

**TEACHING COMPARISON DEGREE THROUGH PICTURE
MEDIA AT THE SECOND YEAR OF JUNIOR HIGH SCHOOL
IN PMDS PUTRI PALOPO**



THESIS

*Submitted to The English Language of S1 Tarbiyah Department of State College
for Islamic Studies of Palopo in Partial Fulfillment of Requirement for S.Pd
Degree in English Education*

By,

DEWI ANGRAENI

REG. NUMBER 10.16.3.0127

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
OF THE STATE COLLEGE FOR ISLAMIC STUDIES (STAIN)
PALOPO 2014**

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Supervised By:

- 1. Dr. Masruddin, S.S., M.Hum**
- 2. Jufriadi, S.S., M.Pd.**

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ABSTRACT

Dewi Angraeni, 2014. *Teaching comparison degree through picture media at the second year of junior high school in PMDS Putri Palopo*
Thesis, English Study Program Educational Department in State College for Islamic Studies (STAIN) Palopo. Supervised by Dr. Masruddin, S.S., M.Hum and Jufriadi, S.S., M.Pd.

Keywords : Teaching comparison degree, Picture media.

This thesis about teaching comparison degree through picture media at the second year of junior high school in PMDS Putri Palopo. The problem statement of this research was “How is the appropriate way to use Picture Media in improving students’ ability in using comparison degree at the second year student of PMDS Putri Palopo ?”

This research used Classroom Action Research method; the target of this research is Class A of the seventh grade students at PMDS Putri Palopo in 2013/2014 academic year. The procedure of the research used two cycles namely cycle 1 and 2. The data is collected through comparison degree text by using English text, to find out the students’ score the students participation during the used of picture in learning comparison degree the level of successful in implementing the used of picture in learning comparison degree.

The result of this research finds that the appropriate ways in teaching comparison degree through picture media: then, the teacher divided the students into six group, every group consists of 5 students. Then, the teacher distributed the comparison degree through picture for each group. After that the students complete the comparison degree questions, then, asked them to change their work to other groups. The students checked their answer, then teacher gave them score. Then, teacher gave feedback to the students about the incorrect answers. Before closing the class, the teacher gave drilling activities about the students’ comparison degree. Finally, also asking the students about the meaning of the comparison degree of adverb.

To make easy for students to witness how the comparison degree of adverb can comparing from positive, comparative and superlative degree. The picture media that can be helpful to show how the comparison degree was compared from positive, comparative and superlative degree well. Picture can motivate and make clear comparison degree when see the picture.

CHAPTER I

INTRODUCTION

A. Background

Language is a tool that is used to one each other with the other people, because without language the human being cannot express their ideas. With language people can say something what they need. English is very important because in globalization era, people tend to communicate with other country and people from outside of the country.

There are four skills in language learning, they are writing skills, listening skills, reading skills and speaking skills, the components cannot be separated because they are mutually supportive. There are several points that students should focus on learning English, teachers should consider ways to improve student's comparison degree at the second year of junior high school in PMDS Putri Palopo because students are still lacking many of the comparison degree, because they are still confused in speech, writing, reading, and listening.

Grammar aspect is very important for learning a language. Without a good grammar, it is difficult for us to use a language to be well and cannot make a good communication, if we do not have the knowledge about the grammatical aspects as well as how to use this knowledge in our actual speech. In grammar subject there are many kinds that must be known like tenses, direct speech, and degree of comparison.

Sometimes we cannot differentiate the meaning between one word and each other words.

Unfortunately, many learners of English grammar give more priority to their fluent in the English language use rather than their ability to communicate accurately by having better understanding and knowledge about the grammatical aspects especially for comparison degree. Comparison Degree is important for students to learn, because it can build or organize our ideas in a sentence, a process of some comparison degree mastery information that we know that we produce a sentence which was built by the comparison degree.

The degrees of comparison in English Grammar are made with the adjective and adverb words to show how big or small, high or low, more or less, many or view, etc., of the qualities, number and positions of the nouns, (persons, things and places) in comparison to the others mentioned in the other part of a sentence/expression.

In teaching English there some technique should be used by the teacher, so that English learning process can be successful. One of the techniques is the use of media. Media is used to deliver messages, stimulate brain, feelings and desire of the students also becomes a creative learning process. One of media is picture. Picture is important to be used in teaching comparison degree. Picture can motivate and make clear when the student see the picture.

Picture can help teacher to get instructional aims, because picture as media that is very easy and available to used in teaching learning process. It means that to

make high value in learning with picture, the students experience and their understanding is larger clear and it is not easy to forget and more concrete in memorizing and the association for the students.

Picture can be found everywhere because it can describe what message of the picture or what is picture mean. Automatically, when the students see it they will guess well, because they can show the picture. So, with picture the student understanding is well and enjoyable when they are studying.

Firstly, picture could be used to teach some grammatical structures. Secondly, since they are more vivid than words, they are much easier to recall than words. Therefore, picture could be used to teach vocabulary. Thirdly, certain kinds of picture can be used to develop and sustain motivation. Last, they could be used to produced positive attitudes toward English.

Due to the fact that, some students are wrong in telling the meaning of some sentences of comparison degree in English language and cannot use English well. In PMDS Putri Palopo, in the subject we got some problem. One of them problem we did not know how to use picture media to compare a degree of comparison. And we did not know the meaning. For example case compares some words degree of : well, fast, slowly to be better and best, faster and fastest, more slowly and most slowly. And the same case is happened to them (the first semester at the second year of junior high school in PMDS Putri Palopo) and the teacher found the problem at the second

year of junior high school in PMDS Putri Palopo when the teacher did observation in their class.

B. Problem Statement

Based on the above, the researcher formulated the following research question:

How is the appropriate way to use Picture Media in improving students' ability in using comparison degree at the second year student of PMDS Putri Palopo ?

C. Objective of The Research

Based on the research that the set above the writer state the specific objective of the research as follow:

To find out how is the appropriate way to use picture media in improving students' ability in using comparison degree at the second year student of PMDS Putri Palopo.

D. Significant of The Research

The results this study is expected to be useful information and media to:

1. Theoretically, the result of the research is expected to be useful information for all teachers to use picture as media in learning student's of comparison degree.
2. Practically, the result of this research is expected to be useful to make students easy in learning comparison degree especially for the student of PMDS Putri Palopo.

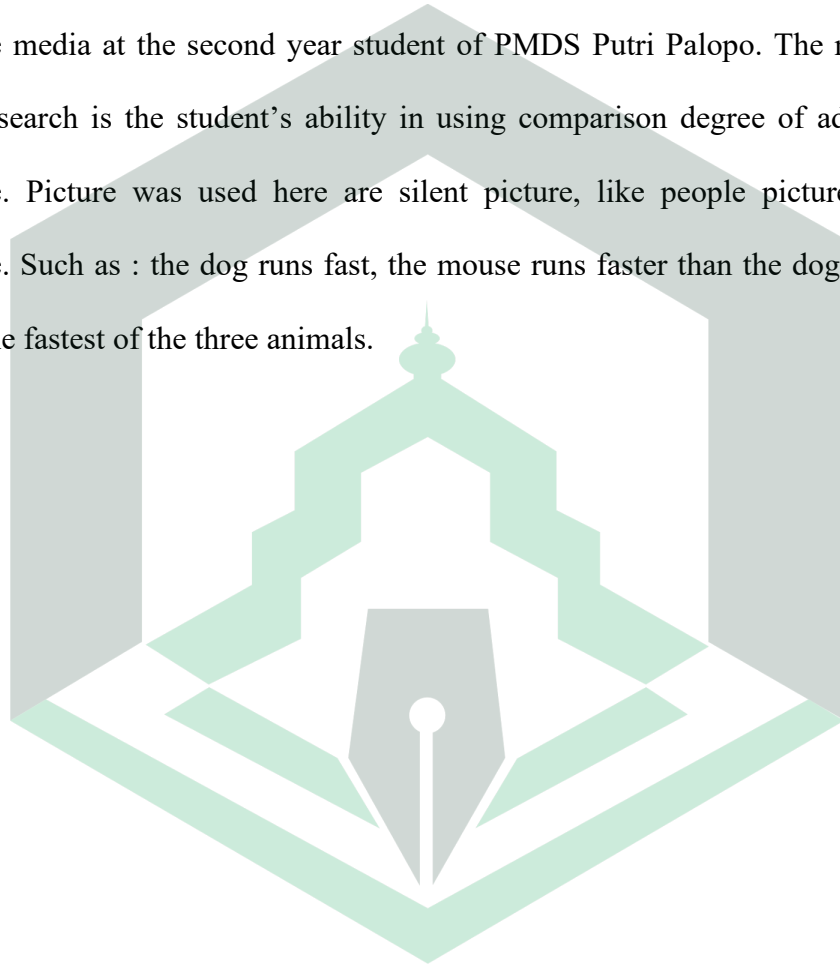
E. Definition of The Term

Based on the title above, learning comparison degree through picture media at the second year of PMDS Putri Palopo, the research gives definition as follow:

Comparison Degree is a term in the English language which is the comparison of the levels of adjectives or adverb.

F. Scope of the Research

The scope of the research restricted to learning comparison degree through picture media at the second year student of PMDS Putri Palopo. The main focus of this research is the student's ability in using comparison degree of adverb through picture. Picture was used here are silent picture, like people picture and animal picture. Such as : the dog runs fast, the mouse runs faster than the dog, the elephant runs the fastest of the three animals.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Previous of Related Research Finding*

In writing this thesis, the researcher found a research related to this research as follows:

1. Ahmad Dasuki, under the title “the improving student’s comparative degree score using role playing in communicative approach”(UIN Jakarta, 2010). He concludes that the communicative approach can improve the student’s score of comparative degree. It can be proven from the result of the analysis research.¹

2. Siti Salwa, under the title “the application of cooperative learning in teaching degree of comparison” (UIN Jakarta, 2009). She concludes that the application of cooperative learning is more effective in teaching degree of comparison.²

According to some research above, the researcher was used picture media to this research to teaching of comparison degree, because it is interested for students. Picture can be found everywhere because it can describe what message of the picture or what is picture mean. Automatically, when the students see it they will guess well, because they can show the picture. So, with picture the student understanding is well and enjoyable when they are studying.

¹ Ahmad Dasuki, “*the improving student’s comparative degree score using role playing in communicative approach*”. (UIN Jakarta, 2010),p.46

² Siti Salwa, “*the application of cooperative learning in teaching degree of comparison*”. (UIN Jakarta, 2009),p.38

B. Comparison Degree

1. Definition of Comparison Degree

Before discuss about kinds and form of comparison degree, firstly it is better to know about the definition of comparison degree. There are some definition about degree of comparison according to some experts of English language.

To get general understanding about degree of comparison, it is better to describe what comparison is. One of the most basic and powerful of human cognitive process is the ability to comprehend and express the fact that two things are similar or different. Often similarity or difference expressed in term of degree, extent, or quantity.³ Therefore, comparison is the most important English instruction which is used to express similarities or differences of degree or extant.

Comparison degree of an adjective or adverb describes the relational value of one thing with something in another clause of a sentence. In adjective may simply describe a same quality (the positive); it may compare the quality with that of another of its kind (comparative degree); and it may compare the quality with many or all others (superlative degree).⁴

According to Martin Parrot in *Grammar for English Teachers*, “comparatives are adjectives and adverbs that end in –er. (E.g. bigger, richer, faster) and superlatives

³ Marianne Celce-Murcia and Dianne Larsen-Freeman, *The Grammar Book. An ESL/EFL Teacher's Course. 2nded*, (USA: Heinle&Heinle Publishers, Inc, 1999),p.717

⁴http://en.wikipedia.org/wiki/Degree_of_comparison

are adjectives adverbs that end in-est. (E.g. biggest, richest, fastest).⁵ The term “comparison” derived ultimately from Latin word “compare” meaning make equal, liken, “compare”. According to Oxford Advanced Learners Dictionary: Comparison is process of comparing two or more things or people.⁶

Mean while based on the World University Encyclopedia. “ The Comparison is the act of setting forth points of similarity or contrast between on thing or person and another. In grammar comparison is that inflection of adjectives or adverbs which indicates of differences in degree of quality, the three degree of comparison are positive, comparative and superlative.⁷ And the degrees of comparison are known as degrees of modifiers. Many modifiers can distinguish either as adjective which modify nouns and pronouns, or as adverbs which modify other parts of the sentences. We recognize three degree of modifiers as follow; positive, implying no comparison, comparative implying that one exceeds another, and superlative which implies the highest degree, at least within the certain limitation.⁸

Comparison Degree is a term in the English language which is the comparison of the levels of adjectives or adverb.⁹In English grammar, the degree of comparison

⁵Martin Parrot, *Grammar for Teachers*(USA: Cambridge University Press, 2000),p.68

⁶Bernhat, Robert K, “*Dictionary of Etimology*”(London; Oxford University Pers, 1991),p.144

⁷Merfill W, Feldman and Rudolp H. Yeatman J.R “*the word University Encyclopedia*” (Waashington Dc; publish company, inc. 1964)

⁸Gorell and Laird, “*modern English handbook*”(New jersey; Prentice Hall, inc, 1964),p.369

⁹Muhammad fauzi//Monday, april 09, 2012 (*Tingkat Perbandingan/Degrees of Comparison*)

of an adjective or adverb describes the relational value of one thing with something in another clause of a sentence.¹⁰

Adverbs have degrees of comparison similar to adjectives with a positive, comparative and superlative form of the adverbs. The comparative can be formed with *er* and the superlative with *est* with some adverbs. With others the words *more* or *less* can be used in the comparative and *most* or *least* with the superlative having more than one syllable.

