0,3785	0,3785	0,4146	0,3785	0,355	0,3785	0,432	0,4146	0,4688	0,3497	0,355	0,3568	0,3698	0,355	0,343	0,3497	
R Tabel		0,343	0,343	0,343	0,343	0,343	0,343	0,343	0,343	0,343	0,343	0,343	0,343	0,343	0,343	0,343	0,343	0,343	0,343	0,343	0,343	
KET		valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	

Validity of The Test (Post-test) By Using Microsoft Excel 2013

APPENDIX 8

Validation Sheet

A. Introduction

This validation sheet is used to obtain your assessment of the research instruments, which consists of multiple-choice and cloze exercises. I express my gratitude for your willingness to be a validator and fill out this validation sheet

B. Instructions

1. Based on your assesment, please provide a score for each category

   in the Content Validity column according to the rating scale below:

   > 5 = Very good
   > 4 = Good
   > 3 = Average
   > 2 = Poor
   > 1 = Very Poor

2. Based on your assesment, please provide a score for each category

   in the Language and Writing column according to the following scale:

   > 3 = Very easily understood
   > 2 = Less understandable
   > 1 = Not understandable

3. Based on your opinion, provide an assessment of the conclusion by

   giving a check mark (✓) in one of the categories.

4. If you suggest that any item needs revision, please write your

   comments in the notes section for the improvement of this item.

As a guide for filling out the table, please pay attention to the following assessment criteria:

1. Content Validity

A. Are the questions aligned with the learning indicators to be achieved? Learning indicators:

• Students can distinguish simple past tense in positive, negative, and interrogative sentences based on the text.

• Students convert various infinitive verbs into past tense (V2) verbs.

• Students use simple past tense appropriately in context by completing incomplete texts and paragraphs.

B. Are the questions formulated succinctly and clearly?

C. Are the instructions for answering the questions written clearly?

2. Language and Writing

A. Does the question use standard and grammatically correct English?

B. Does the question use communicative language that is easy to understand and does not cause multiple interpretations?

C. **Please fill in the column below based on your assesment:**

No	Content Validity			Language and Writing		Conclusion			
	A	B	C	A	B	Less Revision	Much Revision	Unacceptable	Notes
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									

C. Please fill in the column below based on your assesment:

No	Content Validity			Language and Writing		Conclusion			
	A	B	C	A	B	Less Revision	Much Revision	Unacceptable	N
1.	4	4	4	3	3				
2.	4	4	4	3	3				
3.	4	4	4	3	3				
4.	4	4	4	3	3				
5.	4	4	4	2	2	v	—	—	Use
6.	4	4	4	3	3				
7.	4	4	4	3	3				
8.	4	4	4	3	3				
9.	4	4	4	3	3				
10.	4	4	4	3	3				
11.	4	4	4	3	3				
12.	4	4	4	3	3				
13.	4	4	4	3	3				
14.	4	4	4	3	3				
15.	4	4	4	3	3				
16.	4	4	4	3	3				
17.	4	4	4	3	3				
18.	4	4	4	3	3				
19.	4	4	4	3	3				
20.	4	4	4	3	3				

Jember, 15 September 2024

Validator,

Nina Hayuningtyas, M.Pd
NIP. 198108142014112003

Note : Add at least 3 Yes No Questions

C. Please fill in the column below based on your assesment:

No.	Content Validity			Language and Writing		Conclusion			
	A	B	C	A	B	Less Revision	Much Revision	Unacceptable	Notes
1.	4	3	4	3	3				
2.	4	4	4	3	3				
3.	4	4	4	3	3				
4.	4	4	4	3	3				
5.	4	4	4	3	3				
6.	4	4	4	3	3				
7.	4	4	4	3	3				
8.	4	4	4	3	3				
9.	4	4	4	3	3				
10.	4	4	4	3	3				
11.	4	4	4	3	3				
12.	4	4	4	3	3				
13.	4	4	4	3	3				
14.	4	4	4	2	2	✓	⌐	⌐	add time sig
15.	4	4	4	3	3				
16.	4	4	4	3	3				
17.	4	4	4	3	3				
18.	4	4	4	3	3				
19.	4	4	4	3	3				
20.	4	4	4	3	3				

Jember, 15 September 2024

Validator,

Nina Hayuningtyas, M.Pd
NIP. 198108142014112003

: It can be varied by adding
3 ques Yes No Questions

Validation sheet pre-test and post-test from lecture

multiple interpretations?

