

## **ABSTRACT**

### **THE IMPLEMENTATION OF A CLIMBING GRAMMAR MOUNTAIN GAME TO IMPROVE STUDENTS' NOUN PHRASE ACHIEVEMENT IN DESCRIPTIVE TEXT OF THE FIRST GRADE STUDENTS AT SMA NEGERI 15 BANDAR LAMPUNG**

**Annisa Prima Rani**

This present study aimed to find out 1) whether there is a significant difference in the students' noun phrase achievement in their descriptive writing after being taught by a Climbing Grammar Mountain Game in first-grade the students of senior high school and 2) what aspect of noun phrases improves the most after being taught through a Climbing Grammar Mountain Game in the students' descriptive writing in first-grade the students of senior high school. The sample of this research is the first year of SMAN 15 Bandar Lampung in the academic year of 2021/2022. The data were analyzed by using SPSS 16.0

The results showed there was a significant difference in the students' noun phrase achievement between the pretest and post-test of writing descriptive tests with the significant level on both tests being below 0.005. It could be inferred that Climbing Grammar Mountain could aid the students' noun phrase achievement in writing descriptive text. The t-value is 19.706 (higher than t-table 2.048). Furthermore, climbing grammar mountain had a significant effect on every single aspect of the noun phrase in terms of head, pre-determiners, central determiners, post determiners, post-modifier, and pre-modifier with t-value above t-table (2.048) and the significant level below 0.005.

The implementation of a Climbing Grammar Mountain Game provides the students with descriptive writing as media where the students can absorb and relate the materials being learned with their real life. This suggests that a Climbing Grammar Mountain Game facilitates students to promote their noun phrase achievement.

**Keywords:** *Noun Phrase, Climbing Grammar Mountain, Descriptive Text*