The table below gives examples of two words with similar meanings in the positive, comparative and superlative. Notice how the adverbs are formed differently in each case. The adverbs are in italics.

Examples of the positive, comparative and superlative forms of adverbs :

| | | |
|--------------------------------------|---|--|
| The receiver ran <i>fast</i> . | The receiver ran <i>faster</i> than the defender. | The receiver ran the <i>fastest</i> of all the players. |
| The receiver ran <i>quickly</i> . | The receiver ran <i>more</i> <i>quickly</i> than the defender. | The receiver ran the <i>most</i> <i>quickly</i> of all the players. |

Examples of Degrees of Comparison :

The dart came close The horse trotted The band

¹⁰<http://aink-rudhi.blogspot.com/2010/03/degrees-of-comparison.html>

| | | |
|---|--|---|
| to the target. | rapidly at the race's start. | played jazzily. |
| The dart came closer to the target on the second try. | The horse trotted more rapidly at the turn. | The band played more jazzily in the second set. |
| The dart came closest to the target on the third try. | The horse trotted most rapidly at the finish line. | The band played the most jazzily in the last set. |

Adverbs like adjectives, the different degrees of comparison are formed in different ways: Short adverbs having just one syllable form the comparative and the superlative by the addition of *-er* and *-est* to the positive.

| | | |
|------------------|-----------------------|-----------------------|
| Hard (positive), | harder (comparative), | hardest (superlative) |
| Soon, | sooner, | soonest |
| Fast, | faster, | fastest |
| Late, | later, | latest |
| Loud, | louder, | loudest |
| Clean, | cleaner, | cleanest |
| Clear, | clearer, | clearest |
| Low, | lower, | lowest |
| High, | higher, | highest |

Note that almost all adverbs which are also used as adjectives belong to this class.

Adverbs which end in –ly take more for the comparative and most for the superlative.

Bravely (positive), more bravely (comparative), most bravely (superlative)

Beautifully, more beautifully, most beautifully

Clearly, more clearly, most clearly

Loudly, more loudly, most loudly

Seriously, more seriously, most seriously

Quickly, more quickly, most quickly

Simply, more simply, most simply

Slowly, more slowly, most slowly

Carefully, more carefully, most carefully

Happily, more happily, most happily¹¹

The adverb early is an exception to this rule.

Early (positive), earlier (comparative), earliest (superlative)

Some adverbs form their comparative and superlative degrees in an irregular manner:

¹¹DonyHariyanto – Drs. Rudy Hariyono, *English Grammar for General Application*, (Surabaya; Gitamedia Press, 2003), p.172

Far (positive), farther, further (comparative), farthest, furthest (superlative)

Late (positive), later (comparative), last, latest (superlative)

Well (positive), better (comparative), best (superlative)

Badly, worse, worst

Little, less, least

Much, more, most

Notes: It should be noted that only adverbs of time, degree and manner have three degrees of comparison.

Adverbs such as now, then, once, there, where, why, how, not, never, ever etc., cannot be compared and hence they do not have the three degrees of comparison.¹²

1. Types of Comparison Degree

In grammar, to declare two or more objects whose size is different then the required level of comparison. As based on level, Comparison Degree divided into 3 groups, they are positive degree, comparative degree and superlative degree.

a. Positive Degree

A comparison in which the adverb not be changed and usually to explain the nature of an object is equal to another object.

S + V (V+O) + AS + ADVERB + AS + N/NP/O/CLAUSE

¹²<http://www.englishpractice.com/improve/comparison-adverbs/#uo94MzMoi1hhYX21.99>

Example:- I run as fast as you do.

- *I will practice English as hard as you will.*

S + V (V+O) + TIMES + AS + ADVERB + AS + N/NP/O/CLAUSE

Example : A plane can fly three times as fast as a helicopter can.

b. Comparative Degree

A comparison of something to the effect that more than others and are usually added er in tow if the adverb is less than 2syllables. While the word more than 2 Syllables or 2 syllables coupled with more. R.W Zandvoort and J.A Van Ek said in their book “The comparative is used when one object or group is compared with another and separate object or group.”¹³

S + V + ADV-ER + MORE-ADV + THAN + P/NP/O/CLAUSE

Example :- She can types faster than me

- *he works more carefully than she*

S + V + TIMES + ADV-ER + MORE-ADV + THAN + P/NP/O/CLAUSE

Example :A computer can work 500.000 times faster than a person.

An expression like *more slowly* (formed from the adverb *slowly*) is known as a comparative. It is used to show who (or what) has performed an action in a specific manner to the greater or lesser degree. (i.e., It is used to compare two performances).

¹³R.W Zandvoort and J.A Van Ek, *A Handbook of English Grammar*, (London: Longman Group Limited, 1980),p.188

Examples:

1) The goat can see better than you think. 🌱

(*better*: comparative of *well*)

2) Try to paint the edges more carefully; it will save time later. 🌱

(*more carefully*: comparative of *carefully*)

3) He tries harder than most, but he has no aptitude for languages. 🌱

(*harder*: comparative of *hard*)

4) The engine operates less efficiently with alcohol. 🌱

(*less efficiently*: comparative of *efficiently*)

c. *Superlative Degree*

A comparison of something the state most or usually added est among others. If the adverb is less than 2 Syllables, we use the verb est behind. If it exceeds 2 adverb Syllables or 2 syllables, then add the adverb most before. The superlative is used to compare one member of a group with the whole group (including that member).¹⁴

S + V + (O) + THE + ADV-EST/MOST-ADV + (...)

Example less than 2 Syllable :The receiver ran the fastest of all the players.

Examples of more than 2 syllables: The receiver ran the *most quickly* of all the players.

¹⁴Michael Swam, *Practical English Usage*,(Oxford: Oxford University Press 1980),p.144

An expression like *most carefully* (formed from the adverb *carefully*) is known as a superlative. It is used to show who (or what) has performed an action in a specific manner to the greatest or least degree.

1) I have found that the office runs best with the radio on and the heating down. 🌱

(*best*: superlative of *well*)

2) The gift is most gratefully received. 🌱

(*most gratefully*: superlative of *gratefully*)

3) It was obvious that they were not used to high heels, but Karen moved least gracefully of all. 🌱

(*least gracefully*: superlative of *gracefully*)

4) She answered most abruptly. 🌱

(*most abruptly*: superlative of *abruptly*)

B. Media

1. Definition of Media

Association for education and communication technology (AECT) defines media that is all the form of utilized to process of information channeling. While education association (NEA) defines that media is an art of things which can be manipulated, seen, listened, and can read with instrument which is use appropriately in teaching learning process, so it can influence the effectiveness of instructional

program.¹⁵Media is graft tools, photography or electronic to catch, process and rearrange visual information or verbal information.¹⁶

Media is something which can give message and stimulate the brain of the students; their feeling and desire so in learning process the use media creatively can objective that will be got.¹⁷Media is a set of helping tool or object which can be used by the teacher or educator to communicate with the students.¹⁸

From the definition above, we can conclude that media is a tool transfer message and also can stimulate one's mind, feeling and audience wishes (students) so it can encourage learning process on the students themselves. Using the media creatively is going to enable audience (students) to study well and can improve their performance which is suitable with learning objective. So, media is anything that can be in the sense that function as intermediaries/facilities/ equipment for the communication process (learning process).

Using of media with creative will enable to the student for studying to better and also, improve their performance appropriate the purpose that they want.¹⁹

¹⁵Asnawir dan Basyiruddin usman, *Media Pembelajaran*, (cet, 1 : Jakarta : ciputat pers, 2002)

¹⁶Prof, Dr, azhar Arsyad M.A, *Media Pembelajaran* (Jakarta: PT Raja Grafindo Persada 2007), p.3.

¹⁷Asnwir and Usman, *Media Pembelajaran*, (Cet.I; Jakarta: Ciputat Pers, 2002), cit.p.11

¹⁸Sudarwan Danin, *Media Komunikasi Pendidikan*, (Cet.I; Jakarta: Bumi Aksara, 1995),p.7

¹⁹Asnawir dan Basyiruddin/usman, *op,cit.p.11*

2. The Function of Media

At first the media only server as tool in teaching and learning activities that in the form of facilities that can provide a visual experience to students in order to encourage motivation to learn, clarify, and simplify, the complex an abstract concept become more simple, concrete, and easily understood.

One of the main function learning media is as a helping tool of teaching that also influences atmosphere, condition and learning circumstances arranged and created by teaching.²⁰

According to Asnawir and Usman that the functions of media are;

- a. Media can overcome the limited of experience, which is had by the students,
- b. Media can overcome classroom,
- c. Media can make the direct interaction between students and environment,
- d. Media can result variety observation,
- e. Media can implant the right basic concept, real and realist,
- f. Media can increase new desire and interest,
- g. Media can increase the motivation and stimulate students to study,
- h. Media can give integral experience from the concrete to the abstract think.²¹

²⁰Azhar Arsyad, *Media Pembelajaran*, cit.p.15.

²¹Asnawir and Usman, *Media Pembelajaran*, cit.p.14.

In teaching learning activities, teaching educational media in general have a utility to overcome barriers in communication physical limitation in the classroom, the passive attitude of student and unify their observation.

At this time, the medium of instruction has the following function :

- 1). Help facilitate learning of student and help facilitate for teacher /lecturer.
- 2). Provide more real experience (an abstract can be concrete)
- 3). Greater student interest (the way lesson are not boring)
- 4). All the sense of student can be enable.
- 5). More attract attention and interest student in learning
- 6). Can evoke the world theory with reality

Levie and lentz in Arsyad's book suggest four function of instructional media, particularly visual media, namely:

- a). Attantional Function of visual media the core that is interesting student's attention to concentrate on the content related to the meaning of the displayed visual of text accompanying the subject matter,
- b). Affective function of visual media can be seen from the student's level of enjoyment when learning or reading the text with picture images or visual symbol can arouse emotions and attitudes of student.
- c). Cognitive function of visual which related the achievement of objective of objective to understand and remember information or messagecontained in images.

d). Compensatory function of learning media seen from the findings that the visual media that provides the context for understanding the text help student who are weak in reading to organized information in text and remember back.

3. Kinds of Media

Classified media into four kinds namely:

a. Visual.

Visual aids are things just can be seen, for example: film, strip, transparencies, micro projection, blackboard, and picture.

b. Audio visual.

Audio visual aids can be listened and signed, example film and TV.

c. Dramatize, for example role play, drama, pantomime, and so on.

d. Audio.

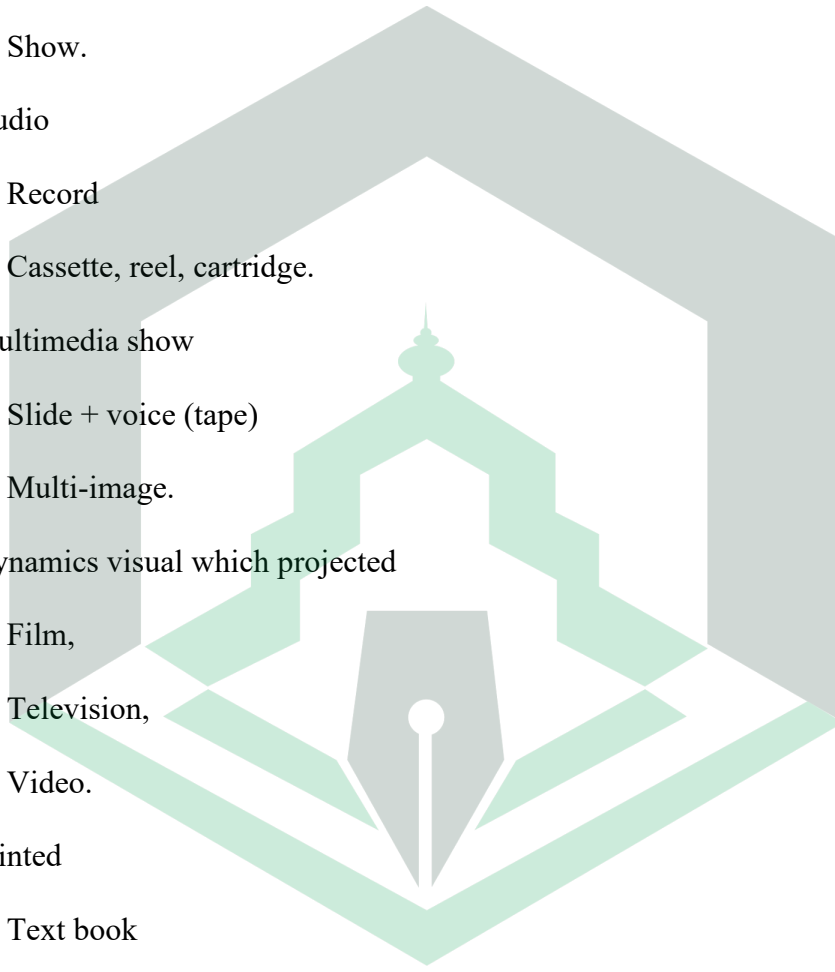
Audio aids just can be listened, for example: photograph recorder, tramples electronic, radio, and so on.