C. Please fill in the column below based on your assesment:

No	Content Validity			Language and Writing		Conclusion			
	A	B	C	A	B	Less Revision	Much Revision	Unacceptable	Notes
1	4	4	4	3	3				
2	4	4	4	3	3				
3	4	4	4	3	3				
4	4	4	4	3	3				
5	4	4	4	3	3				
6	4	4	4	3	3				
7	4	4	4	3	3				
8	4	4	4	3	3				
9	4	4	4	3	3				
10	4	4	4	3	3				
11	4	4	4	3	3				
12	4	4	4	3	3				
13	4	4	4	3	3				
14	4	4	4	3	3				
15	4	4	4	3	3				
16	4	4	4	3	3				
17	4	4	4	3	3				
18	4	4	4	3	3				
19	4	4	4	3	3				
20	4	4	4	3	3				

Jember, 16. September, 2024
Validator

(Arifuddin Hanif S.Pd)
NIP: 198110132023211002

multiple interpretations?

C. Please fill in the column below based on your assesment:

No	Content Validity			Language and Writing		Conclusion			
	A	B	C	A	B	Less Revision	Much Revision	Unacceptable	Notes
1	4	4	4	3	3				
2	4	4	4	3	3				
3	4	4	4	3	3				
4	4	4	4	3	3				
5	4	4	4	3	3				
6	4	4	4	3	3				
7	4	4	4	3	3				
8	4	4	4	3	3				
9	4	4	4	3	3				
10	4	4	4	3	3				
11	4	4	4	3	3				
12	4	4	4	3	3				
13	4	4	4	3	3				
14	4	4	4	3	3				
15	4	4	4	3	3				
16	4	4	4	3	3				
17	4	4	4	3	3				
18	4	4	4	3	3				
19	4	4	4	3	3				
20	4	4	4	3	3				

Jember, 16 September, 2024
Validator

(Arifuddin Hanif S.Pd)
NIP: 198110132023211002

Validation sheet pre-test and post-test from English teacher

APPENDIX 9

OBSERVATION SHEET

THE OSERVATION SHEET FOR CYCLE I

Meeting I

Teacher Name : Arifuddin Hanif S.Pd

School : SMPN 6 JEMBER

No	Points that will be observed	Cycle I	
		Yes	No
1	Teacher greets to the students	✓	
2	Checking the students attandance and asks the students' condition and praying	✓	
3	Teacher gives motivation to the students	✓	
4	Teacher gives the explanation about the material (simple past tense) to the students	✓	
5	Teacher gives a chance to the students to ask	✓	
8	Teacher give a task to the students	✓	
9	Teacher concludes the material	✓	
10	Teacher gives the reflection in teaching and learning process	✓	
11	Students greet the teacher	✓	
12	The students listen the explanation from the teacher seriously		✓
13	Students answer the question cooperatevely in Simple Past Tense Learning		✓
14	Students are enthusisastic in learning process		✓
15	Students give feedback to the teacher	✓	

Mengetahui
GURU PAMONG

(Arifuddin Hanif S.Pd)
NIP: 198110132023211002

THE OSERVATION SHEET FOR CYCLE I

Meeting II

Teacher Name : Arifuddin Hanif S.Pd

School　　　 : SMPN 6 JEMBER

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

Mengetahui
GURU PAMONG

(Arifuddin Hanif S.Pd)
NIP: 198110132023211002

APPENDIX 10

STUDENTS' SCORE

NO	STUDENT'S NAME	PRE-TEST	POST-TEST
1	Adam Jordan Asraf P.	35	85
2	Arya Prana Dipta	30	90
3	Khansa Valeria Almira	65	95
4	Kiara Dahayu Nathania	65	95
5	Maurin Afifah	65	100
6	Moch. Ade Putra Wijaya	65	95
7	M. Fahmi Daffa Al Habsyi	40	90
8	M. Alif Alvian	30	75
9	M. Agil Puta Pratama	70	90
10	M. Maulana Irham Rifadhol	30	80
11	M. Rafael Wahyudi	60	95
12	M. Sultanul Rafif	20	90
13	M. Viqram Shabilillah	35	85
14	M. Zaidan Alamsyah	40	70
15	Nabila Audrelia Riyanti	80	100
16	Nadia Chaysa Putri	80	100
17	Nadia Dinasti Ansani	70	100
18	Nadia Putri Lutfiana	80	100
19	Najid Ahnaf Qaissahl	40	85
20	Najwa Nurul Izzah	80	100
21	Naura Wiritanaya	35	85
22	Navila Awnia Dewi	70	100
23	Nayla Jian Nadjwa	70	100
24	Nindia Nailatul Mutmainah	80	100
25	Noval Rizky Firmansyah	35	70
26	Pindy Jeyizta	80	100
27	Raja Putra Sanda Anggoro	70	100
28	Raya Putri Ardi	55	85

29	Refalina Arsita Naylasari	80	100
30	Shefia Dwi Nur Rahma	80	95
31	Sonia Putri Anggraini	25	65
	TOTAL SCORE	1760	2820
	AVERAGE	56,77	90,96
	PERCENTAGE	19,2 %	89,6%

