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

(A Script)

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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.

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By:
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A Script

Submitted in a partial fulfillment of
The requirements for S-1 Degree

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Research Title :**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**
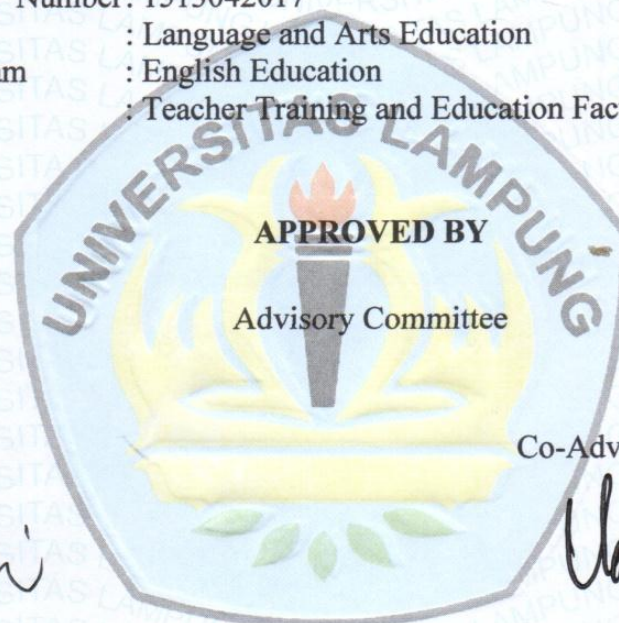
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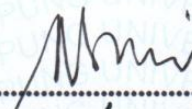NIP.19630302 198703 2 001   NIP 19650706 199403 1 002

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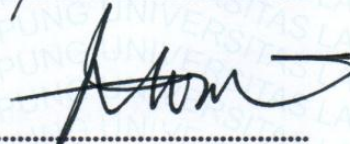NIP 19640106 198803 1 001
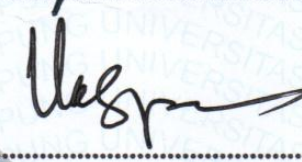
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Yang membuat peryataan,

Annisa Prima Rani

CURRICULUM VITAE

The writer was born on the 27th of June 1997 in Bandar Lampung. She is the first child in a family of Tunzi Firdaus, S.H. and Dra. Lisnani. People often call her Annisa or Icha. Her only sibling in the family is Kautsar Gusti Cakra who was born in 2001.

Her educational background started at TK Pertiwi 1 Watansoppeng in 2002 and finished in 2003. She continued to SD Negeri 1 Lamappoloware for three years, SD Negeri 2 Kedamaian for one semester, and graduated in 2009 at SD Negeri 3 Perumnas Way Kandis. Afterward, she continued her study in Junior High School at SMP Negeri 24 Bandar Lampung and finished in 2012. In her junior high school years, she actively participated in Scout. After graduating from her Junior High School, she got on with her study at SMA Negeri 9 Bandar Lampung and graduated in 2015. During her high school years, she actively participated in internal organizations namely, SAGITA 9 (Sanggar Tari Tradisional SMAN 9).

She has an interest in learning English, in 2015, she went on with her Bachelor's Degree in English Education Study Program of Teacher Training and Education Faculty at Lampung University. During this stage, she learned a lot about how to be a teacher with a good manner.

DEDICATION

For my Parents . . .

My mentors, my heroes and my besties . . .

...

This script is wholeheartedly dedicated to the special one that goes to my beloved parents: (Alm) Tunzi Firdaus, S.H., and Dra. Lisnani. As well as my one and only brother Kautsar Gusti Cakra also my father-like figure Arief Akbar, S.E., M.M, To all my mentors: the honorable lecturers of English Education Study Program, teachers, and tutors who made such a priceless benefaction. To all those heroes: anonymous researchers, experts, and my best friends who encouraged, supported, and contributed to the manuscript along the way and made an invaluable contribution. Also, a virtue of thank for the one who made indispensable support. Lastly, to myself (You still did a great job!).

- Without all of them, this work would not have been accomplished –

MOTTO

"A great person is the one who has the ability to hide difficulties, so that others think that he is always happy"

- Imam Syafi'I -

"There are guardians over everyone, both before him and behind him, who guard him by Allah's command. Verily Allah does not change a people's condition unless they change their inner selves. And when Allah decides to make a people suffer punishment, no one can avert it. Nor can any be of help to such a people against Allah."

- Q.S Ar-Ra'd: 11-

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As the introduction of this work, allow the writer to convey her debt of gratitude and sincere thanks to those who have astonishingly contributed in the time she has been running during her life on campus. Here, the writer acknowledges that this script would never have come into existence without any help, guidance, suggestion, and encouragement from several outstanding people and institutions. In this great opportunity, she would like to express her heartfelt gratitude and appreciation, among others, to:

1. Her beloved parents, (Alm) Tunzi Firdaus, S.H., and Dra. Lisnani, who never stops praying for the best, devoting huge affection and attention, giving enormous support and worthwhile advice, and being patient as well as willing to wait for her graduation. They are always exceedingly important in every single condition of the writer.

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3. Her father-like figure Arief Akbar, S.E., M.M., also the big family of Rony and Dalimi, who genuinely provide so much care, support, prayers, and encouragement.

4. Dr. Ari Nurweni, M. A., her first script advisor has guided and given beneficial inputs for the needs of this script and helped the writer to understand the concept and keystone behind the teaching-learning process. Not only teaching theoretical judgment but also, illuminates us about being an ethical educator. Words of thanks will never be sufficient to pay for her kindness, suggestions, time, and all having been conferred to the writer.

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8. The writer's best friends; are Bella Kurniane, Putri Rachma Sholeha, Dias Fatmasari, Liska Sari, Aulia Shafira Vanessa, Nabila Ariza who always support and encourage her in each condition. Specially Naafi Pratama Hastieny Prabowo who always be there in every writer's up and down. Thank you, guys, for being one of my biggest support systems.

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10. Riza Mei Afrisa, S.Pd., as the English teacher of SMA Negeri 15 Bandar Lampung. Thank you so much for being the writer's supportive mentor in the class and giving me a place to explore more in teaching English. Also, thank the staffs whose names could not mention each for the enormous support and hospitality they have made.

11. The foregoing researchers and scientists, since without their thoughts and writings, this script would have no purpose.

12. The other parties who also have knowingly or otherwise assisted, whose names cannot be singly mentioned here one by one.

In the end, the writer sets hope on this script to be a worthwhile contribution, especially for further researchers and English teachers who intend to learn or carry out relevant studies. The writer, nonetheless, makes no pretense of any expertise since she is fully aware that this script has many limitations

Bandar Lampung, June 09th, 2022

Writer

Annisa Prima Rani

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I. INTRODUCTION

This chapter discusses about background of the research, research questions, objective of the research, uses of the research, scope of the research, and the definition of terms, as follows.

1.1. Background of the Research

A noun phrase can be found in all kinds of texts, especially in descriptive text. The language features of the descriptive text focus on specific participants, use of simple present tense, use of adjectives to the noun, and action. It is not easy for some the student to identifying noun phrase in particular text. They tend to find difficulties in placing and choosing the correct determiner or modifier to the noun. They are also confused in distinguishing between nouns and noun phrases.

The other problem which also comes out besides the reason that grammar is one of the most difficult parts of English is the teacher's method of teaching grammar. It influences the students' motivation in learning. Some teachers usually teach grammar just by telling the formula that seldom makes the students lose their enthusiasm during the learning process. The teachers just read the materials by sitting in their chair. What the students do when the lesson begins is some of them will not pay attention to the materials. They tend to do what they want, like chat with their classmates and doodled in their textbooks so just silent and sleep. After

the explanation ends, the teacher usually will ask the students about the summary of the material. It makes them anxious about being criticized if they make a mistake in answering the teacher's question. Therefore, the learners lose interest in the learning activity.

Based on those problems above, the most significant reason is the way how the teacher teaches grammar and motivates the students in learning English. Since the objective of teaching English in structure is to make the students be able to master the skills and the components of language, the teaching process should be interesting for the students and engage them to participate actively. Teachers have to find out an interesting and suitable approach to teaching structure so that the students will take much participate and be more enthusiastic during the learning process.