Soels and Glasglow in Arsyad's book, divided media in two categories, namely traditional media and modern media.

1) *Traditional media*

a) Silent visual which is projected :

- (1) Opaque projection
- (2) Overhead projection
- (3) Slider
- (4) Filmstrip

- 
- b) Visual not projected
- (1) Picture, poster.
 - (2) Picture.
 - (3) Charts, graphic, diagram.
 - (4) Show.
- c) Audio
- (1) Record
 - (2) Cassette, reel, cartridge.
- d) Multimedia show
- (1) Slide + voice (tape)
 - (2) Multi-image.
- e) Dynamics visual which projected
- (1) Film,
 - (2) Television,
 - (3) Video.
- f) Printed
- (1) Text book
 - (2) Module
 - (3) Workbook
 - (4) Scientific news paper
 - (5) Hand out.

g) Player

- (1) Puzzle
- (2) Simulation
- (3) Board player

h) Regalia

- (1) Model
- (2) Specimen (sample)
- (3) Manipulate (map, doll.)

2) *Modern media*

a) Media base of telecommunication

- (1) Teleconference
- (2) Study of far distance

b) Media base of microprocessor

- (1) Computer- assisted instruction
- (2) Computer player
- (3) Interactive
- (4) Hypermedia
- (5) Compact (video) disc.²²

²² Prof. Dr. Azhar Arsyad, cit.p.33,35.

C. Picture

1. Definition of Picture

Picture is a visual tool that effective because it can be described something that can be explained to be more concrete and realistic.

Defines picture is (a) painting, drawing, or photograph, especially as a work of part, (b) photograph, (c) what is seen on a television, screen.

Picture is a represent in a photograph or picture, describe in a certain way, form a mental image.²³

Harmer stated that picture can be board drawing magazine, picture and any other non-technical visual representation, picture can be used to explain the meaning of vocabulary items, teacher can drew things on the board or bring in picture just as easily as hats, coats, walking, sticks, cars, smile, etc.²⁴

Picture is the act or the art of representing any object by means of lines and shades; especially, such a representation when in one color or in tints used not to represent the colors of natural objects, but for effect only, and produced with hard

²³<http://oxforddictionaries.com/definition/english/picture>. Accessed on 18 March 2013

²⁴Jeremy Harmer, *How To Teach English*, England: Logman, 1998.

material such as pencil, chalk, etc.; delineation ; also the figure or representation drawn. The picture is worth more than a thousand words.²⁵

Picture or photo is a original reproductive media in two dimension. The photo or picture is an effective visual tool because it can be visualized according to what we are going to explain concretely and realistic. Information is delivered can be understood easily because the result that has been shown, is closer the reality through the picture shown to the students, and the students will receive the same result. Picture or photo can overcome the time and room. And event happened in the other places can be seen by the people who live in other far places.²⁶ Where some say that, picture is a design or representation made by various means (as painting, drawing, and photography).²⁷ Meanwhile, Oxford dictionary has various definition of pictures as follow:

- a. Painting, drawing, etc, that shows a scene, a person or thing
- b. Photograph
- c. Image on television screen
- d. Description that gives you an idea in your mind of what something is like
- e. Mental image or memory of something

²⁵ Katherine Klipper Merset, *Pengertian dan definisi gambar menurut para ahli*, [http://carapedia.Com/pengertian gambar541.html](http://carapedia.Com/pengertian%20gambar541.html).accesssd on 29th Desember 2011

²⁶Bambang Budi Cahyo “*Teknik, Strategi dan Hasil Penelitian*”

²⁷[http://www.Merriam-Webster. Com/Dictionary/Picture](http://www.Merriam-Webster.Com/Dictionary/Picture). Accessed on 28 Desember2011.

- f. The general situation concerning somebody/something
- g. Film or movie and etc.²⁸

Another view in Erna said that picture is photo or its kinds that shows things and generally used, can be understood easily in learning and teaching activity furthermore is to overcome difficulties in presenting genuine things in the class.²⁹ Besides that, it is also explained by giving more about things to how noticed in using picture media:

- (1) Using picture which is suitable with the growth and development of students.
- (2) When showing picture, do not move it.
- (3) Showing the picture one by one so that the students are focused in one picture only.
- (4) Directing the students attention to a picture, than post some questions relate to shown picture.

2. Picture as Media

The failsafe of media come from Latin medium language generally that means is a tool of communication or anything that bring information that between with receiver. Those tools are called instruction media if those tools are used to give contribution in education environment (Heinich and Rusello, 1982).³⁰

²⁸ Oxford University, *Oxford learner's pocket dictionary*(Ed.3; New York:2000),p.322.

²⁹ Erna, *Cara Meningkatkan Motivasi Berbicara Siswa Kelas II SD Negeri No 54/Bajubang Pada Pelajaran Bahasa Indonesia Materi Ciri-ciri Tumbuhan atau Hewan Menggunakan Media Gambar*,(Jambi: Universitas Jambi....),p.3.

³⁰ Kasihani, K.E, Suyanto, *English for Young Learner* (Jakarta: Bumi Aksara 2007),p.101

3. The Reason of Using Picture

Picture is important to be used in teaching comparison degree. Picture can motivate and make clear when the student see the picture. Picture can help teacher to get instructional aims, because picture as media that is very easy and available to used in teaching learning process. It means that to make high value in learning with picture, the students experience and their understanding is larger clear and it is not easy to forget and more concrete in memorizing and the association for the students.

Picture can be found everywhere because it can describe what message of the picture or what is picture mean. Automatically, when the students see it they will guess well, because they can show the picture. So, with picture the student understanding is well and enjoyable when they are studying. First of all, picture could be used to teach some grammatical structures. Secondly, since they are more vivid than words, they are much easier to recall than words. Therefore, picture could be used to teach vocabulary. Thirdly, certain kinds of picture can be used to develop and sustain motivation. Last, they could be used to produced positive attitudes toward English.³¹

4. The Advantages of Using Picture

States that picture provided as share experience for students in class as a common base⁴ that leads to variety of language activities. State that advantage of

³¹Bambang yudi cahyono “*Tekhnik, Strategi dan Hasil penelitian*”, (Malang, 1977),p.144

using picture as a media in instructional process to delivery about information, idea, and without using much verbal language, but more give impression.

The other advantage of using picture namely:

- a. Picture can stimulate students in learning
- b. The characteristic is picture is concrete. So, it's more realistic in showing the important problem than verbal language.
- c. Picture can limit time and room
- d. Make clear a problem
- e. Picture can explain what we see
- f. Picture are cheap and available.
- g. Picture can attract the students attention to guess the meaning of unfamiliar word.

5. The kinds of Picture

There are two kinds of picture as follow:

- a. Silent picture

The types of silent picture:

- 1) Picture is the most common media used, the image is a common language that can be understood and enjoy where.
- 2) Sketsa is a simple picture or a rough draft that describes the main parts with on detail.
- 3) Diagram as a simple drawing that use lines and symbol, diagrams or schematic depicting the structure of the object outline.

4) Chart

The main function is to present the ideas or concept that are difficult when only conveyed in writing or orally,

5) Graphs is a simple image using dots, lines, or picture.,

6) Poster

Poster are not only important to convey certain impression, but also capable also to influence and motivate the behavior of people we see it.

7) Map

Basically the map server to present the data location.

b. Moving picture

1) Film

Film is a huge media capabilities in helping the learning process.

2) Television

In addition to film, television is the medium that conveys messages of learning in the audio visual elements, accompanied by motion.

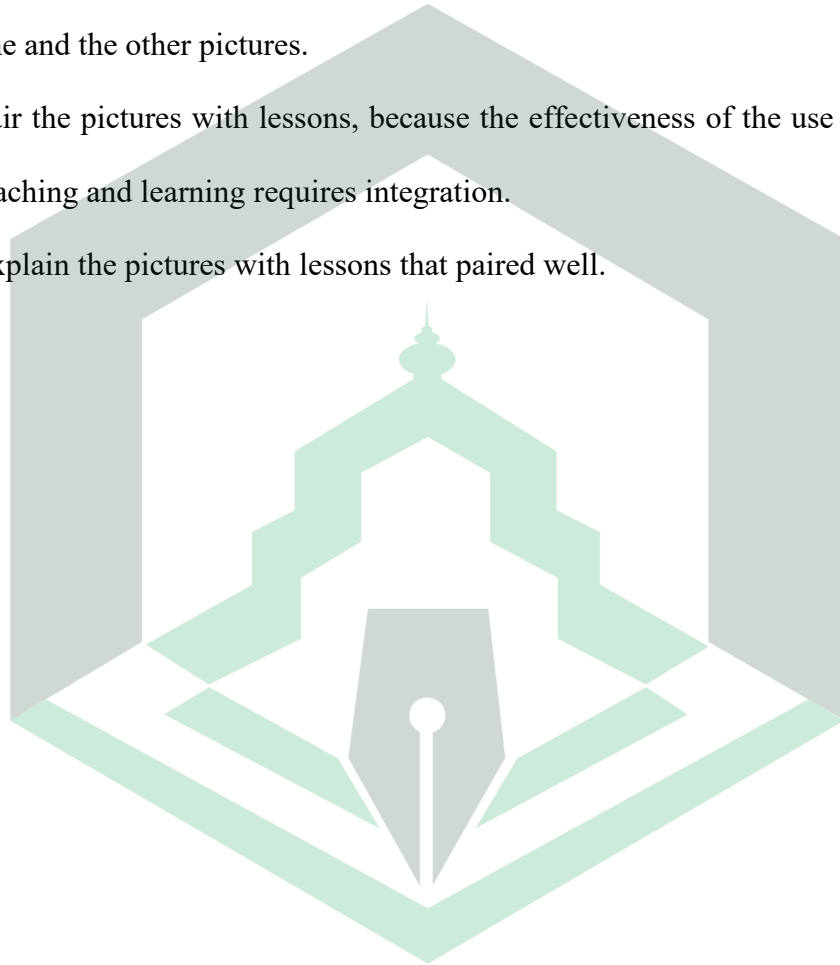
3) Video

Video as an audio-visual media featuring motion, messages can be presented facts (events important events news) as well as featured as the story can be informative, educational or instructional.³²

³²Arsyad Ashar, cip,cit,p.113

6. Teaching Degrees of Comparison by Picture

- a. Use the pictures for the purposes of teaching specific, such as selecting a particular pictures that will support the core explanation of the main points of the lesson or lesson such as choosing picture that differentiate / compare between one and the other pictures.
- b. Pair the pictures with lessons, because the effectiveness of the use of pictures in teaching and learning requires integration.
- c. Explain the pictures with lessons that paired well.



CHAPTER III

METHOD OF THE RESARCH

A. Research Design

This research would follow the principal working of classroom action research (CAR) that contains of four stages, they are Planning, Implementation of Action, Observation, and Reflection. It a research conducted by the teacher who wants to make their students mastering by materials. The main purpose of Classroom Action Research is to identify and to solve the students' problem in the class.