APPENDIX 11

DOCUMENTATION

Students do a Pre-test

The Teacher explain the material of simple past tense

Students listen the explanation from the teacher

Apllying the Climbing Grammar Mountain game

Students discuss about the picture in group

Students do the Post-test

APPENDIX 12

Research Journal

Name   : Mohammad Agil Irfani

NIM   : 202101060036

Title   : *Improving The Students Mastery of Simple Past Tense by Using Climbing Grammar Mountain Game of Class IX A on Junior High School 6 Jember.*

Location   : SMPN 6 JEMBER

NO	Day/Date	Activity	Paraf
1	Monday, 28th of August 2024.	Researcher gives a research permit to the school.	
2	Wednesday, 11th of September 2024.	The researcher observed the classroom activity on class IX A at Junior High School 6 Jember and consult about lesson plan with English teacher.	
3	Saturday, 21th of September 2024.	First meeting, the researcher explain about the simple past tense materials to students of class IX A and give them multiple choice questions (Pre-test) to determine students understanding of the material that has been given	
4	Saturday, 21th of September 2024	The researcher interview the English teacher about the students ability during the material that has been explain. And also the researcher interview the students about the material that has been learned (Pre-test)	
5	Wednesday, 25th of September 2024.	Second meeting, the researcher explain about the simple past tense material again. But, at this meeting researcher used some picture of "people during the activity" to help students understanding in simple past tense material	
6	Saturday, 28th of September 2024.	Third meeting, the researcher applied the Climbing Grammar Mountain Game to improve the students mastery of simple past tense	

7	Wednesday, 2th of October 2024	Fourth meeting, the researcher give the students Post-test questions to determine students understanding of the material that has been given	
8	Wednesday, 2th of October 2024	The researcher interview the English teacher about the students ability during the material that has been explain. And also the researcher interview the students about the material that has been learned (Post-test)	
9	Wednesday, 2th of October 2024	Arrange the draf report	
10	Wednesday, 2th of October 2024	Complete the report	
11	Wednesday, 2th of October 2024	The researcher asking for a letter of research finishing	

Jember, 2 October 2024

English teacher

Headmaster of SMPN 6 Jember

(Arifuddin Hanif, S.Pd.)
NIP: 198110132023111002

(Rahmat Eko Hariyanto, S.Pd.,M.Pd.)
NIP: 197302042005011013

APPENDIX 13

RESEARCH LETTERS

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-8016/In.20/3.a/PP.009/08/2024
Sifat : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMPN 6 JEMBER
JL. Hayam Wuruk, No. 143, Sempursari, Kaliwates, Gerdu, Sempusari, Kec. Kaliwates, Kabupa

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	:	202101060036
Nama	:	MOHAMMAD AGIL IRFANI
Semester	:	Semester sembilan
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Improving The Students Mastery of Simple Past Tense by Using Climbing Grammar Mountain Game of Class IX A on Junior High School 6 Jember" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Rahmat Eko Hariyanto. S.Pd., M.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 05 Agustus 2024
an. Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

APPENDIX 14

PEMERINTAH KABUPATEN JEMBER
SMP NEGERI 6 JEMBER
Jl. Hayam Wuruk No. 39, Kaliwates, Jember, Jawa Timur 68135
Telepon (0331)485148

<u>**SURAT KETERANGAN HASIL PENELITIAN**</u>
No. 400.3.5/506/35.09.310.02.20523908/2024

Yang bertanda tangan di bawah ini :

Nama	:	**RAHMAT EKO HARIYANTO, S. Pd, M.Pd**
NIP	:	19730204 2005011013
Pangkat/Gol	:	Pembina / IV.b
Jabatan	:	Kepala SMP Negeri 6 Jember
Alamat Sekolah	:	Jl. Hayam Wuruk 39 Jember

menerangkan dengan sebenarnya bahwa yang bersangkutan di bawah ini telah mengadakan Penelitian/Riset mengenai & quot; "Improving The Students Mastery of Simple Past Tense by Using Climbing Grammar Mountain Game", yang dilksanakan pada Tanggal 21 September s.d 2 Oktober 2024 Kelas IXA di SMP Negeri 6 Jember.

Nama	: Mohammad Agil Irfani
Semester	: IX
Program Studi	: Tadris Bahasa Inggris
Universitas	: Universitas Islam Negeri (UIN) KH Achmad Siddiq Jember.

Demikian, Surat Keterangan ini dibuat agar dapatnya dipergunakan sebagaimana mestinya.

Jember,02 Oktober 2024
Kepala SMP Negeri 6 Jember

<u>**Rahmat Eko Hariyanto, S.Pd., M.Pd**</u>
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APPENDIX 15

DECLARATION OF AUTHORSHIP

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Declare that are no element of plagiarism in this research or scientific work that has been done or made by others, except those that are written cited in this manuscript and, mentioned in this citation sources and bibliography.

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Thus, i make this statement truthfully and without coercion from anyone.

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