One of the fun interesting alternative media that can be used to teach structure is games. It is also supported by Wright (1983) Grammar is difficult to understand and boring, but can be solved by a game. It helps and encourages many learners to maintain their interest and work. McCallum (2011) also states that games are advantageous in the process of learning and teaching. A game can motivate the students. It can make the students pay attention to both slow and fast learners and suits any age of the individual and the levels of language skills.

Besides, it is very advantageous in reducing anxiety, building up the atmosphere, and improving self-confidence because learners will no longer be afraid of criticism while practicing the target language freely. It is also supported by Crookal (1990) that play and competition in games can increase the students'

motivation and confidence; reduce their stress and anxiety about mistakes. There are many kinds of games that can be found in books or on the internet. One of a kind is Climbing Grammar Mountain.

Also quote Gunn and McCallum (2011) that A Climbing Grammar Mountain Game is a game that provides a way to address grammatical usage and sentence construction in such a way that target structures are being reinforced interestingly and engagingly. A Climbing Grammar Mountain Game helps improve the students' understanding of grammatical usage and helps the students learn from others through peer review, teamwork, and group discussion. In relation, the researcher is interested in conducting a study that focused on the implementing A Climbing Grammar Mountain Game to increase the students' noun phrase achievement in writing descriptive text.

1.2. Research Questions

In line with the background stated previously, the researcher formulates the research problems as follows:

1. Is there a statistically significant difference in noun phrase achievement after the implementation of a Climbing Grammar Mountain Game?

2. What aspect of noun phrases improves the most after the implementation of a Climbing Grammar Mountain Game?

1.3. Objectives of the Research

By relating to the research question, the objectives of the research are formulated as follows:

1. To find out whether there is a significant difference in the students' noun phrase achievement in their descriptive writing after being taught in a Climbing Grammar Mountain Game at first-grade the students of senior high school.

2. To investigate what aspect of noun phrases improves the most after the students were taught in a Climbing Grammar Mountain Game in the students' descriptive writing in first-grade the students of senior high school.

1.4. Uses of the Research

Some benefits can be taken from the result of this research. The benefits are:

1) Practically, the uses of this research hopefully can be used as consideration for English teachers to apply the a Climbing Grammar Mountain Game as one of the alternative methods to improve the students' noun phrase ability in their writing skills.

2) Theoretically, this research will provide a theoretical contribution that use to support and strengthen the previous theory of the a Climbing Grammar Mountain Game which can be applied to improve the students' noun phrase ability in descriptive writing

1.5. Scope of the Research

This quantitative research is conducted in the first year of SMA Negeri 15 Bandar Lampung with one class as the subject of the research. The experiment was conducted in six meetings. This research will take concern grammatical aspects, especially noun phrases.

1.6. Definition of Term

To avoid misunderstanding from the readers, the definitions of terms are provided as follow:

1. Grammar

Grammar is the mental system that allows a human being to form and interpret the words and sentences of the language. Grammar is a language rule of how words and the other parts are combined and constructed to make sentences either in written or spoken language because grammar is part of the important language aspects in learning a language.

2. Noun Phrase

A noun is a group of words headed by a noun that includes modifiers, for example, a/an, the both, first, her, some, with them, etc. A noun phrase plays the role of a noun. In noun phrases, the modifiers can come before or after the noun.

3.   **Descriptive Text**

Descriptive text is a composition that consists of sentences that develop the main idea that makes the readers can see or feel a verbal picture. It also describes or explains a particular person, event, place, or object.

4.   Climbing Grammar Mountain

A Climbing Grammar Mountain Game is a game that provides a way to address grammatical usage and sentence construction in such a way that target structures are being reinforced interestingly and engagingly through peer review, teamwork, and group discussion.

This chapter has discussed the background of the problem, identification of the problem, research question, the objective of the research, uses of the research, scope of the research, and definition of terms.

II. LITERATURE REVIEW

This chapter is concerned mainly with theoretical foundations which relate to this study. They are the concept of grammar, the importance of learning grammar, the concept of phrase, the concept, and components of a noun phrase, the concept of descriptive text, problems in learning grammar, the concept of climbing grammar mountain, teaching noun phrases by using a Climbing Grammar Mountain Game, advantages and disadvantages through a Climbing Grammar Mountain Game in the teaching noun phrase, the procedure of teaching noun phrase through a Climbing Grammar Mountain Game technique. These theoretical concepts are presented in the following points.

2.1. Previous Study

A Climbing Grammar Mountain Game is one of the effective techniques for teaching English grammar. In learning-teaching the English language, the teacher must be creative in choosing a technique to attract the students' interest and participation so that they can familiarize the English structure usage. There has been some research on applying the Climbing Grammar Mountain Game as a technique in teaching grammar to increase the students' grammar ability.

One of which is a research conducted by Kusuma, (2017). She conducted research in applying the Climbing Grammar Mountain Game technique to increase the students' grammar achievement of simple past tense based on-topic discussion.

The population of the research was the eighth grade of MTs Negeri 1 Central Lampung and the sample of this research was chosen by doing the cluster random sampling technique which consisted of two classes, one as an experimental class and another as a control class. The research found that the students respond positively to the Climbing Grammar Mountain Game technique. There was a significant increase in the students' simple past tense achievement before and after pre-test and post-test after being taught by using the Climbing Grammar Mountain Game technique. The students became more focused to follow the learning process. Furthermore, the technique helped the students to provide the grammatical usage and sentence construction by reviewing, and analyzing the grammar structures in the group.

Another research is proposed by Safitri. She (2015) also did the Climbing Grammar Mountain Game technique research. The participants were 74 the students from 2 classes of the Eighth Grade The students of MTs Yaspia Ngroto Gubug Grobogan. The research found that there is a significant difference in the result of teaching simple past tense between using the Climbing Grammar Mountain Game and the lecture method. In the experimental group, the maximal or highest score was 96 and the minimal or lowest score was 60, the average of this group was 82.34. For the control group, the highest score was 92 and the lowest score was 36, the average of this group was 63.31. This study found that the Climbing Grammar Mountain Game technique could improve the students' grammar ability of simple past tense achievement before and after pre-test and post-test after being taught by using this technique. The research found that the students respond positively to this technique by showing their enthusiastic

participation during teaching and learning in the class. The students enjoy the class and can memorize the lesson given.

Third, Lestari (2014) used the Climbing Grammar Mountain Game to find the effectiveness of teaching simple present tense. The researcher compared the result of teaching by using a common method to the result of teaching using the Climbing Grammar Mountain Game. The population of this research was the seventh-grade the students of Islamic Junior High school Ma'arif NU Pituruh. The researcher took two classes, consisting of 60 the students, one as the control group and another as the experimental group. The result of this research found that the Climbing Grammar Mountain Game was effective to improve the students' ability in using the simple present tense.

Fourth, Haqiqi (2017) implemented the Climbing Grammar Mountain Game technique in teaching noun phrases to the seventh-grade the students of SMP Muhammadiyah Kediri to know whether there was any effect of the Climbing Grammar Mountain Game technique on the students' noun phrase achievement. The sample in this research consisted of 35 the students. The research found that the students' noun phrase achievement increased after the implementation of the Climbing Grammar Mountain Game proven by the mean of post-test (79,71) higher than the mean of pre-test (51,57). Furthermore, the research obtained that there was a significant effect on the students' noun phrase achievement such as; the students could determine the head and modifier of the noun phrase, they more enjoyed and attracted to the learning process through activities such as peer review, teamwork, and group discussion, and they could make their sentences relate to the particular grammar point.

Last, Arizah(2019) were done quantitative research with the title "The Correlation Noun Phrase and Writing of Descriptive Text at Tenth Level The students of SMA N 5 OKU". The study found that there was a positive correlation between the achievement of noun phrases and the writing ability of descriptive text with a positive moderate correlation. So, the students who gained high noun phrases should logically have good in writing descriptive text. And the students who gained low noun phrase levels will get low in writing descriptive text too.

Finally, it can be inferred that in this study the descriptive text was applied as the media of the Climbing Grammar Mountain Game technique to improve the senior high school the students' noun phrase achievement.

2.2. Concept of Phrase

In general, phrase is a word or group of words that functions as a single unit in the syntax of a sentence, usually consisting of a head, or central word, and elaborating words. Willer and Bigss (2001) A phrase is any group of related words that, unlike a sentence, it has no subject-predicate combination. The words in a phrase work together so that the phrase itself functions as a single part of speech. For example, some phrases act as nouns, some as verbs, some as adjectives or adverbs. Phrases can't stand alone as sentences. As can be clearly noticed, phrase is a word or group of related words which elaborate with the head and act together as a single unit in the sentence.