Classroom Action Research is research conducted by teachers in the classroom itself through self-reflection, in order to improve its skill as teacher, so that students learning outcome to be improved and carr and kemmis, the following:

Action research is form of self, reflective enquiry undertaken by participants (teacher of principle for example) in social (including education) situations in order to improve the rationality and justice. (1) Their own social and educational practices, (2) Their understanding of these practices, and (3) The situational (and situation) in which the practices are carried out.³³

Conclude that action research brazes to constitute a scrutiny to deliberate activity is arisen and happening in a class³⁴

³³Igak Wardhani and Kuswaya Wihardit, *Penelitian Tindakan Kelas*, (Jakarta :Penerbit Universitas Terbuka, 2007),p.1.4

³⁴Suharsimi Arikunto, *prosedur penelitian suatu pendekatan praktik*, (Jakarta: rineka cipta, 2006),p.91

In this research the researcher used the spiral model by Kurt Lewin, described the theory or the procedure of Classroom Action Research into four stages, they are : (1) Planning, (2) Implementation of Action, (3) Observation, and (4) Reflection. The relation among them is called a cycle. It means that a cycle consist of planning, acting, observing, ad reflecting.

B. Research Participant

The participants of research are:

1. English teacher

English teacher is observer of the researcher in the research, where the English teacher does observation when the researcher teaches in the class.

2. Students

The position of the students in the research as object of research, where the research hope after researching, the students can increasing their comparison degree material.

3. Headmaster

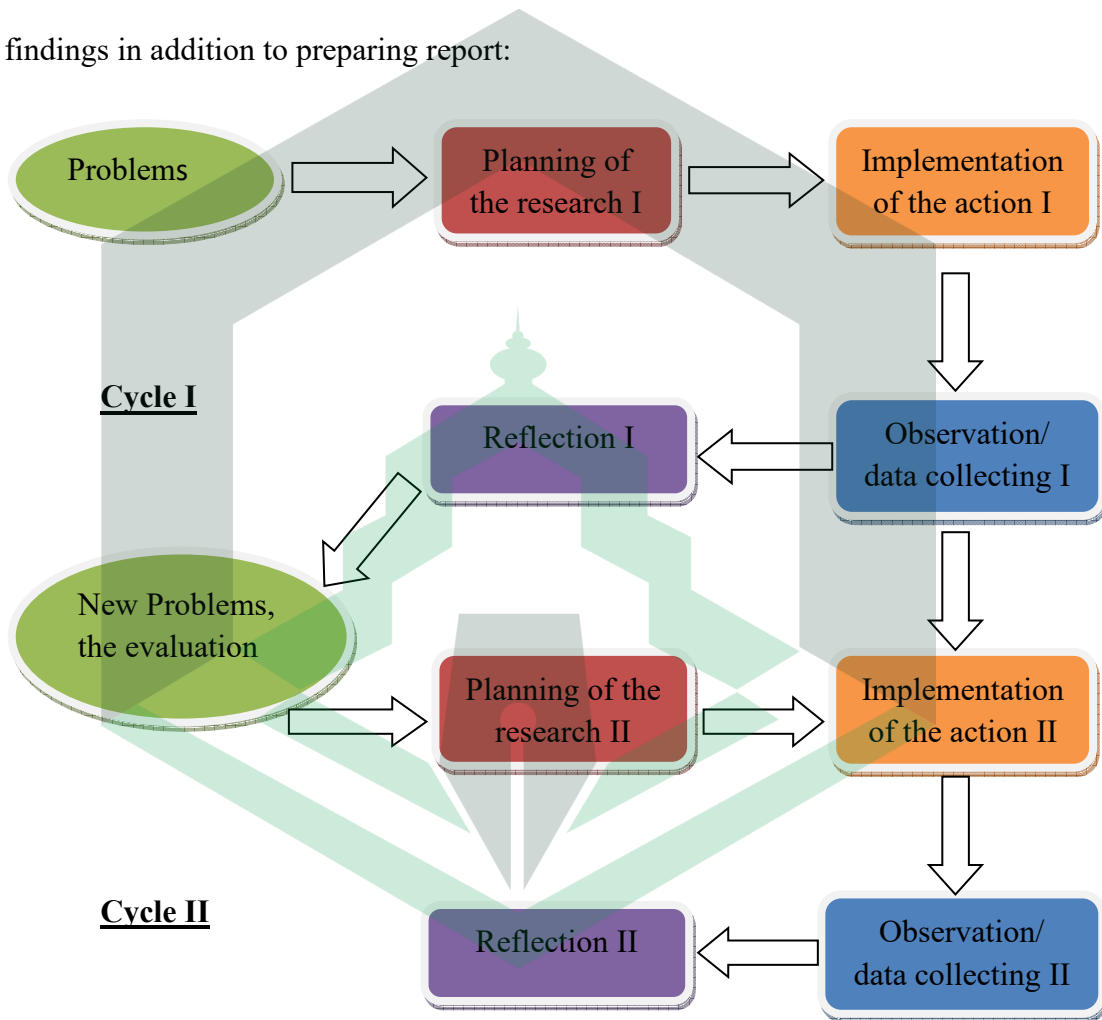
The position of headmaster in research are facilitator, evaluator and supervisor.

C. Research Procedures

This research is conducted with using Classroom Action Research method (CAR).

A collaborative effort of school between teachers and teacher educators. Because lecturer not have direct access, then the CAR held collaborative with her

class teacher who became the arena of CAR. Therefore must be consistent feature of collaborative cooperation shown as in the overall implementation of CAR stages, ranging from problem identification and diagnosis of the situation, the design of corrective action, up to the collection and analysis of data and reflects about the findings in addition to preparing report:



The classroom action research cycle.³⁵

³⁵Baedhowi, *Membimbing Guru Dalam Penelitian Tindakan Kelas*, (Jakarta: januari 2010), p.15

In a cycle consists of four steps. They are ;

1. Planning

- a. In this step, the researcher prepared material and what the students have to do in the action step.
- b. Make a learning implementation plan (RPP) base on the curriculum, and arrange material of lesson planning and it should base through picture in learning comparison degree.
- c. Make a questionnaire, and observation sheets for observe the condition of learning process.
- d. Arrange the test to know the increasing of the result study after they studied comparison degree through picture.
- e. Action

In this step, the researcher started with teach them about comparison degree, and then about picture media and give to them for making three sentences in comparison degree explaining them how the way comparison degree through picture.

2. Observation

In this step, the researcher observed what happened in the classroom, and the teacher (monitor) fills in the observation sheets, what the students do in the classroom. The researcher has to observe also the weakness of the learning process.

In this step also the researcher interview some of the students. She does it for getting information about students. Opinion about the method and the learning process. They like the method or not.

3. Evaluation and Reflection

In this step, the researcher will analyze the weakness that she has got in observing. After analyzing the weakness, she looks for the problems solving for the weakness. In this step also, she has to think what she have to do in the next step.

D. Technique of Collecting Data

In this research the technique of collecting data to got a valid data the way live observation in learning process and through questionnaires who gave to the students.

The collecting data techniques in this classroom action research are;

1. Test : To find out the students' score after the used of picture in learning comparison degree.
2. Observation : To find out the students participation during the used of picture in learning comparison degree. In observing, the teacher asked collaborator to fill in the observation list with some indicator. (see appendix).
3. Interview : To find out the level of successful in implementing the used of picture in learning comparison degree.

There are some important thing that interviewed, those are;

- a. Situation of learning students
- b. The lesson about comparison degree
4. Discussion : among the researcher as teacher with the collaborators, as a way to make reflection in each cycle.

E. Instrument of Collecting Data

The instrument used in collecting data in this classroom action research were :

1. Picture Media : Give the students a picture and compare the picture.
2. Observation list : It will be useful to observe the students' participation during the use of Picture in teaching comparison degree. Also, as the basic instrument in discussion part among the teacher and the collaborators as a way to make reflection in each cycle.
3. Guide interview list : To find out the level of successful in implementing the use of picture in teaching comparison degree.
4. Discussion :Result among the teachers.

F. Technique of Analyzing Data

The data analysis technique involves some step that are elaborate as follows:

1. Scoring the students' correct answer by the following formula :

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total test items}} \times 100$$

2. Classifying the students' scores by using percentage as cited below :

$$X = \frac{\sum x}{N} \times 100\%$$

Where : $\sum X$: The Total Raw Score

X : Mean Score

N : Total Number of Students

3. Classifying the students score into criteria as follows:
 - a. 81 to 100 is classified as very good
 - b. 61 to 80 is classified as good

- c. 41 to 60 is classified as fair
- d. 21 to 40 is classified as poor
- e. 1 to 20 is classified as very poor.

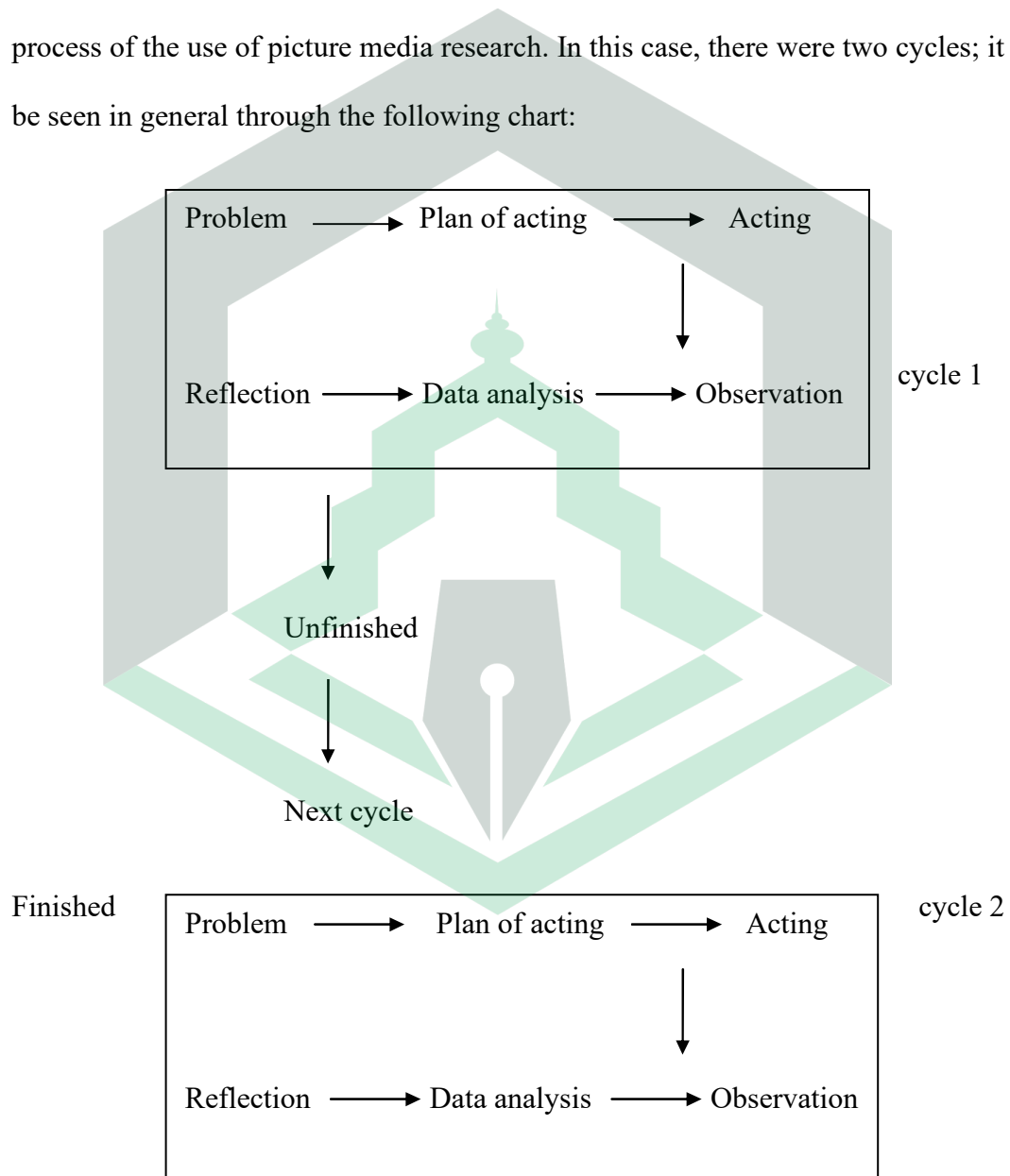


CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of the research explain the cycles of learning and teaching process of the use of picture media research. In this case, there were two cycles; it can be seen in general through the following chart:



1. Cycle 1

The first cycle of this classroom action research consisted of planning, acting, observation, and reflecting.

a. Planning

The classroom action research class required different tools that had been created and developed previously, namely: lesson plan. In this research, the researcher prepared a lesson planned about the use of picture media in teaching comparison degree. In this section the preparation which was prepared by the researcher before acting in the cycle 1 was :

- 1). Making a lesson plan about the use of teaching.
- 2). Introducing to student about comparison degree.
- 3). The researcher explained the material by using picture and by example by their friends.
- 4). Classroom management, the researcher took 30 students as the sample of this research. Make the good management in the classroom and to create an effective learning process, making the classroom comfortable, interesting and fun.
- 5). Preparing the picture test of comparison degree. The main purpose of this classroom action was find out the appropriate way in using picture media in teaching comparison degree to the students.
- 6). Making the observation sheet that was used in the first cycle of the classroom action research.

7). In the end of action, the comparison degree test used to find out the students' ability in mastering comparison degree. The researcher gave chance to students express their difficulties in learning process.

b. Acting

In this action, the first activity was introduction and connection. Introduction was discusses about the material that would be studied. In this case, first the teacher instruction to get ready either physically or psychologically by expressing greeting. Calling the roll, refresh their concentration as like asked to the students about the teacher before this meeting, and motivating them to join in learning process. second, the teacher explained the purpose of learning process and also the basic competence that would be achieved. Third, the teacher delivers the scope of the learning material and gives little bit explanation about it that would be studied.

The teacher had told to the students about three kinds of comparison degree through picture and gave them examples from the picture. And before the teacher explained the material, the teacher asked to the students about this material. Did they have studied the comparison degree by using picture? But in the reality, the students answer never learnt the comparison degree by using picture before.

This activity was called as application, it divided into three parts namely exploration, elaboration, and confirmation. In exploration, first the teacher involved students to construct their common sense concerned the learning material learnt. Second, the teacher involved students to seek and find out by themselves about the

learning material learnt. Third, the teacher involved students to be active during learning process.

During the action in the first cycle, the teacher explained comparison degree through picture and explained one by one kinds of comparison degree by using picture. Before explaining comparison degree the teacher distributed the picture to students. Then, the teacher asked the student to match between comparison degree based on picture. In explaining the comparison degree by using picture the teacher used some pictures from many sources, for examples are pictures of animals and picture of people. After that, the teacher called one by one student to matching the comparison degree based on picture on white board. If the student right, so they would choose their friends to replace them.

Sometimes every interval of the explanation of one subject, the teacher gave them some intermezzo to make them not bored and the concentrations' of the students still focus to the teacher.

Furthermore, the teacher had given them explanation about the material learnt, the teacher gave them time for asked that they did not know and not clear yet. And then, the teacher answered those questions and would given suggestion and the correct ways in match between comparison degree based on picture and would to taught them how comparison degree correctly to the students.

In addition the teacher asked to the students for making sentence of comparison degree. The teacher asked to the students to write three examples in three types of comparison degree, and they wrote down the examples of comparison degree

on the white board. And then the teacher corrected the students' answers. Furthermore the student made their sentences of comparison degree, then was the general mistake from the sentences that they did such as forgetting to put to be after subject, the incorrect using of adverb, the untrue using of sentence pattern.

After that, the teacher discussed with students about their difficulties about the learning material learnt. One of their difficulties is that they did not memorize some adverb. Then the teacher gave exercises concerning the learning material that had been studied. After that in confirmation, the teacher gave feedback related to the result of students' exploration and elaboration about degree of comparison. Then the teacher gave some correction about the mistakes they had made, and also helped them solving their difficulties about the exercises. After that the teacher asked the students to memorize adverb.

The last activity, were called as reflection and extension, in this case, the teacher with students made conclusion about the learning material that had been studied. In reflection, the teacher asked again the difficulties that the students got during teaching and learning process and repeat to give them instruction to memorize adverbs of comparison degree. The teacher gave them more motivation for to be the better students. The teacher told the students about the learning material that would be studied in the next meeting and close the class by recited hamdalah.

c. Observation

Based on the activities made by the teacher and collaborator in the first cycle, the teacher and observer, observed the learning activity about condition class and activity of student in learning comparison degree by using picture. The condition in class was still not conducive because they were little bitten noisy when the teacher explained in the class, and there were some students still confused about the comparison degree through pictures because they were never learnt the lesson before. Then, most of the students were not conducive when the teacher asked the students to made a good sentence of comparison degree because most of them did not know the adverb.

Picture 1 Cycle 1: the class condition was not conducive and they were still confused about the comparison degree through picture.



Evaluation on students' comparison degree showed that the students' mastery on comparison degree were mostly in low scores. The mean score was only 69,5 (see table 1).

Cycle 1

| No. | Students | Score |
|-----|----------|-------|
| 1. | 001 | 70 |
| 2. | 002 | 65 |
| 3. | 003 | 65 |
| 4. | 004 | 60 |
| 5. | 005 | 70 |
| 6. | 006 | 75 |
| 7. | 007 | 70 |
| 8. | 008 | 60 |
| 9. | 009 | 70 |
| 10. | 010 | 65 |
| 11. | 011 | 80 |
| 12. | 012 | 75 |
| 13. | 013 | 70 |
| 14. | 014 | 70 |
| 15. | 015 | 70 |

| | | |
|-------------------|-----|-------------|
| 16. | 016 | 60 |
| 17. | 017 | 75 |
| 18. | 018 | 70 |
| 19. | 019 | 70 |
| 20. | 020 | 65 |
| 21. | 021 | 75 |
| 22. | 022 | 80 |
| 23. | 023 | 60 |
| 24. | 024 | 65 |
| 25. | 025 | 75 |
| 26. | 026 | 75 |
| 27. | 027 | 60 |
| 28. | 028 | 65 |
| 29. | 029 | 80 |
| 30. | 030 | 70 |
| MEAN SCORE | | 69,5 |

Table 1: The result of the test in cycle 1

The mean score of the students' vocabulary test of cycle 1

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

$$\frac{2085}{30} = 69,5$$

The result of observation student's activities during the teaching and learning process.

It can be seen in the table below !

| No | Students | Students Participation | | | |
|-----|----------|------------------------|-------------|--------|-------------|
| | | Not Active | Less Active | Active | Very Active |
| 1. | 001 | | ✓ | | |
| 2. | 002 | ✓ | | | |
| 3. | 003 | ✓ | | | |
| 4. | 004 | ✓ | | | |
| 5. | 005 | | ✓ | | |
| 6. | 006 | | | ✓ | |
| 7. | 007 | | ✓ | | |
| 8. | 008 | ✓ | | | |
| 9. | 009 | | ✓ | | |
| 10. | 010 | ✓ | | | |
| 11. | 011 | | | ✓ | |
| 12. | 012 | | | ✓ | |
| 13. | 013 | | ✓ | | |
| 14. | 014 | | ✓ | | |
| 15. | 015 | | ✓ | | |
| 16. | 016 | ✓ | | | |

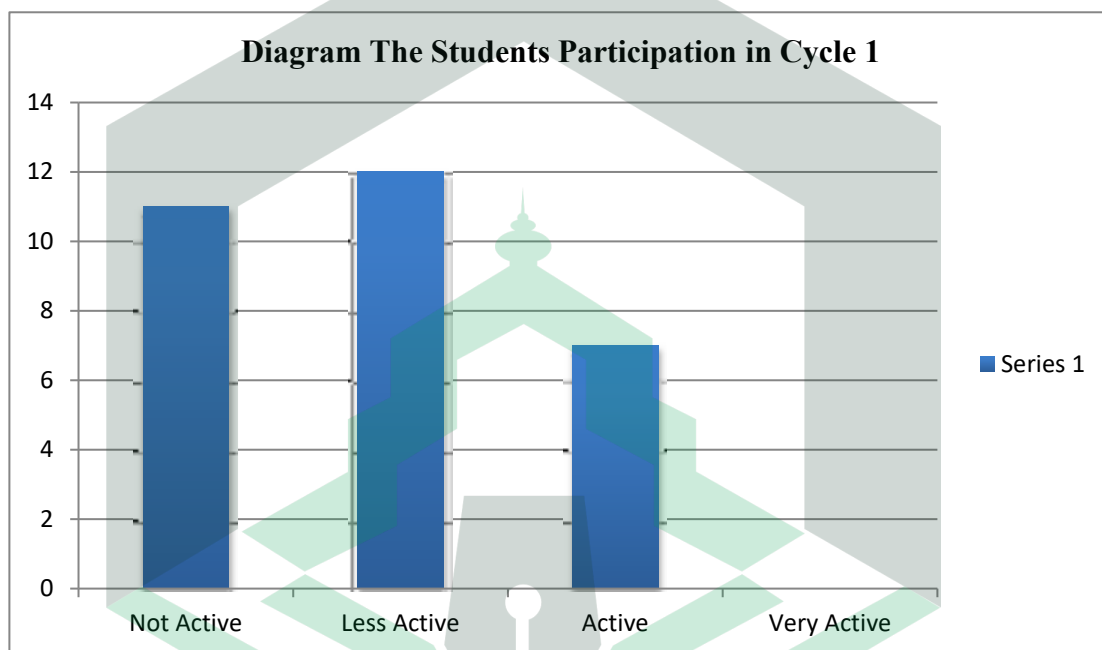
| | | | | | |
|-----|-----|---|---|---|--|
| 17. | 017 | | | ✓ | |
| 18. | 018 | | ✓ | | |
| 19. | 019 | | ✓ | | |
| 20. | 020 | ✓ | | | |
| 21. | 021 | | | ✓ | |
| 22. | 022 | | | ✓ | |
| 23. | 023 | ✓ | | | |
| 24. | 024 | ✓ | | | |
| 25. | 025 | | ✓ | | |
| 26. | 026 | | ✓ | | |
| 27. | 027 | ✓ | | | |
| 28. | 028 | ✓ | | | |
| 29. | 029 | | | ✓ | |
| 30. | 030 | | ✓ | | |

Table 2: The Observation of Students Participation in cycle 1

| Option | Frequency | Percentage |
|-------------|-----------|------------|
| Very Active | 0 | 0% |
| Active | 7 | 23,31% |
| Less Active | 12 | 39,96% |
| Not Active | 11 | 36,63% |

Table 3: The result of observation students' percentages in cycle 1

The table above showed that there were no student (0%) very active, there were 7 students (23,31%) active, there were 12 students (39,96%) choose less active and there were 11 students (36,63%) not active. It mean that some of the students showed low in teaching process and the application of teaching comparison degree through picture shown still not good.



d. Reflecting

There were still significant weaknesses in the first cycle. Most of students were still not familiar with the learning comparison degree through picture media. They still confuse with the rules of this activity even though the researcher had explained. The students' participation during learning process was low, only 7 students were active, no one of students were very active, 12 students were less active

and 11 students were not active. It means that the result in the first cycle was still low.

After making observation in the first cycle, the teacher concluded that learning process was still not effective. Most of the students did not pay attention and followed the learning process optimally; some of students just disturbed their friends. After doing interview, they said that their friends did not follow learning process optimally because the teacher was not their teacher. It was challenged for teacher to develop teaching technique hopefully they were interest in learning process.

Therefore, it needs to have a new planning to solve the problem that still find in the first cycle. The writer will try some development in term of steps of learning and the way to use the media in learning process.

2.Cycle 2

After doing observation and reflecting in the first cycle, there were still weaknesses in first cycle. Then, in order to decrease the weaknesses and to create the successful in the second cycle, therefore, in the second cycle was done based on the preparation as follows:

a. Planning

The planning in the second cycle as follows:

- 1). In the second cycle observed the students more intense.
- 2). Giving more motivation and positive suggestion to the students in order to be more active in learning process.
- 3). Setting the classroom into groups to create learning process better.

4). Giving more comparison degree and make competition among groups in order to motivate the students in learning.

5). Giving more intensive guidance to the students especially to the weak students in order to understand the meaning and kinds the comparison degree.

6). Encouraging the students for memorizing adverb.

7). Giving more chance to the students who got good score to share their knowledge to the others in teaching and learning process. it could give some chance to students to be more confident in teaching and learning process.

b. Acting

In the second cycle, firstly the teacher gave more explanation in understanding degree of comparison well and easily by using picture, and gave more guidance to them how to understanding it well and easily.

The teacher gave clear explanation to the students and also gave the best tips to understand it well, easily, and variation of teaching technique. In this activity, the teacher explained again the material by using picture. But this time, the teacher not really difficult to explain the material because the teacher make the groups and added much the picture to teaching comparison degree. And also they have memorized some adverb. The teacher just explained the material that not understanding from the student, then the teacher gave some chances to the students to ask if there was something they still did not understand.

When the teacher concluded student that, no more student did not understand. The teacher gave them exercises related to the material. Adverbs have degrees of

comparison similar to adjectives with a positive, comparative and superlative form of the adverbs. The comparative can be formed with *er* and the superlative with *est* with some adverbs. With others the words *more* or *less* can be used in the comparative and *most* or *least* with the superlative having more than one syllable.

1. Positive Degree

A comparison in which the adverb not be changed and usually to explain the nature of an object is equal to another object.

S + V (V+O) + AS + ADVERB + AS + N/NP/O/CLAUSE

Example:- I run as fast as you do.