There are five types of phrases, they are:

1. Noun Phrase   : *a peaceful result* (main word: noun "*result*")

2. Verb Phrase   : *must have been dreaming* (main word: verb

"*dreaming*")

3. Adjective Phrase   : *very pleasant* (main word: adjective

"*pleasant*")

4. Adverb Phrase   : *very carefully* (main word: adverb

"*carefully*")

5. Prepositional Phrase : *in the shade* (main word: preposition "*in*")

2.3. The Concept of Noun Phrase

Part of speech in English structure consists of a noun, adjective, verb, and adverb. Gleason (1965) defines a noun as a word or group of words used to name someone or something (person, place, or thing). In recent times, some proposed definitions have been in terms of inflection: a noun is a word that forms plural by adding –s or the equivalent. Whereas a phrase is by merging (a technical term meaning 'combining') two words together. Furthermore, Sanford (1997) says that a phrase is a group of words that does not contain a subject and a predicate and does not make complete sense by itself. Also, Paul Bress (2005) utters a noun phrase is either a pronoun or any group of words that can be replaced by a pronoun, for example, 'they', 'chairs', and 'the chairs' are noun phrases, but 'chair' is just a noun.

Noun phrase comes from two words, noun and phrase. It is a quintessential element of every sentence. It is potentially infinite in length and it can include any other phrases (noun, adjective, and adverb) within its structure.

Nominal group and noun phrase are synonymous terms found in different Grammars: systematic grammars favoring the former, for instance, and traditionally native grammar the latter. They refer to a structure, which has a noun

(nominal), or pronoun as a head, with or without a modifier (Wales:272).

According to Cook and Sutter (1980), a noun is a grammatical class consisting of a noun or pronoun and any immediate modifiers (the term modifiers refer to any grammatical element, which limits the meaning of some other, elements).

A noun phrase such as an expensive car is constructed around a noun 'car. This noun is called the head of the noun phrase. The head can be found by shortening the phrase and still keeping the essential part, for instance:

1)   The green apple on the table is mine

Additionally, to the head, noun phrases can contain determiners (*e.g. the*); the modifiers (*e.g. green*) as well as other elements (*e.g. on the table*). A tree structure for simple noun phrase with the lines, called 'branches' is given in (2)

2)   **NP**

  D **Adj** **N**
  The *green* *apple*
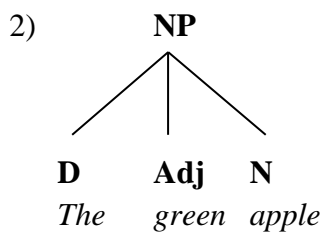
(figure 1. Noun Phrase 1)

A different structure looks like (3);

3)   **NP**

  D   **N'**
  the

    Adj   **N**
    green *apple*
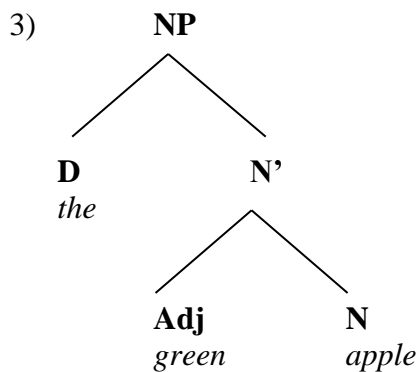
(figure 2. Noun Phrase 2)

The structure (3) expresses the connections more accurately than (2). In (2), the hierarchies are not as clear as (3) because a structure with more than two branches is a flat structure. There are a number of things to be noted. First, the nod of (3), where the branches get together, is a NP because the head of the phrase is a noun. Secondly, the node in between the NP and the N is called N' (N-bar). Third, the 'green' in (3) is the head of adjective phrase. The branch can be seen in (4);

4)

```
              NP
             /  \
            /    \
           D      N'
           |     /  \
          the   /    \
             AdjP      N
               |
              Adj     apple
             Green
```
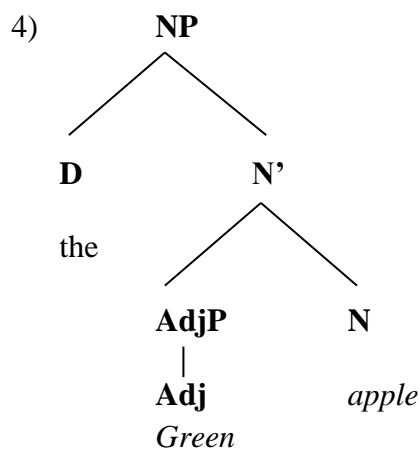
(figure 3. Noun Phrase 3)

Occasionally, it may be difficult to find the head of noun phrase, or to identify the entire noun phrase. For example, the initial group in (5), adapted from Evelyn (2010).

5) *The lovely girl in my class that I adore loves almond yogurt.*

That *girl* is the head, because if the sentence was shortened, it might be *the girl loves almond yogurt*. Thus *lovely, in my class* and *that I adore* add additional information. More hierarchical structure for this sentence are given in (5a) and (5b).

5) **a)**

```
                        NP
                   /         \
                  D           N'
                 the        /      \
                         N'            PP
                      /     \        /     \
               AdjP/Adj      N      P        NP
                lovely      girl    in     /    \
                                          D       N
                                          my     class
```

(figure 4. Noun Phrase 4)

b.

```
              NP
            /      \
           D        N'
          the     /     \
              AdjP/Adj    N'
               lovely   /     \
                       N        PP
                      girl    /     \
                            P        NP
                            in      /    \
                                   D       N
                                   my     class
```
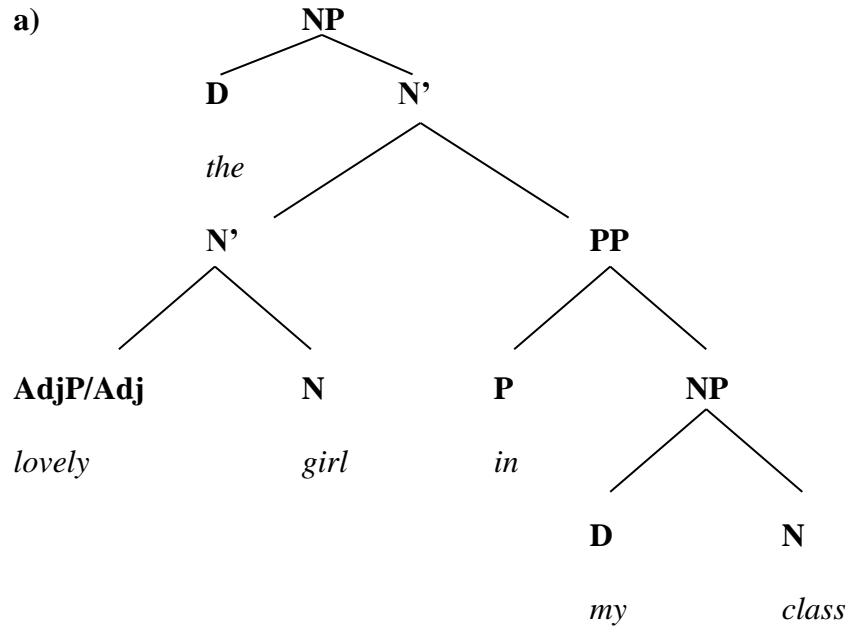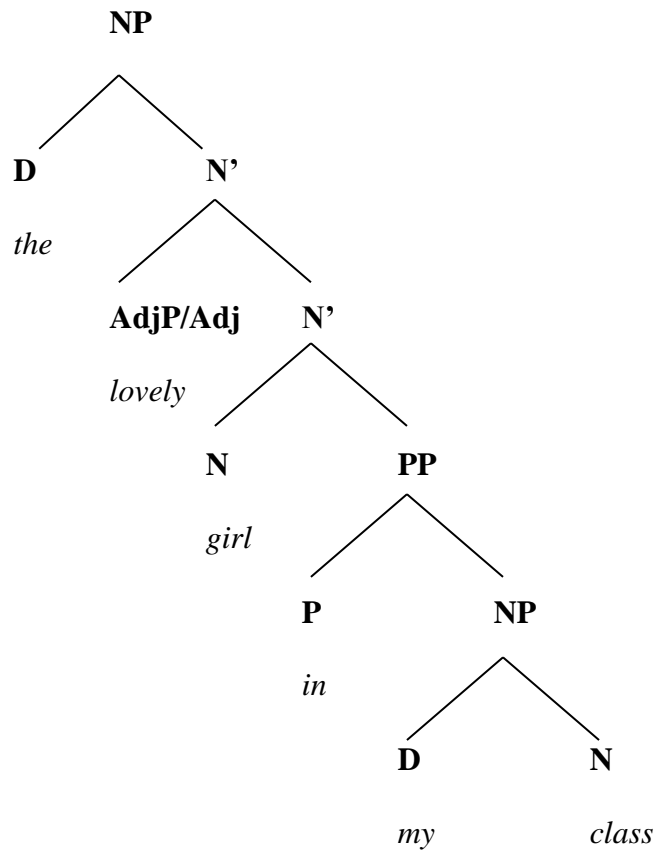
(figure 5. Noun Phrase 5)