- *I will practice English as hard as you will.*

S + V (V+O) + TIMES + AS + ADVERB + AS + N/NP/O/CLAUSE

Example : A plane can fly three times as fast as a helicopter can.

2. Comparative Degree

A comparison of something to the effect that more than others and are usually added *er* in tow if the adverb is less than 2syllables. While the word more than 2 Syllables or 2 syllables coupled with *more*. R.W Zandvoort and J.A Van Ek said in their book “The comparative is used when one object or group is compared with another and separate object or group.”³⁶

S + V + ADV-ER + MORE-ADV + THAN + P/NP/O/CLAUSE

Example :-She can types faster than me

³⁶R.W Zandvoort and J.A Van Ek, *A Handbook of English Grammar*, (London: Longman Group Limited, 1980),p.188

- *He works more carefully than she*

S + V + TIMES + ADV-ER + MORE-ADV + THAN + P/NP/O/CLAUSE

Example :A computer can work 500.000 times faster than a person.

3. Superlative Degree

A comparison of something the state most or usually added est among others. If the adverb is less than 2 Syllables, we use the verb est behind. If it exceeds 2 adverb Syllables or 2 syllables, then add the adverb most before. The superlative is used to compare one member of a group with the whole group (including that member).³⁷

S + V + (O) + THE + ADV-EST/MOST-ADV + (...)

*Example less than 2 Syllable :*The receiver ran the fastest of all the players.

Examples of more than 2 syllables: The receiver ran the *most quickly* of all the players.

The teacher divided the students into six group, every group consists of 5 students. Then, the teacher distribute the comparison degree through picture media for each group. After that the students complete the comparison degree questions,

³⁷Michael Swam, *Practical English Usage*,(Oxford: Oxford University Press 1980),p.144

Learning to use -er and -est



The girl in red can jump **high**.

The girl in pink can jump **high** _____ than the girl in red.

The girl in green can jump the **high** _____ of all the girls.

The boy on the beach is **hot**.

The man in the tie is **hot** _____ than the boy.

The camel is the **hot** _____ of them all.

My dog runs **fast**.

The moose runs **fast** _____ than my dog.

The elephant runs the **fast** _____ of the three animals.

then asked them to change their work to other groups. The students checked their answer. Then teacher gave them score. Then teacher gave feedback to the students about the incorrect answers. Before closing the class, the teacher gave drilling activities about the students' comparison degree. Also asking the students about the meaning and kinds of the comparison degree.

The teacher had given them explanation about the material learnt, the teacher gave them time for asked that they did not know and not clear yet. And then, the teacher answered those questions and would given suggestion and the correct ways in match between comparison degree based on picture and would to taught them how comparison degree correctly to the students.

Furthermore the student made their sentences of comparison degree, then was the general mistake from the sentences that they did such as forgetting to put to be after subject, the incorrect using of adverb, the untrue using of sentence pattern.

In this activity, the teacher and the students made conclusion about the learning material that had been studied. Then the teacher asked again the difficulties that the students got during teaching and learning process. After that the teacher gave some positive suggestion to the student again such as encouraging, motivating, and giving them spirit more and more before ending meeting.

c. Observation

The condition of the class in the second cycle was so different with the first cycle. In this case, most students got better and became more exciting. The students looked enjoyed in learning comparison degree through picture media. They were more active in class during learning process in groups. They could be focused in learning process when they practiced within the group by using comparison degree through pictures. The students' participation in learning comparison degree by using picture was more wonderful and better, because most of the students had participated in asking, answering, responding some questions that the teacher given and the student had memorized much adverb.

The evaluation on students' understanding in learning comparison degree by using picture showed that in this cycle, the students got better score than in the first cycle.



Evaluation on students' comparison degree showed that the students mastery on comparison degree were mostly in good scores. The mean score was 85,83 it can be seen in the table 4.

Cycle II

| No. | Students | Score |
|-----|----------|-------|
| 1. | 001 | 90 |
| 2. | 002 | 90 |
| 3. | 003 | 80 |
| 4. | 004 | 85 |
| 5. | 005 | 95 |
| 6. | 006 | 90 |
| 7. | 007 | 85 |
| 8. | 008 | 80 |
| 9. | 009 | 80 |
| 10. | 010 | 90 |
| 11. | 011 | 90 |
| 12. | 012 | 85 |
| 13. | 013 | 85 |
| 14. | 014 | 80 |
| 15. | 015 | 75 |
| 16. | 016 | 95 |
| 17. | 017 | 85 |
| 18. | 018 | 80 |

| | | |
|--------------------------|-----|----|
| 19. | 019 | 85 |
| 20. | 020 | 90 |
| 21. | 021 | 85 |
| 22. | 022 | 90 |
| 23. | 023 | 80 |
| 24. | 024 | 80 |
| 25. | 025 | 85 |
| 26. | 026 | 90 |
| 27. | 027 | 80 |
| 28. | 028 | 90 |
| 29. | 029 | 95 |
| 30. | 030 | 85 |
| MEAN SCORE 85,83% | | |

Table 4: The result of the test in cycle II

The mean score of the students' vocabulary test of cycle II

$$X = \frac{\sum X}{N}$$

$$= \frac{2575}{30} = 85,83$$

The result of observation on students' participation during teaching and learning process. That is successful. It can be seen in the table below.

| No | Students | Students Participation | | | |
|-----|----------|------------------------|-------------|--------|-------------|
| | | Not Active | Less Active | Active | Very Active |
| 1. | 001 | | | | ✓ |
| 2. | 002 | | | | ✓ |
| 3. | 003 | | | ✓ | |
| 4. | 004 | | | ✓ | |
| 5. | 005 | | | | ✓ |
| 6. | 006 | | | | ✓ |
| 7. | 007 | | | ✓ | |
| 8. | 008 | | | ✓ | |
| 9. | 009 | | | ✓ | |
| 10. | 010 | | | | ✓ |
| 11. | 011 | | | | ✓ |
| 12. | 012 | | | ✓ | |
| 13. | 013 | | | ✓ | |
| 14. | 014 | | | ✓ | |
| 15. | 015 | | ✓ | | |
| 16. | 016 | | | | ✓ |
| 17. | 017 | | | ✓ | |
| 18. | 018 | | | ✓ | |
| 19. | 019 | | | ✓ | |

| | | | | | |
|-----|-----|--|--|---|---|
| 20. | 020 | | | | ✓ |
| 21. | 021 | | | ✓ | |
| 22. | 022 | | | | ✓ |
| 23. | 023 | | | ✓ | |
| 24. | 024 | | | ✓ | |
| 25. | 025 | | | ✓ | |
| 26. | 026 | | | | ✓ |
| 27. | 027 | | | ✓ | |
| 28. | 028 | | | | ✓ |
| 29. | 029 | | | | ✓ |
| 30. | 030 | | | ✓ | |

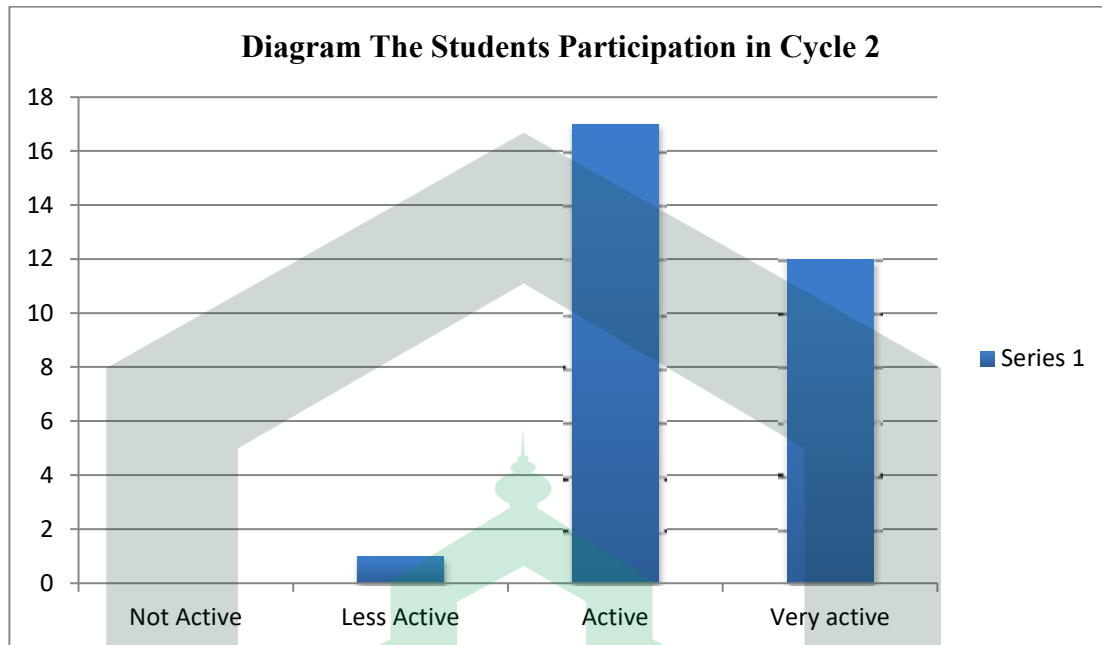
Table 5: The observation of students participation in cycle II

| Option | Frequency | Percentage |
|-------------|-----------|------------|
| Very Active | 12 | 39,96% |
| Active | 17 | 56,61% |
| Less Active | 1 | 3,33% |
| Not Active | 0 | 0% |

Table 6: The result of observation students' percentage in Cycle II

The table above showed that there were 12 students (39,96%) very active, there were 17 students (56,61%) active, less active only 1 student (3,33%) and also (0%) student not active. It means that most of the students were happily and

enjoyable to application of teaching comparison degree through picture media shown good.



d. Reflecting

Some successful points were achieved in the second cycle; most of students were more easily in learning comparison degree, even though they found new adverbs. The students had been familiar with this learning. More of students active in learning activities, 17 students were active, 12 students very active, 1 students were less active, and no students was not active. The students active in learning process and the ideal mean score had achieved 85,83.

From the result above the teacher concludes that one of the appropriate ways in teaching comparison degree through picture media because the students would be more enjoyable during learning process. The more they have the adverbs, the more

they learn new adverbs. During teaching the students did not feel that they were learning comparison degree because after identifying comparison degree they practiced the adverbs directly. So it would be easier for students to remember it although the comparison degrees were unfamiliar for them.

B. Discussion

By considering the findings, the teacher presents the discussion of data given to the students, the section described students' improvement in teaching comparison degree through picture media. The students of the second class at SMP PMDS Putri Palopo was lower in the first cycle than the second cycle. It could be identified from the result cycle 1 and cycle 2. The use of picture media was effective in teaching comparison degree at the second class at SMP PMDS Putri Palopo.

To improvement the students' comparison degree through picture media in the case, the teacher discusses the result of the data analysis in accordance with the scope of the research. The discussion is intended to know the students' improvement in comparison degree through picture media. The students can easily remember the adverbs from the picture media.

1. The First Cycle

During the action in the first cycle, the teacher explained comparison degree through picture and explained one by one kinds of comparison degree by using picture. Before explaining comparison degree the teacher distribute adverbs through picture that have she prepared and the teacher asked the students to pay attention to the adverbs based on picture. In explaining the comparison degree by using picture

the teacher used some pictures from many sources, for examples are pictures of animals and picture of people. After that, teacher call one by one student to match between the adverb on picture on white board. If the students right, so they choose their friends to replace them. And then, teacher gave suggestion and the correct ways in correctly those words to the students.

Based on the analysis from the students' test and observation in the cycle 1, it is found that the students still cannot achieve the standard goal that have been planned previously in the lesson plan. The students were still low participation in learning process. This reality challenged the teacher create the better for the next cycle in using picture media in teaching comparison degree of adverb.

Sometimes every interval of the explanation of one subject, the teacher gave them some intermezzo to been them not bored and the concentrations' of the students still focus to the teacher.

Furthermore, the teacher had given them explanation about the material learnt, the teacher gave them time for asked that they did not know and not clear yet. And then, the teacher answered those questions and would given suggestion and the correct ways in match between comparison degree based on picture and would to taught them how comparison degree correctly to the students.

In addition the teacher asked to the students for making sentence of comparison degree. The teacher asked to the students to write three examples in three types of comparison degree, and they wrote down the examples of comparison degree on the white bored. And then the teacher corrected the students' answered.

Furthermore the student made their sentences of comparison degree, then was the general mistake from the sentences that they did such as forgetting to put to be after subject, the incorrect using of adverb, the untrue using of sentence pattern.

After that, the teacher discussed with students about their difficulties about the learning material learnt. One of them difficulties is that they did not memorize some adverb. Then the teacher gave exercises concerning the learning material that had been studied. After that in confirmation, the teacher gave feed back related to the result of students' exploration and elaboration about degree of comparison. Then the teacher gave some correction about the mistakes they had made, and also helped them solving their difficulties about the exercises. After that the teacher asked to the students to memorizing adverb.