Since the head is an N, the NP had to put down and then the D on the left (put the underneath D) and the N' on the right. An N' is needed because there are more than just the head girl. Afterward, if lovely is put on the left, another N' is needed on the right and it was in (5a). If put the PP on the right first, an N' is needed on the left to be a placeholder for the adjective and the noun as the result is (5b).

In (5), my class is represented as an NP because it has a D and an N head. Structures such as (5) are called trees. As mentioned by Elly Van, the lines connecting part of the trees are called branches, and the points where the branches come together are called nodes. The nodes are usually labeled, e.g. N, Nor NP. That N' is an intermediate node between the top NP and the N. Such intermediate nodes are placeholders for a group of words that go together.

From those definitions, we can conclude that a noun phrase is some group of words that modifies a noun.

2.4. The Components of Noun Phrase

The noun phrase is including pre-modifier, the head, and the post modifier. Head here consists of the noun itself, pronoun, and sometimes adjective. While modifiers consist of two modifiers, they are pre-modifier and post-modifier. Pre-modifier includes noun, adjective, adjective phrase, participle *–ed*, and *–ing*. Post-modifier includes the prepositional phrase, relative clause non-finite clause *(-ing* clause, *-ed* clause, and infinitive clause), and complementation. Brown& Miller (1999) state that noun phrases are traditionally thought of as consisting minimally of a head noun, together with any number of noun phrases modifier, they are

determiners, quantifiers and quantifiers phrases, adjective and adjectives phrases, noun and noun phrases, ad position, and ad position phrases and clause.

The noun phrase is including pre-modifier, the head, and the post modifier. For a clearer explanation of the examples of structures in the noun phrase, see the table below.

Table 1 The Examples of Structures in Noun Phrases

Pre-Modifier	Head	Post- Modifier
A new	edition	of the book
Some large	sheet	of paper
The old	man	who lives near us

Modifiers that come before nouns or heads are pre-modifiers, and those that come after the noun are post-modifiers. Here are the kinds and the examples of modifiers in the table:

Table 2 Kinds and Examples of Modifiers

Kinds of Modifier	The Examples of Modifier
Pre-Modifier	
Determiner	It is divided in Pre-Determiner, Central Determiner, Post Determiner
Pre-Determiner	
Multiplier	Double, twice, thrice, four times,…
Fraction	Two-fifths, four-ninth, five-sixth,…
Quantifier	Both, all, half,…
Intensifier	Quite, rather, indeed, very,…
Exclamative	What, such,…
Central-Determiner	
Article	Definite(The)
	Indefinite (A, an)
Pronoun	Deictic (That, those,…)
	Possessive (My, her,…)
	Indefinite (Any, some,…)
	Interrogative (Which, What,…)
Negative	No

Post-Determiner	
Number	Cardinal (One, two,…)
	Ordinal (The first, the second,…)
Quantifier	Few, several, much,…
Adjective	Smart, easy, big,…
Adjective Phrase	Very beautiful, extremely big
Participle	− Present Participle; V-ing
	− Past Participle; V_3(as adjectives)
Noun	Another noun except the head in the phrase (ex: *science* as in *science project*)
Head	
Noun	Marie, information, children,…
Adjective	Rich, poor, bold, beautiful,…
Pronoun	I, she, they,…
Post Modifier	
Prepositional Phrase	Preposition + object (on the table, beside)
Relative Clause	Who make me impressed, which was built
Nonfinite Clause	*-ing* clause (*writing a letter*)
	-ed clause (*shocked by the news*)
	Infinitive clause (to see)
Complementation	Than I, than that,…

2.4.1. Head

According to Easwood (2002) Head is the most important constituent, around which any other constituents cluster. Head has to control any agreement with other parts of the sentence. Vlkova (2013) also state that the head can stand alone but more commonly is surrounded by other constituents that either precede (determiners, pre-modifiers) or follow (post modifiers) the head. The important role of the head is to control the agreement with the other segments of a sentence.

2.4.2. Determiners

Determiners specify the noun phrase by giving the recipient information about quantity, frequency, place, and many more. The determiner appears before the

noun. Leech (1983) states that these constituents decide (determine) what kind of noun is in the phrase – in particular, whether it is definite or indefinite, proper or common, count or non-count. Words such as those, some, and any are determiners. A noun phrase does not have to have a determiner (for example, proper nouns do not take one), but most noun phrases do, and the commonest determiners (*the* and *a*) are among the most frequent words in the language. The determiners can be the center of their cluster of words which share in the expression of quantity. In the present approach, those who appear before the determiner are called pre-determiners; they include all the people, twice the cost, half the money. Those which immediately follow the determiners, preceding any adjectives which may occur, are called post-determiners; they are chiefly the numerals (my three fat cats, the second big party) and a few other quantifying words such as many and several.

2.4.3. Modifiers

The noun phrase may have more than one pre-modifier or post-modifier: Pre modification comprises any other words appearing between the determiner and the head noun – mainly adjectives or adjective-like words. In the phrase those lovely old French wooden spoons, everything between the spoons is said "pre-modify" the noun. (In some grammars, the notion of pre-modification is broader, and includes everything in the noun which appears before the head, including the determiner).

2.4.4. Post-modifier

The post-modification comprises everything which appears in the phrase after the head. The chief types are prepositional phrases (*the car in the garage*), finite clauses (*the film that I saw*), and nonfinite clauses (*the new car parked outside*). Adverbs and adjectives are also sometimes used to "post-modify" the noun, as in *the journey home* and *something different*.

2.4.5 Construction of Head and Modifier

According to Leech & Svartvik (1983) state that a noun headword in noun phrase can be accompanied by the determiners (the, a, an, some, etc.) and another modifier. Modifiers which precede the headword are called the pre-modifiers, and those which follow the head are called post-modifiers. It can be described as follows

Noun Phrase

| Det (s) | (Pre-mod (s)) | Head | (Post-mod (s)) |
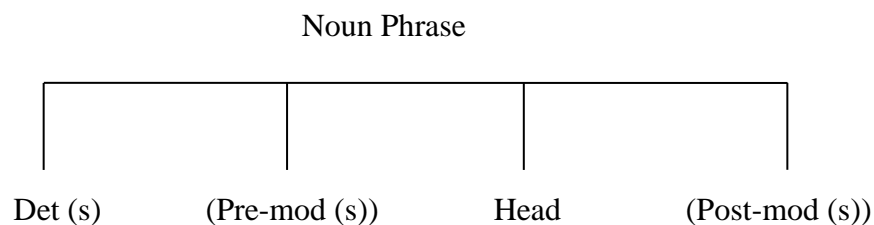
2.4.5.1 Pre-Modifier + Head (M+H)

It consists of a noun or a pronoun as the head and one or more modifiers before the head. A pre-determiner can be an adjective, a noun, a verb in the –ing form, or a verb in the –ed form.

1) Determiner + Noun

The first modifier + head here is determiner + noun. Determiner consists of pre-determiner, central determiner, and post-determiner.

Pre-Determiner :

- Quantifier (all, both, half)

- Multiplier (double, twice)

- Fraction (one-third, one-fifth)

Central Determiner :

- Article : Definite article (the); Indefinite article (a, an)

- Pronoun :deictic (that, those); personal (my, her); indefinite (any, some); interrogative (which, what); negative (no)

Post-Determiner :

- Cardinal number (one, two)

- Ordinal number (first, second)

- Quantifier (few, several, much)

2) Adjective + Noun

Adjectives typically donate some quality or property attributed to nouns.

- Adjective denoting nationality: Indonesian, Korean

- Adjective denoting substance: wooden

- Adjective denoting color: red, green

- Adjective denoting age: old, young

- Adjective denoting shape: round, triangle

- Adjective denoting size: big, small

- Adjective denoting expensive, fine, secret, etc.

3) Noun + Noun

Noun themselves may act as noun phrase pre-modifier, eg: gold ring, London park. There are two kinds of the structure of this sort; those are the possessive construction and noun-adjunct construction. These patterns consist of a noun headword which is preceded by a noun in an English noun phrase.

Possessive Construction		Noun-Adjunct Construction	
M	H	M	H
John's	House	Power	failure

4) Verb –ing /ed + Noun

According to Leech (1983) there is often doubt as to whether, for example, a modifier is a phrase or compound word and whether a word ending in –ed or –ing is a verb or an adjective derived from a verb.

Verb –ing /-ed	N
Cleaning	Service
Interesting	Movie
Broken	Glass

2.4.5.2 Head + Modifier (H+M)

Head + Modifier in the noun phrase means that the modifier here has a role as a post-modifier. The post-modifier of a noun phrase may be a prepositional phrase,

relative clause, and report other types of modifier, including adverb, adjective, noun phrase in apposition, and other types of clause.

In the structure of a noun phrase, the function of the modifier may be realized by utilizing an adjective phrase, an adverb, a prepositional phrase, an infinitive clause, an –ed participle clause, a relative clause, an appositive clause, and a clause introduced by temporal conjunction.

1) Noun + Adjective (Adjective Phrase)

According to Leech (1983) besides preceding the noun headword in a noun phrase, an adjective or adjective phrase can also follow or modify the noun headword.

For example:

<u>Something</u>   <u>(burned (in the kitchen))</u>

Noun   Adjective Phrase

2) Noun + Adverb

An adverb may modify a noun headword. However, it is relatively rare as the noun modifier when it appears in this role, it will come immediately after the noun which is head. For example:

<u>The</u>   <u>girl</u>   <u>upstairs</u>

Det   Noun   Adverb

3) Noun + Prepositional Phrase (PP)

Another modifier occurring after a noun headword in an English noun phrase is the Prepositional Phrase. For example:

The   best   day   (of my life)

Det   Adj   Noun   PP

4) Noun + Infinitive Clause

Infinitive clauses can modify the noun headword in an English noun phrase. The infinitive in this clause is usually preceded by "to." For example:

A   tool   to cut the wood

D   N   Inf. Clause

5) Noun + -ing Participle Clause

It is a type of noun finite clause equivalent to relative clause that fiction as modifier. As this participle clause does not have tense. It can be interpreted according to context, as part of present tense. For example:

Dates   validating Curtis previous book

N   -ing participle clause

6) Noun + -ed Participle Clause

The –ed participle clause, the other type of non-finite clause can follow or modify a noun headword. In this case the participle clause correspondence in meaning to

a passive relative clause, but the participle contains none of the distinction that can be made by tense and aspect. For example:

<u>Attention</u>   <u>paid to this case</u>

N   -ed participle clause

   7) Noun + Relative Clause

A noun headword in an English noun phrase can also be modified by a relative clause, which modified the preceding noun or pronoun. The noun being modified is called the antecedent. For example:

<u>The girl</u>   <u>who sitting next to me</u>

N   Relative clause

   8) Noun + Clause Introduced by Temporal Conjunction

A noun headword in an English noun phrase can also be modified by appositive clause. It is introduced by conjunction 'that or Wh-word'. For example:

<u>Days</u> <u>before he left</u>

N   Clause

2.4.5.3 Modifier + Head + Modifier

According to Leech (1983) it is interposable to have a series of modifier to modify a word at the same time, which is called a nesting construction. For example:

The	bad	boy	whose bicycle just stolen
M	M	H	M

2.5 Concept of Text

There are two types of the genre literary genre and factual genre. The literary genre consists of narrative, poetry, and drama. Whereas factual genre has seven types of genre, they are recount, explanation, discussion, information report, exposition, procedure, and response (Mark and Kathy, 1997:3). Furthermore, Macken (1990:6) classified the text types and the communicative purposes as follows:

Text Type	Purpose
Poetic	To express the feelings or experiences of the poet so as to describe, praise or criticize.
Dramatic	To portray human experience through enactment, sometimes in order to make social comment.
Narrative	To construct a view of the world that entertains or informs the reader or listener.
Response	To respond an artistic work by providing a description of the work and judgement.
Discussion	To present differing opinions on a subject to the reader or listener.
Explanation	To explain how or why something occurs.
Exposition	To argue or persuade by presenting one side of an issue.
Information report	To classify, describe or to present information about a subject.
Procedure	To instruct someone on how something can be done.
Recount	To retell a series of events, usually in the order they occurred.

According to those text types mentioned above, descriptive text is chosen as one of the materials and a media to apply teaching noun phrase through a Climbing Grammar Mountain Game technique.

2.6 Concept of Descriptive Text

Descriptive text is a kind of text whose purpose is to describe a particular person or thing in detail. Fawcett and Sandberg (1984) define a descriptive text as a kind of text that describes something, a person, a scene, or an object in words so others can imagine it. Wishon and Burks (2016) illustrate that descriptive text is a description reproducing the way things look, smell, taste, feel, or sound; it may also evoke moods, such as happiness, loneliness, or fear.

In line with those definitions, descriptive text is a kind of writing which describes something by giving information about something in detail. It can be inferred as a "word picture" or in other words picturing an object in words so that the reader can imagine the object, place, or person in his or her mind.

2.6.1. The General Structure of Descriptive Text

Siahaan and Krisno (2007) state that a description text is a text containing two components, they are identification and description. The purpose of descriptive text is to make the reader sees and feels what the writer means. There is the structure of a descriptive paragraph.

1. Identification

The identification element aims at introducing and identifying a specific participant (a person, thing, place, animal, or event) to be described in the descriptive writing. Generally, this part is wholly described in the first paragraph or a few earlier sentences.

2. Description

The description intends to describe the specific participant in the text. It contains descriptive details or information of the specific participant by describing its characteristics, appearances, personality, habits or qualities.

2.6.2. The Linguistic Features of Descriptive Text

Linguistically, a descriptive writing, according to Emilia and Christie (2013)

a. It focuses on specific participants as the main character.

b. It employs simple present tense as dominant tense, but sometimes it uses the simple past tense when the object described no longer exists.

c. It uses linking verbs or relational processes frequently (such as is, are, has, have, belongs to) to classify and describe appearance or qualities and parts or functions of phenomena.

d. It applies action verbs or material process and behavioral process in giving additional description regarding action and behavior done by the participants in text.

e. It makes use of a mental verb or mental process when describing feelings.

f.   It utilizes nominal group or noun phrases frequently to describe the subject or object in more detail.

g.   It employs adjectives to add information to nouns and uses adverbs to add information to verbs to provide a more detailed description of the topic.

h.   It uses adverbial phrases to add more information about manner, place, or time and is sometimes realized in the embedded clause which functions as circumstances.

To be more concrete, the example below shows the case:

<div align="center">

My Handbag

</div>

Identification	*Three years ago, at a flea market, I bought a small white-beaded handbag which I have never since carried in public but which I would never dream of giving away. As the purse is small, about the size of a paperback bestseller, it is thus totally unsuited for lugging around such paraphernalia as a wallet, comb, compact, checkbook, keys, and all the other necessities of modern life.*
Description	*Hundreds of tiny pearl-colored beads dot the outside of the handbag, and on the front, woven into the design, is a starburst pattern formed by larger, flat beads. Creamy white satin lines the inside of the bag and forms a small pocket on one side. Inside the pocket someone, perhaps the original owner, has scrawled the initials "J.W." in red lipstick. At the bottom of the purse is a silver coin, which reminds me of my teenage years when my mother warned me never to go out on a date without a dime in case, I had to telephone home for help. In fact, I think that's why I like my white beaded handbag. It reminds me of the good old days when men were men and ladies were ladies.*

<div align="right">

(Source: www.thoughtco.com)

</div>

In short, a piece of writing can be characterized as descriptive writing if it has two principal elements, namely: identification, as identifying a specific object; and description, as describing the object more specifically and vividly. Besides, it has to have some linguistic features thoroughly indicating that it is a descriptive model, such as: using the present tense, linking verbs, action, and mental verbs, adjectives, adverbial phrases, and other components as cited earlier.