The students' attitude in learning comparison degree through picture media relating to the data analysis based on the observation, the teacher present the students' attitude in learning comparison degree in cycle 1 was low interest. And relation to the observation sheet of students' participation in learning comparison degree of adverb through picture media, in the first cycle; it was found that there were not students very active, and the percentage reached 0%. The active students were 7, and the percentage reached 23,31%. The less active students were 12, and the percentage reached 39,96%. And there were 11 students who were not active and the percentage reached 36,63%. The mean of students participation was 69,5%, to reach the criteria of success was determined 75%. It means that the criteria of success had not been reached in the first cycle.

In the fact, from the result of students' activities in the first cycle many students still confuse to match the adverbs and the pictures. Besides, the strategy was still unfamiliar for them during learning process in their school.

Based on observation activity made teacher and observer in the first cycle. It was found some weakness in teaching, they were: a) The class situation was not effective during playing game, the students still crowded in classroom, they disturb each other students, beside that they did not pay attention to the teacher's explanation. b) Most of students were still not familiar with the learning by using adverb with pictures, it was caused by this activity was never been used in their learning process. c) Most of students were still confused with the way to complete the activity, event though the teacher had explained. In the first cycle the students had not been able to practice this activity well. d) The evaluation mean score in comparison degrees test was 69,5%, it means that the students' scores in the first cycle were still low because almost students had poor ability in comparison degree of adverbs skill.

The average scores that students got in the first cycle had not reached the criteria of success in working indicator. The problem in the first cycle motivated the teacher to continue to the next cycle in the second cycle, the teacher observed the students more intense and did new plan such as rearranged the students' position, giving more explanation about the material, so the students' score in second cycle must be increased and the result of observation made by observer to activities teacher conclude the learning comparison degree through picture media that the students' comparison degree was still low.

The problems in the first cycle attracted the teacher to continue the next cycle, and made some different strategies in the second cycle, the teacher observed the students more intense and did new plan such rearranged students' sit position and make them into groups.

2. The Second Cycle

In the second cycle, the teacher divided the students into six group, every group consists of 5 students. Then, the teacher distribute the adverb with picture for each group. After that the students complete the adverb questions, then asked them to change their work to other groups. The students checked their answer. Then teacher gave them score. Then, teacher gave feedback to the students about the incorrect answer. Before closing the class, the teacher gave drilling activities about the students' adverb on the comparison degree. Also asking the students about the meaning of the comparison degree.

Sometimes every interval of the explanation of one subject, the teacher gave them some intermezzo to been them not bored and the concentrations' of the students still focus to the teacher.

The teacher had given them explanation about the material learnt, the teacher gave them time for asked that they did not know and not clear yet. And then, the teacher answered those questions and would given suggestion and the correct ways in match between comparison degree based on picture and would to taught them how comparison degree correctly to the students.

In the second cycle made students to be more active in the class during follow the learning activity with comparison degree through picture media. Then, the teacher gave more explanation and guidance to the students for understand and practice to complete the question related to comparison degree through picture activities.

In observation activities in the second cycle, observing the learning activity about situation class and students' activity during learning process by using adverb with pictures. The students was increasing they were active in group with their friends. They were asking one another. The condition in classroom was more conductive than the first cycle. They were supported one another in group, they compete with other group in completing about the question in comparison degree with picture worksheet.

To solve the problem in the first cycle, the teacher planned to fix the lack, in the second cycle by giving students different technique to get maximal score based on success characteristic that had been decide before. Students' comparison degrees in the second cycle had been improved than the first cycle. It indicated that after giving the reflection based on the observation in the first cycle, the students had better achievement therefore the teacher had known in the application of effective joy ways in teaching comparison degrees through picture media. The students were focused and enjoy in learning process, they were easier in understanding adverb.

The students' attitude in learning comparison degree through picture media relating to the data analysis based on the observation, the teacher present the students' attitude in learning comparison degree in cycle 2 was interest. And relation to the

observation sheet of students' participation in learning comparison degree of adverb through picture media, in the second cycle; it was found that there were 12 students very active, and the percentage reached 39,96%. The active students were 17, and the percentage reached 56,61%. The less active students were 1, and the percentage reached 3,33%. And there were not students who were not active and the percentage 0%. The mean of students participation was 85,83%, to reach the criteria of success was determined 75%. It means that the criteria of success had been reached in the second cycle.

The students score in second cycle were still varieties based on the last but it had improved than the first cycle, because the score success characteristic had been achieved 85,83%.

Based on the result above the teacher concluded that the effective ways in teaching comparison degree through picture media is through grouping technique, the teacher should choose an appropriate teaching method, which is suitable with subject matter in teaching learning process. The need to use various instructional media will be able to help students to increase their English comparison degree.

The students' comparison degrees skill could be improved by using picture media that can make the students interested in learning process because it creates more enjoyable situation in learning and every activities took place naturally. This study is relevant to some experts' opinion about media in learning such as Daryanto that the media is a tool that can help the learning process that serves to clarify the meaning of the message so that teaching objectives can be delivered with better and

more perfect. Then Briggs in Sadiman states that the media is all the physical tools that can present the message and stimulate students to learn.

Teacher needs something different to make students interested, mostly students they are easy to get bored, therefore teacher needs something interesting that can motivate them. It is based on the characteristic and attitude of children that they are curious and often seek something that teacher notices them and shows appreciation for what they are doing. So, to motivate them teacher needs something new that can stimulate their curiosity.

Harmer stated that picture can be board drawing magazine, picture and any other non-technical visual representation, picture can be used to explain the meaning of vocabulary items, teacher can draw things on the board or bring in picture just as easily as hats, coats, walking, sticks, cars, smile, etc.³⁸

Picture is important to be used in teaching comparison degree. Picture can motivate and make clear when the student see the picture. Picture can help teacher to get instructional aims, because picture as media that is very easy and available to used in teaching learning process. It means that to make high value in learning with picture, the students experience and their understanding is larger clear and it is not easy to forget and more concrete in memorizing and the association for the students.

³⁸Jeremy Harmer, *How To Teach English*, England: Logman, 1998.

Picture can be found everywhere because it can describe what message of the picture or what is picture mean. Automatically, when the students see it they will guess well, because they can show the picture. So, with picture the student understanding is well and enjoyable when they are studying.



CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings, data analysis and discussions in the previous chapter the researcher concludes that the appropriate way to use picture media in improving students' ability in using comparison degree as in follow:

a). The teacher divided the students into six group, every group consist of 5 students, b). The teacher distributed the picture with adverb for each group, c). The students make the sentences about comparison degree with see the picture and adverb that given by the teacher, d). The teacher asked the students to change their work to other groups, then checked their answer, e). Teacher gave them score and gave feedback to the students about the incorrect answers and gave drilling activities about the students' adverb and comparison degree also asking the students about the meaning of comparison degree.

Using picture media with added adverb through grouping in teaching comparison degree is the appropriate way to use picture media in improving students' ability in using comparison degree, because by using picture media that added with adverb through grouping in teaching comparison degree, the students more easy to know how to use picture media to compare a degree of comparison and the meaning.

B. Suggestions

Related to the conclusion above, teacher gives some suggestions as follows:

1. Teacher

In learning process an English, it is better to use interest topic. The teacher suggest to use picture media in teaching comparison degree because it can motivate the students to be active and enjoy in learning comparison degree

2. Students

In learning comparison degrees the students should be active in class. And they should braveness asking and answer the questions about the material. Then, do not shy or afraid to make mistakes in learning because to have a good sentence about comparison degree we have to always learnt and practice.

3. Other Teacher

This research is hoped can be one of the references for them in conducting other teachers with more detailed information about teaching comparison degree through picture media.

Finally, the teacher realizes that this thesis is far from being perfect, and because of that, constructive critics and advice are really expected for the perfection of this thesis. The teacher hopes that the result of this research can be useful for the readers. It is hoped that the readers will have more information about teaching comparison degree through picture media.

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CURRICULUM VITAE



The researcher, Dewi Angraeni was born on August 7th 1992 in Pongko. She is the seven daughter of Djaddal In Salam and Nuriani. She has three brothers and three sisters. In 1999, she started her education at SDN 494 Pongko and graduated in 2004. In the same year she continued her study at SMPN 3 Lamasi and graduated in 2007, then she continued her study at SMAN 1 Sabbang and finally she graduated in 2010.

After graduated from Senior High School, she continued her study at STAIN Palopo in English Department and graduated in 2014. During her study at STAIN Palopo, she had ever joined some of training such as OSCAR in 2010, Freshmen Training Camp (FTC) in 2010, and Training Motivation. She also joined in extra organization such as, Pergerakan Mahasiswa Islam Indonesia (PMII), Ikatan Mahasiswa Muhammadiyah (IMM), in it, she learned more about islam, leadership, organization, brother and sisterhood.

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**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP) CYCLE I**

SEKOLAH : PMDS Putri Palopo
MATA PELAJARAN : Bahasa Inggris
KELAS/SEMESTER : VII/I
ALOKASI WAKTU : 4 X 40 menit
STANDAR KOMPETENSI: 1. Writing

Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

KOMPETENSI DASAR

Mengungkapkan makna gagasan dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

INDIKATOR :

1. Siswa dapat melengkapi teks fungsional pendek (comparison degree)
2. Siswa dapat menyusun kata/urutan kata menjadi kalimat yang padu
3. Siswa dapat membuat teks fungsional pendek (comparison degree) dalam bentuk kalimat melalui media gambar.

MATERI PEMBELAJARAN

A. Comparison Degree

Comparison Degree is a term in the English language which is the comparison of the levels of adjectives or adverb. In English grammar, the degree of comparison of an adjective or adverb describes the relational value of one thing with something in another clause of a sentence.

In grammar, to declare two or more objects whose size is different then the required level of comparison. As based on level, Comparison Degree divided into 3 groups, they are positive degree, comparative degree and superlative degree.

a. *Positive Degree*

A comparison in which the adverb not be changed and usually to explain the nature of an object is equal to another object.

S + V (V+O) + AS + ADVERB + AS + N/NP/O/CLAUSE

Example:- I run as fast as you do.

- *I will practice English as hard as you will.*

S + V (V+O) + TIMES + AS + ADVERB + AS + N/NP/O/CLAUSE

Example : A plane can fly three times as fast as a helicopter can.

b. *Comparative Degree*

A comparison of something to the effect that more than others and are usually added er in tow if the adverb is less than 2syllables. While the word more than 2 Syllables or 2 syllables coupled with more.

S + V + ADV-ER + MORE-ADV + THAN + P/NP/O/CLAUSE

Example :- She can types faster than me

- *he works more carefully than she*

S + V + TIMES + ADV-ER + MORE-ADV + THAN + P/NP/O/CLAUSE

Example :A computer can work 500.000 times faster than a person.

c. *Superlative Degree*

A comparison of something the state most or usually added est among others. If the adverb is less than 2 Syllables, we use the verb est behind. If it exceeds 2 adverb Syllables or 2 syllables, then add the adverb most before.

S + V + (O) + THE + ADV-EST/MOST-ADV + (...)

Example less than 2 Syllable :The receiver ran the fastest of all the players.

Examples of more than 2 syllables:The receiver ran the *most quickly* of all the players.

B. MEDIA

Media is something which can give message and stimulate the brain of the students; their feeling and desire so in learning process the use media creatively can objective that will be got.

Media is a set of helping tool or object which can be used by the teacher or educator to communicate with the students.

C. PICTURE

Picture is a visual tool that effective because it can be described something that can be explained to be more concrete and realistic.

METODE PEMBELAJARAN

- Ceramah
- Stimulus respon

KARAKTERISTIK

- Religius
- Disiplin
- Kreatif
- Percaya diri

LANGKAH-LANGKAH PEMBELAJARAN

PERTEMUAN PERTAMA

- a. Kegiatan Awal
 - Mengucapkan salam dan membiasakan berdoa sebelum belajar.
 - Menanyakan keadaan siswa dan mengecek kehadiran siswa.
 - Perkenalan
- b. Kegiatan Inti

- Menjelaskan materi yang akan diajarkan.
 - Menanyakan kepada siswa tentang hal-hal yang berkaitan dengan materi yang diajarkan.
 - Memberikan contoh tentang materi yang diajarkan dan memberikan kesempatan pada siswa untuk membuat contoh yang lain mengenai materi tersebut.
 - Menanyakan kesulitan siswa dalam pembelajaran.
 - Menyimpulkan materi.
- c. Kegiatan Penutup
- Memberikan motivasi untuk mengulang kembali materi pembelajaran di rumah.
 - Menutup pembelajaran dan mengucapkan salam.

PERTEMUAN KEDUA

- a. Kegiatan Awal
- Mengucapkan salam dan membiasakan berdoa sebelum belajar.
 - Menanyakan keadaan siswa dan mengecek kehadiran siswa.
 - Mengingat kembali tentang inti dari materi yang diajarkan sebelumnya.
- b. Kegiatan Inti
- Menjelaskan materi yang akan diajarkan.
 - Menanyakan kepada siswa tentang hal-hal yang berkaitan dengan materi.
 - Memberikan contoh-contoh yang berkaitan dengan materi.
 - Memberikan beberapa gambar dan siswa melengkapinya dengan kalimat yang sesuai.
 - Menanyakan kesulitan siswa dalam pembelajaran.
 - Menyimpulkan materi.
- c. Kegiatan Penutup
- Memberikan motivasi untuk membiasakan mengulang dan mempelajari kembali di rumah tentang materi-materi yang diajarkan di sekolah.
 - Menutup pembelajaran dan mengucapkan salam.

PERTEMUAN KETIGA

a. Kegiatan Awal

- Mengucapkan salam dan membiasakan berdoa sebelum belajar.
- Menanyakan keadaan siswa dan mengecek kehadiran siswa.
- Mengingat kembali tentang inti dari materi yang diajarkan sebelumnya.

b. Kegiatan Inti

- Menjelaskan materi yang akan diajarkan.
- Menanyakan kepada siswa tentang hal-hal yang berkaitan dengan materi.
- Memberikan contoh-contoh yang berkaitan dengan materi.
- Memberikan beberapa gambar dan siswa melengkapinya dengan kalimat yang sesuai.
- Menanyakan kesulitan siswa dalam pembelajaran.
- Menyimpulkan materi.

c. Kegiatan Penutup

- Memberikan motivasi untuk membiasakan mengulang dan mempelajari kembali di rumah tentang materi-materi yang diajarkan di sekolah.
- Menutup pembelajaran dan mengucapkan salam.

PENILAIAN

a) Teknik: Lisan dan tulisan

b) Bentuk : - Menyusun dan melengkapi kalimat dengan menggunakan media gambar
- Esai

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X21.99

Test Equipment :

Complete the Sentences:

1. I sing as as David

(a) well (b) better (c) best

2. Deni run slowly than me

(a) as (b) more (c) most

3. Everyone in the race run fast, but John ran of all

(a) as fast as (b) faster than (c) the fastest

Make the Sentences: (Positive, Comparative, and Superlative) Tentukan!

4.



6.



5.



RENCANA PELAKSANAAN PEMBELAJARAN (RPP) CYCLE II

SEKOLAH : PMDS Putri Palopo
MATA PELAJARAN : Bahasa Inggris
KELAS/SEMESTER : VIII/I
ALOKASI WAKTU : 4 X 40 menit
STANDAR KOMPETENSI: 1. Writing

Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

KOMPETENSI DASAR

Mengungkapkan makna gagasan dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

INDIKATOR :

1. Siswa dapat melengkapi teks fungsional pendek (comparison degree)
2. Siswa dapat menyusun kata/urutan kata menjadi kalimat yang padu
3. Siswa dapat membuat teks fungsional pendek (comparison degree) dalam bentuk kalimat melalui media gambar.

MATERI PEMBELAJARAN

Comparison of Adverbs

Adverbs have degrees of comparison similar to adjectives with a positive, comparative and superlative form of the adverbs. The comparative can be formed with *er* and the superlative with *est* with some adverbs. With others the words *more* or *less* can be used in the comparative and *most* or *least* with the superlative having more than one syllable. The **positive degree** is the base form of the adjective or adverb. It does not show comparison. The **comparative degree** compares two things; the **superlative degree** compares three or more things.

Short adverbs having just one syllable form the comparative and the superlative by the addition of **-er and -est** to the positive.

| | | |
|------------------|-----------------------|-----------------------|
| Hard (positive), | harder (comparative), | hardest (superlative) |
| Soon, | sooner, | soonest |
| Fast, | faster, | fastest |
| Late, | later, | latest |
| Loud, | louder, | loudest |
| Clean, | cleaner, | cleanest |
| Clear, | clearer, | clearest |
| Low, | lower, | lowest |
| High, | higher, | highest |

Note that almost all adverbs which are also used as adjectives belong to this class.

Adverbs ending in -ly

Adverbs which end in **-ly** take **more** for the comparative and **most** for the superlative.

| | | |
|--------------------|----------------------------|---------------------------|
| Softly (positive), | more softly (comparative), | most softly (superlative) |
| Happily, | more happily, | most happily |
| Swiftly, | more swiftly, | most swiftly |
| Ably, | more ably, | most ably |
| Truly, | more truly, | most truly |
| Greedily, | more greedily, | most greedily |
| Efficiently, | more efficiently, | most efficiently |
| Certainly, | more certainly, | most certainly |
| Painfully, | more painfully, | most painfully |
| Joyfully, | more joyfully, | most joyfully |

Exception

The adverb **early** is an exception to this rule.

Early (positive), earlier (comparative), earliest (superlative)

Some adverbs form their comparative and superlative degrees in an irregular manner:

| | | |
|------------------|---------------------------------|----------------------------------|
| Far (positive), | farther, further (comparative), | farthest, furthest (superlative) |
| Late (positive), | later (comparative), | last, latest (superlative) |
| Well (positive), | better (comparative), | best (superlative) |
| Badly, | worse, | worst |
| Little, | less, | least |
| Much, | more, | most |

Notes

It should be noted that only adverbs of time, degree and manner have three degrees of comparison.

Adverbs such as **now, then, once, there, where, why, how, not, never, ever** etc., cannot be compared and hence they do not have the three degrees of comparison.

METODE PEMBELAJARAN

- Ceramah
- Stimulus respon

KARAKTERISTIK

- Religius
- Disiplin
- Kreatif
- Percayadiri

LANGKAH-LANGKAH PEMBELAJARAN

PERTEMUAN PERTAMA

- a. Kegiatan Awal
 - Mengucapkan salam dan membiasakan berdoa sebelum belajar
 - Menanyakan keadaan siswa dan mengecek kehadiran siswa
 - Mengingatkan kembali tentang inti dari materi yang diajarkan sebelumnya
- b. Kegiatan Inti
 - Menjelaskan materi yang akan diajarkan

- Menanyakan kepada siswa tentang hal-hal yang berkaitan dengan materi yang diajarkan
 - Membuat kelompok
 - Memberikan contoh tentang materi yang diajarkan dan memberikan kesempatan pada siswa untuk membuat contoh yang lain mengenai materi tersebut
 - Menanyakan kesulitan siswa dalam pembelajaran
 - Menyimpulkan materi
- c. Kegiatan Penutup
- Memberikan motivasi untuk mengulang kembali materi pembelajaran di rumah
 - Menutup pembelajaran dan mengucapkan salam

PERTEMUAN KEDUA

- a. Kegiatan Awal
- Mengucapkan salam dan membiasakan berdoa sebelum belajar
 - Menanyakan keadaan siswa dan mengecek kehadiran siswa
 - Mengingat kembali tentang inti dari materi yang diajarkan sebelumnya
- b. Kegiatan Inti
- Menjelaskan materi yang akan diajarkan
 - Menanyakan kepada siswa tentang hal-hal yang berkaitan dengan materi
 - Memberikan contoh-contoh yang berkaitan dengan materi
 - Membuat kelompok
 - Memberikan beberapa gambar dan siswa melengkapinya dengan kalimat yang sesuai
 - Menanyakan kesulitan siswa dalam pembelajaran
 - Menyimpulkan materi
- c. Kegiatan Penutup
- Memberikan motivasi untuk membiasakan mengulang dan mempelajari kembali di rumah tentang materi-materi yang diajarkan di sekolah.
 - Menutup pembelajaran dan mengucapkan salam

PERTEMUAN KETIGA

- a. Kegiatan Awal
 - Mengucapkan salam dan membiasakan berdoa sebelum belajar
 - Menanyakan keadaan siswa dan mengecek kehadiran siswa
 - Mengingat kembali tentang inti dari materi yang diajarkan sebelumnya
- b. Kegiatan Inti
 - Menjelaskan materi yang akan diajarkan
 - Menanyakan kepada siswa tentang hal-hal yang berkaitan dengan materi
 - Memberikan contoh-contoh yang berkaitan dengan materi
 - Membuat kelompok
 - Memberikan beberapa gambar dan siswa melengkapinya dengan kalimat yang sesuai
 - Menanyakan kesulitan siswa dalam pembelajaran
 - Menyimpulkan materi
- c. Kegiatan Penutup
 - Memberikan motivasi untuk membiasakan mengulang dan mempelajari kembali di rumah tentang materi-materi yang diajarkan di sekolah.
 - Menutup pembelajaran dan mengucapkan salam

PENILAIAN

- a) Teknik: Lisan dan tulisan
- b) Bentuk :
 - Menyusun dan melengkapi kalimat dengan menggunakan media gambar
 - Esai

SUMBER BELAJAR

1. English On Sky for junior High School. Mukarto, M.Sc. Jakarta :Penerbit Erlangga.
2. <http://www.englishpractice.com/improve/comparisonadverbs/#uo94MzMoi1hhY>

Test Equipment: (Comparison Degree of Adverb)

Complete the Sentences:

1. He studies as as his brother

(a) Hard (b) Harder (c) Hardest









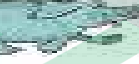
2. He eats quickly than I do

(a) as (b) more (c) The most

3. They arrived the of all

(a) Early than (b) Most early (c) Earliest

Learning to use -er and -est

| | | |
|---|---|---|
|  |  |  |
| The girl in red can jump high . | | |
| The girl in pink can jump high than the girl in red. | | |
| The girl in green can jump the high of all the girls. | | |
|  |  |  |
| The boy on the beach is hot . | | |
| The man in the ice is hot than the boy. | | |
| The camel is the hot of them all. | | |
|  |  |  |
| My dog runs fast . | | |
| The moose runs fast than my dog. | | |
| The elephant runs the fast of the three animals. | | |

4.

5. Make the sentences (Buatlah Kalimat) !



ANSWER:

Test Equipment 1 :

1. a. Well
2. b. More
3. c. The fastest
4. The teacher spoke as slowly as students (Positive)
5. The red picture walk faster than yellow picture (Comparative)
6. The rabbit run the fastest of all (Superlative)

Test Equipment 2 :

1. a. Hard
2. b. More
3. c. Earliest
4. b. Slowly
5. a. Higher and highest
b. Hotter and hottest
c. Faster and fastest
- 6.a. The child in the first line runfast
b. The child in the third line run faster than the child in the first line
c. The child in the second line run the fastest of all

7. Positive

Ferociously

Softly

Comparative

more ferociously

more softly

Superlative

most ferociously

most softly

8. Positive

loudly

seriously

happily

gently

Comparative

more loudly

more seriously

more happily

more gently

Superlative

most loudly

most seriously

most happily

most gently

slowly
upstairs

more slowly
more upstairs

most slowly
most upstairs



The indicator of the student's activeness.

| No | Respondents | Students Participation | | | |
|-----|-------------|------------------------|-------------|--------|-------------|
| | | Not Active | Less Active | Active | Very Active |
| 1. | 001 | | | | |
| 2. | 002 | | | | |
| 3. | 003 | | | | |
| 4. | 004 | | | | |
| 5. | 005 | | | | |
| 6. | 006 | | | | |
| 7. | 007 | | | | |
| 8. | 008 | | | | |
| 9. | 009 | | | | |
| 10. | 010 | | | | |
| 11. | 011 | | | | |
| 12. | 012 | | | | |
| 13. | 013 | | | | |
| 14. | 014 | | | | |
| 15. | 015 | | | | |
| 16. | 016 | | | | |
| 17. | 017 | | | | |
| 18. | 018 | | | | |

| | | | | | |
|-----|-----|--|--|--|--|
| 19. | 019 | | | | |
| 20. | 020 | | | | |
| 21. | 021 | | | | |
| 22. | 022 | | | | |
| 23. | 023 | | | | |
| 24. | 024 | | | | |
| 25. | 025 | | | | |
| 26. | 026 | | | | |
| 27. | 027 | | | | |
| 28. | 028 | | | | |
| 29. | 029 | | | | |
| 30. | 030 | | | | |

Indicator in observing students activeness:

Not active :- Never asking question

- Show laziness to be active in class discussion
- Never wants to answer teacher question.

Less active : - Asking question once

- Sometimes showing laziness to studying sometimes showing spirit to studying
- Answer teacher question once.

Active : - Asking question more

- Show spirit to studying
- Answer teacher question more

Very Active : - Always asking questions

- Always show spirit to studying
- Always answer teacher questions