2.7 Problem in Learning Grammar

English is included in the group of tenseness languages. In English, the verb can be changed according to the tense. The English language includes tense and aspect grammatically. Simple tense includes past, present, and future, progressive and perfect. The difference between English and Indonesian often makes problems in English grammar teaching and learning. For instance, the students find the difficulties to transfer their grammatical knowledge into communicative language use. They also cannot enhance the accuracy of their grammatical knowledge within totally communicative writing or speaking activity.

In addition, the method that the teacher uses also influences the problems in teaching grammar. Inappropriate methods can make the students feel bored, uncomfortable, and unenthusiastic in learning the language. It follows that the learners tend to do what they want, like talk to their friends, doodle with their notebooks, or even sleep in the class.

Teaching a language is not an easy thing, especially a foreign language. Jufrizal (2010) quotes that being a good language teacher is not an easy job. To solve those problems, the teacher should have the ability and capability as the class holder. Besides that, the teacher should concern for the students. They must know about the need of each student by finding the appropriate method to teach the students and the teaching process was successful.

Moreover, it is difficult for the students to distinguish the words classes in the sentence. Hence, when they make a sentence, it is difficult for them to put the appropriate words in the sentence, for example: Beautiful the girl I see in

cafeteria. By analyzing the previous example, it shows that the students did not have a good understanding about word classes in the sentence because the order of that sentence is very ungrammatical sentence and the correct one is, I see a beautiful girl at cafeteria's a result, when the students did not have good ability in constructing a good sentence, it will influence the students in constructing the phrase especially in the noun phrase.

2.8 Concept of Game in Teaching Language

Hadfield (1999:4) says that a game is an activity with rules, a goal, and an element of fun. There are two kinds of games: Competitive games in which players or teams' race to be the first to reach the goal, and Cooperative games, in which players or teams work together towards a common goal. According to Agoestyowati (2007) learning, a new language should be fun, interactive, and exciting. The use of games in a learning environment will not only change the dynamic of the class but also rejuvenate the students and help the brain to learn more effectively. She adds that games allow the students to work co-operatively, compete with each other, strategize, think differently, compare and share knowledge, learn from others, learn from mistakes, work in a less stressful and more productive environment and allow the students to have fun.

Based on the definitions above, it can be concluded that a game is an activity with rules, a goal, and an element of fun. The game can stimulate the students to learn English better, particularly structure and grammar. Games help and encourage learners in sustaining their interest and work. By using the game, the students will feel more enjoy and comfort in following the lesson. By conducting games,

teachers can create more useful and meaningful situations for understanding the languages. In conducting language games, both teachers and learners have critical roles to make it understandable and applicable. Games can be useful for teachers as well in their educational aspects.

2.9 Concept of a Climbing Grammar Mountain Game

A new technique in teaching grammar namely a Climbing Grammar Mountain Game is an easy game that is invented by Gunn and McCallum. It is prepared and adapted to the unique needs of different classrooms. Moreover, Gunn and McCallum (2005) in their book state that a 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 structure is being reviewed and reinforced interestingly and engagingly. The students gain satisfaction and confidence by putting to use what they have studied.

They add that a Climbing Grammar Mountain Game helps the students to learn from others through activities such as teamwork. By using this technique, the students had to learn, review, and analyze the grammar structures in the group so all the members of the group can understand and comprehend the role. it means that a Climbing Grammar Mountain Game can be used as a reinforcing technique.
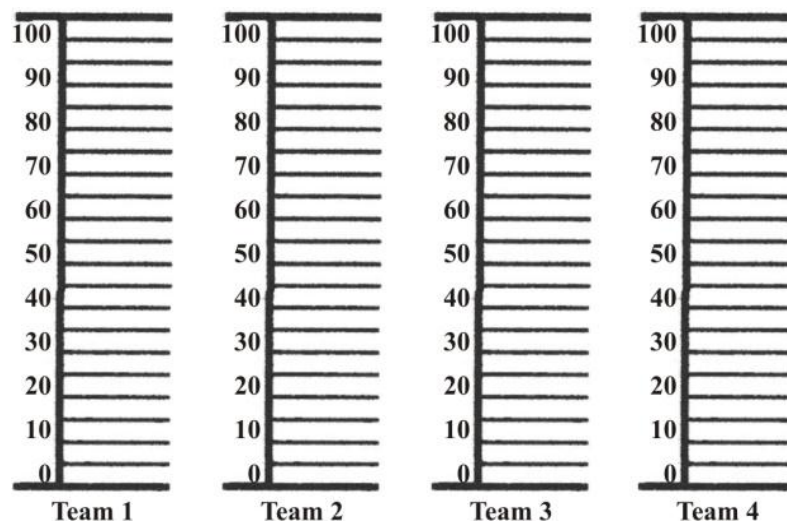
From the explanation above, it can be concluded that a Climbing Grammar Mountain Game can help the students to provide the grammatical usage and sentence construction by reviewing, and analyzing the grammar structures in the group interestingly and engagingly, so all of the students in the group are able to understand.

2.10 Procedure of Teaching Noun Phrase through a Climbing Grammar Mountain Game

Gunn and McCallum (2005:39) state that there are several steps considered important in the implementation of the Climbing Grammar Mountain Game in the classroom, they are:

1. Draw 4 or more vertical climbing lines on the board or overhead transparency. Leave space at the bottom of the transparency to show one sentence at a time.

2. Divide each line into 10 segments to represent vertical feet. As in the example below, mark the segments 10, 20, 30, 40, etc.

100	100	100	100
90	90	90	90
80	80	80	80
70	70	70	70
60	60	60	60
50	50	50	50
40	40	40	40
30	30	30	30
20	20	20	20
10	10	10	10
0	0	0	0
Team 1	Team 2	Team 3	Team 4

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

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

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

6. After the practice round, begin the actual play, using the sentences you prepared. Draw one sentence at a time. Show the first team one sentence and have them make their play. If the sentence is incorrect, give the playing team the first chance to correct the 5 bonus feet. If that team cannot correct the sentence, open it up to the rest of the class and give the answering team an extra 5 bonus feet. Then, move on to the next team, drawing a new sentence. The game continues until you have used all the sentences.

In line with the principles according to the steps above, this research modifies the procedure of technique to teach noun phrases in the class as follows:

Pre-Activities:

1. The teacher greets the students.

2. Teacher asks the students to pray together.

3. Teacher checks the student's attendance list.

4. Teacher introduces the materials about noun phrase.

Teacher: The students, have you ever made a sentence by yourselves?

Student: Yes, we have miss.

Teacher: Who can give me a sentence as an example? Please raise your hand!

5. Teacher writes the student's sentence on the board and discuss it together with the entire the students.

While Activities:

1. Teacher explains the materials about noun phrase and the examples of noun phrase.

2. Teacher divides the class into several groups, consist of 5 or 6 persons (randomly) to play a game. Before starting the game, let the students choose a name for their team.

3. Teacher draws 4 or more vertical climbing lines on the board and divide each line into 10 segments to represent vertical feet

4. Teacher prepares a series of sentences.

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

6. Teacher provides a sentence that is incorrect. If the students cannot recognize it as incorrect, they will not get any vertical feet on it, they will stay where they are. Given the chance to the other teams to answer the question. The team who can answer fastest can get 5 bonus feet. The game will continental you have used all the sentences.

Post Activities:

1. Teacher gives the feedback toward the activity that has been conducted such as the discussion of the sentence's structures.

2. Teacher summarizes and giving conclusion about the materials given.

3. Teacher asks the students' difficulties in understanding the lesson.

4. Teacher ends the meeting.

2.11 The Advantages and Disadvantages of Using Climbing Grammar Mountain Game

Using A Climbing Grammar Mountain Game in teaching grammar can bring about advantages. They are:

a. It encourages the students' motivation in learning grammar. McCallum (1980) emphasizes this point by suggesting that "Games automatically stimulate student interest, a properly introduced game can be one of the highest motivating techniques." It means that games stimulate the students' interest in classroom activities and as a result, the students become motivated and willing to learn.

b. It can increase the students' enthusiastic. Since it is a competitive game, the students will work hard to find the right answer in order to win the game.

c. The students' competence in using noun phrase can be increased since in playing the game.

d. It overcomes the students' boredom in learning grammar because the students like something enjoyable and fun.

e.   Another advantage associated with games is that the students' anxiety towards language learning decreases.

Crookal (1990) In language classes, the students feel stressful because they think that they have to master the target language that is unknown to them. Besides that, they become too anxious about being criticized and punished by their teachers when they make a mistake. A Climbing Grammar Mountain Game as one of tools is advantageous at this point because it reduces anxiety, increase positive feelings and improve self-confidence because learners do not afraid of punishment or criticism while practicing the target language freely

On the other hand, A Climbing Grammar Mountain Game also has disadvantages, they are;

a.   The class was noisy. Considering that Climbing Grammar Mountain is a game, the students are given a competition. They who will win or lose remain unanswered until the game over. Their enthusiasm of it that makes the class is noisy.

b.   It takes long time. Since it is a game, it takes a long time because the instruction is too much and there are a lot of the students that should be controlled.

c.   Since there are many groups in the class, it was difficult for teacher to measure the students one by one.

2.12 Theoretical Assumption

There is an assumption in this study that teaching noun phrases to the students will surely face certain crucial problems. The students usually find some

difficulties in determining, using, and placing the correct word in the phrase. As a result, it can lead them to avoidance of learning English, especially writing and grammar. Also, it will give a poor contribution to overall academic achievement. Commonly there are many optional techniques in teaching grammar and writing. the Climbing Grammar Mountain game should be taken to be a consideration as an alternative technique in teaching grammar. It stands to reason because some of the students' problems are a lack of self-confidence, the complexity of structure, and the vibe in the class. Through this technique, the students will encourage to develop their social interaction communicatively. Then, after being able to share their problems and ideas with their friends, they are expected to feel comfortable and enjoy leaning English grammar (Noun Phrase).

2.13 Hypothesis

In line with theoretical assumption above, the writer formulates the hypothesis as follow:

1. There is a statistically significant improvement in the students' noun phrase ability before and after the implementation of the A Climbing Grammar Mountain Game technique on descriptive text.

III. METHODS OF THE RESEARCH

This chapter deliberates on several points, which are research design, population and sample, variables, instruments, validity and reliability, data collecting technique, research instruments, validity and reliability of the instrument, scoring, research procedures, data analysis, and hypothesis testing as states below.

3.1. The Research Design

This research used a quantitative study which is intended to see how the implementation of the Climbing Grammar Mountain Game can influence the students' noun phrase achievement based on The Linguistic Category Taxonomy in their descriptive text and to find out whether there was any improvements in student's writing achievement after the implementation of that technique in quantitative research. Therefore, the tests were implemented during the research. The research design was administered two times, before treatment (pretest) and after treatment (posttest). The researcher used one group or class where the students received a pretest before treatments and the receive a posttest after the treatment. A pretest used to find out the students' ability before conducting the treatment while a posttest used to see the difference in the students' ability after the treatment is conducted. Then, to answer these questions, the result of the grammatical aspects scores was compared (from the pretest and the posttest) to see the significant differences.

The one group pretest-posttest design is represented as follows:

$$\boxed{\textbf{T1 \quad X \quad T2}}$$
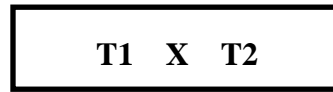
(figure 6. Pretest-posttest design)

The formula can be further explained as follows:

T1   = refers to pretest

X   = is concerned with Treatments by the researcher

T2   = refers to posttest

(Setiyadi, 2006:131)

3.2. Population and Sample

The population and sample of this research is the first year of SMAN 15 Bandar Lampung in the academic year of 2021/2022. A class is taken as the experimental class sample of this research. In determining the experimental class, the researcher used a simple probability sampling by using a lottery, so that all the first-year classes in the school got the same chance to be the sample and each of the students is be given two times treatments to improve their noun phrase ability in descriptive text writing. In other words, this research used the purposive sampling technique.

3.3. Variables of The Research

To assess the influence of the treatments in this research, the variable defined as dependent and independent variables. Hatch and Farhady (1982) state that the independent variable is a major variable that a researcher hopes to investigate while the dependent variable is the variable that the researcher observed and

measured to determine the improvement of the independent variable. The researcher is concerned with the following variables: (1) X refers to the Climbing Grammar Mountain Game as the independent variable. (2) Y refers to noun phrase achievement as the dependent variable.

3.4. Research Instruments

An instrument is a device to get the data. In this case, a task is an instrument in collecting the data as well as this research. In executing this research, the researcher used writing tasks and guided interviews as the instruments of the research to get the accurate data of the students in using noun phrases.

Writing task is administrated to see the students' writing achievement towards the implementation of the Climbing Grammar Mountain Game. The researcher chooses descriptive text as the writing task since then it has the purpose of describing a particular person or thing in detail. Besides, it also has some linguistic features such as: using the present tense, linking verbs, action, and mental verbs, adjectives, adverbial phrases, and other components. The pre-test was be conducted in the first meeting before the researcher applies the treatment (the Climbing Grammar Mountain Game implementation) and the post-test was given in the last meeting after the treatments the Climbing Grammar Mountain Game implementation) applied.

The instructions for doing the task are as follows the steps: 1) ask the students to compose a text about descriptive text on a piece of paper consisting of appropriate noun phrases; 2) ask the students to choose one of the topics which was be given by the researcher. The topic was be different for the pre-test and post-test; 3) ask

them not to use any dictionaries; 4) for both of the tests, the students have to write a minimum of 100 and maximum of 150 words in 2 paragraphs; 5) the last, they must finish it in 45 minutes.

3.5. Validity and Reliability

A test is considered as a valid one if it measures the object to be measured and it is suitable with the criteria (Mohajan, 2017). According Mohajan (2017), there are two basic types of validity, content validity and construct validity. Therefore, to measure whether the test was validity, these researches used both the types, i.e., content and construct validity. Here is the explanation of speaking tests validity:

a) Validity

Validity refers to which instrument measures the particular objectives are intended to be measured and suitable with the criteria (Hatch and Farhady, 1982). In teaching English as Foreign Language, there are five kinds of validity: face validity, content validity, predictive validity, construct validity, and concurrent validity (Setiyadi, 2006). According to Hatch and Farhady (1982) there are two basic types of validity; content validity and construct validity. In order to measure whether the test has a good validity, this research analyzed those two types of validity.

1. Construct Validity

Construct Validity is needed for the test instrument which has some indicators in measuring the aspect or constructs (Setiyadi:2006). Construct Validity was concerned with whether the test is actually in line with theory of what it intends to

examine the language skills that was measured or reflect what it means to know the language. Since this research need the data on the students' noun phrase achievement in their writing achievement, the instrument must truly examine the students' ability in writing a paragraph and the student's comprehension in using noun phrase. It means that the test construction is already in line with the objective of learning. This research examines the noun phrase writing towards A Climbing Grammar Mountain Game. The tests of descriptive writing (pretest and posttest) are administrated in A Climbing Grammar Mountain Game. In short, the instruments of this study have fulfilled the validity aspects.

b) **Reliability**

According to Fraenkel, Wallen & Hyun (2012:458) explain reliability refers to the consistency of these inferences over time, location, and circumstances. The basic principle of reliability is consistency. The reliability of this research is more related to the collected data. The concept of consistency is done by triangulation. Triangulation or the double method is a combination of two methods or more in collecting data about the behavior of the research subject (Setiyadi, 2006:30).

In this study, the researcher was the first rater and then the writer asked an English teacher who taught in SMAN 15 Bandar Lampung, to be the second-rater. The inter-raters assess the recount texts committed by the students. The raters determine whether the texts were reliable for the analysis. The criteria to assess were the text length and topic. The texts should be at least in two paragraphs and each paragraph consisted of 10-20 sentences, and the topic should be appropriate to one of the optional topics given before. After the raters assessed the instrument,

they found the consistency of the criteria that the researcher stated before. From the judgment, it showed that the instrument had good reliability.

3.6. Research Procedure

This research aims to obtain the data on the students' noun phrase achievement before the treatment (pre-test) and after the treatment (post-test). To know the students' results in making noun phrases, the researcher used documentation to data collecting techniques by giving the students writing tasks. The students were asked to make descriptive text. The researcher used data from the students' errors in making noun phrases. It helped the researcher to know measure the students' abilities. The focus of component of linguistic category taxonomies, a noun phrases that are assessed is: head, pre-modifier, and post-modifier. The text used is descriptive text regarding five aspects of writing: content, organization, language use, vocabulary, and mechanics. Pre-test and post-test are conducted to see the significant improvement after the implementation of the A Climbing Grammar Mountain Game.

In executing the research and gaining the data, the researcher used several steps and techniques, they are;

1) Determining the population and sample.

The population of this research is the first year of SMA Negeri 15 Bandar Lampung. The researcher chose one class as the experimental class randomly by using a lottery since every class has the same chance to be chosen.

2)   Selecting materials for treatment and composing lesson plans.

In selecting materials for treatment, the researcher selects some sample of descriptive text as the media from English textbooks and the internet. According to the problems, the researcher chooses the Climbing Grammar Mountain Game as the technique. The use of the Climbing Grammar Mountain Game technique helped the student's social engagement which improved the students' writing achievement.

3)   Administrating Pre-test.

The pretest is administrated to see the students' noun phrase ability and writing skills before the implementation of the Climbing Grammar Mountain Game technique. The pretest is in form of a writing test, where the students have 5 minutes to understand their topic and 15 minutes to write their texts.

4)   Administrating treatment.

There are three times of treatments in this research. Each treatment has 45 minutes, where; 5 minutes for pre-activities, 35 minutes for the main activities, and 5 minutes for the closure. In the pre-activities, the researcher does the brainstorming such as asking question-answer that relate to the topic. For the next 35 minutes in the main activities, the researcher implemented the Climbing Grammar Mountain Game in the learning activities. In these activities, the students should finish their tasks in the group as teamwork. There consisted of five or six the students in each group where each student should identify sentences of the noun phrase. The students grouped into small groups and discuss it. After

the discussion, the researcher asked the students whether the sentences are correct or not. After that, the students one by one as their group representatives come forward to the class and correct the sentences, the researcher asked the whole class to identify the answer and measure their point on the game board. The last 5 minutes in the treatments are for closure.

5) Administrating Post-test

The post-test is administrated to see the students' writing achievement after the implementation of the Climbing Grammar Mountain Game technique. The post-test is in form of a writing test, where the students have 5 minutes to understand their topic and 30 minutes to write down their texts.

6) Analyzing the data gained.

After having the test, the researcher collects the data from the test. The researcher scores the students' writing and analyzes their noun phrases.

3.7. Data Analysis

In analyzing the data gained, the data are collected and analyzed in accordance with the research question in order to objectively answer the research questions. The data was analyzed by using some steps as follows:

1. Analyze the error committed by the students

2. Drawing conclusion by comparing the means of the pre-test and post-test. (Hatch and Farhady, 2006:272)

In order to answer the research question, the researcher analyzes the data from writing test, which are pretest and posttest. First, the data is analyzed for their normality. The tool used to analyze the data is descriptive analysis from SPSS.

Furthermore, if the data is spread normally, it was analyzed using parametric analysis. The tool used to examine the data is repeated measure T-test, to find the differences between the pretest and the posttest. Otherwise if it is not normally spread, the data was treated using non-parametric analyzing. The tool used to examine the data is Wilcoxon signed rank-test. Both of the tools are applied in SPSS.

3.8. Scoring System

This research is aimed to find out whether the Climbing Grammar Mountain Game can improve the students' noun phrase achievement or not.

Therefore, the components of noun phrase are evaluated in the students' noun phrase writing in the form of descriptive text. Based on Linguistic Category Taxonomies, there are six main components of pre-modifier, determiner, central-determiner, post-determiner, head, post modifier.

To get the students' noun phrase score in descriptive text, the following formula is formulated (Annas, 2011)

$$F = \frac{f}{N} \text{ x } 100$$

P = Proportion or the total score of percentages
f = the total number of noun phrase composed – the total numbers of error noun phrase
N = Total number of the subjects

To get the percentage of each type, the following formula according to Annas in Alawi (2011) was used:

$$F = \frac{f}{N} \text{ x } 100 \text{ \%}$$

P = Proportion or the total score of percentages
f = the total number of error subjects
N = Total number of the subjects

3.9. Hypothesis Testing

After collecting the data, the researcher analyzes it in order to find whether there is any improvement of the students' achievement in using noun phrase after being taught by the Climbing Grammar Mountain Game technique.

The hypothesis testing was used to prove whether the hypothesis which is proposed in this research is accepted or not. In the effort to measure the hypothesis, paired sample t-test of SPSS 17.0 is used in this research. The hypothesis testing is stated as follow:

Here is the formula of first research question hypothesis testing.

Ho : there is no improvement of the students' achievement in using noun phrase after being taught by a Climbing Grammar Mountain Game technique.

Hi : there is any improvement of the students' achievement in using noun phrase after being taught by a Climbing Grammar Mountain Game technique.

In this research, the first hypothesis was analyzed by repeated measure t-test, since it is a statistical technique which is aimed to test the comparative hypothesis and to examine which procedures cooperative learning podcast procedure or original podcast procedure, improves the students' speaking achievement better.

The criteria for accepting the hypothesis based on independent group t-test are explained as follows:

Ho: is accepted if t-value is lower than t-table with the significance level of more than 0.05 (t-value<t-table) (p>0.05).

Hi   : is accepted if t-value is higher than t-table with the significance level of less than 0.05 (t-value>t-table) (p<0.05).

Those are the explanation of research methodology that were applied during this present research.

V. CONCLUSIONS AND SUGGESTIONS

This chapter discusses about the conclusions and suggestions based on the results and discussions of this research.

5.1. Conclusions

The objective of this research is to identify (1) whether there is a statistically significant difference in the students' achievement in using noun phrases in writing descriptive text and (2) Noun phrase aspect improves the most after the implementation of the Climbing Grammar Mountain.

There is a significant improvement in the students' achievement in using noun phrases in writing descriptive text. Pre-Determiner appears to be the noun phrase aspect that improves the most. This could be inferred since the students were asked to use preposition, and also relative clauses and gerund or participle as adjectives to explain and described the object. This could be identified when the students tried to explain the location of the site.

In addition, the noun phrase aspect improves the least is Head. This could be inferred that during writing the descriptive text and also the implementation of climbing grammar mountain enhance students to distinguish the use of nouns. The thing that makes difference between pretest and posttest is the way they applied pronoun and the way they use noun phrase as a subject or an object.

This is due to the Climbing Grammar Mountain Game can help the students to provide the grammatical usage and sentence construction through review, and analyzing the grammar structures in the group with an interesting and engaging manner, so all of the students in the group are able to understand.

5.2. Suggestions

Referring to the research done, some suggestions could be listed for the teachers, language learners, and further researchers

5.2.1. Suggestions for Teachers

The use of the Climbing Grammar Mountain in enhancing the students' noun phrase achievement is very beneficial to be implemented among the high school the students. However, to the limitation of this current study, the researcher would like to suggest the high school teachers to have some modification in the procedure of the techniques.

The procedures must employ the activities that put the students as the center of learning by considering their interest, level of understanding, and another affective variable. In further, the teacher is also suggested to be able to organize some meaningful activities and some communicative tasks. The tasks provided by the teacher must invite the students to have more practice and build the students' critical thinking. Therefore, the teacher may organize the teaching methodology as proper as possible.

5.2.2. Suggestions for Language Learners

The subject of this current research is the students at the high school level. To the limitation of this current study, the researcher would like to suggest the students whom willing to learn grammar and writing through these current techniques to firstly prepare themselves by some basic requirement, such as: comprehending several words and the structure. They are very helpful for the students to follow the learning process if the students had already exposed first with some meaningful vocabularies and structure around them.

Besides, the students are also suggested to engage themselves in learning activities actively since the key of successful learning in this current practice is being active and communicative. Therefore, recognizing the students' orientation in learning is pivotal to help them identified and discover what they need after accomplishing the learning process.

5.2.3. Suggestions for Further Researcher

To the limitation of this present study, the researcher would like to suggest another researcher to have a further study to record the whole research activity. Therefore, it may help the research and analyze the whole activity.

Thus, another researcher may add the insight to the explanation on the trend of noun phrase achievement among the students at the senior high school level. Besides, it is also beneficial to the other researchers to conduct the research in other language learning aspect (anxiety, self-confidence, or self-esteem).

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