

# **A RESEARCH PROPOSAL**

## **TEACHING DEGREE OF COMPARISON THROUGH PICTURE AT THE FIRST SEMESTER OF STAIN PALOPO**

**Submitted to English language studies of S1 Tarbiyah Department of State College  
Islamic studies of Palopo in partial fulfillment of requirement for S,pd Degree in  
English teaching**

**By  
RAMONA HARNONG  
NIM : 09.16.3.0093**



**To**

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT  
OF THE STATE COLLEGE FOR ISLAMIC STUDIES  
(STAIN) PALOPO  
2013**

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**IAIN PALOPO**

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(STAIN) PALOPO  
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**TEACHING DEGREE OF COMPARISON THROUGH PICTURE  
AT THE FIRST SEMESTER OF STAIN PALOPO**

**(Classroom Action Research)**



**A THESIS**

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Department of State College for Islamic Studies of Palopo in  
Partial Fulfillment of Requirement for S.Pd  
Degree in English Education*

By,

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2. Jufriadi, S.S., M.Pd

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## CONSULTANT APPROVAL

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Menyatakan bahwa skripsi tersebut, sudah layak untuk diujikan.

Demikian untuk proses selanjutnya.

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Demikian untuk proses selanjutnya.

*Wassalamu Alaikum Wr. Wb.*

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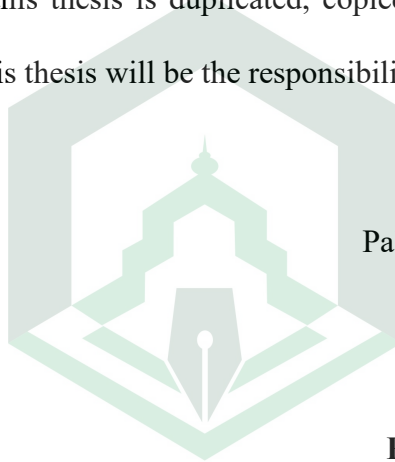
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## PRONOUNCEMENT

I have been at signature below:

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With all awareness and consciousness, the researcher who signs below, pronounces that this thesis is originally written by herself except the listed sources. If somebody proves that this thesis is duplicated, copied or made by other people as whole or partially, so this thesis will be the responsibility of the writer for law.



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السلام عليكم ورحمة الله وبركاته

First of all, I would like to say praise be to Allah SWT who has given me a good condition so that I can finish this thesis entitle “ **Teaching Degree of Comparison Through Pitcure at the First Semester of STAIN Palopo**”, and never forget shalawat and salam the writer sent to our prophet Muhammad SAW, where he brings us from the darkness into the lightness.

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Finally, the researcher dedicates this thesis to my beloved parents, Ambo Tang and Hadira hopely I can make you be proud of me., may Allah Swt, bless you and them. Amin. *Wabillahi Taufik Wal Hidayah*



## ABSTRACT

**Ramona harnong** writer, 2014, *Teaching Degree of Comparison Through Picture at the First semester of STAIN Palopo*. Thesis English Study Program Educational Department in State College for Islamic Studies (STAIN) Palopo. Supervised by Wahibah, S.A., M.Hum and Jufriadi, S.S., M.Pd.

Key word: Degree of Comparison, Media Picture.

This thesis is about Teaching Degree of Comparison Through Picture at the First Semester of STAIN Palopo, The problem statement of this research was “how to use picture in teaching degree of comparison at the first semester of STAIN Palopo. And how is the students’ interest in learning degree of comparison using picture at the first semester of STAIN Palopo”.

In this research used Classroom Action Research (CAR) method; the target of this research is at the first semester of STAIN Palopo 2013/2014 academic year. The procedure of the research used two cycles namely cycle 1 and cycle 2. In collecting data the researcher used grammar test it is covering one important aspect, observation and questionnaire, the activities of students during learning process, it is analyzed. The activities of students during learning process, it is analyzed by considering the students’ participation and level of grammar test.

The result of this research finds that the alternative in teaching degree of comparison through picture, the researcher find out how to use picture in teaching degree of comparison, and how is the students’ interest in degree of comparison by using picture.

# CHAPTER I

## INTRODUCTION

### *A. Background*

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 can not 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.

Larsen Further states that grammar is the interconnections of the three dimension which is given the form or structure of language, the second dimension is the meaning (semantics), the third dimension is pragmatics. Therefore the grammar explains about the construction of sentence and discourse rules to combine them, semantic for telling about the meaning of the words while pragmatics tell about the given of context of the written text and the utterance.<sup>1</sup>

Grammar aspect is always considered as the most important thing in language learning. It is difficult for us to communicate accurately and to be understood in communication if we don't have the knowledge about the grammatical aspects as well as how to use this knowledge in our actual speech.<sup>2</sup>

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<sup>1</sup> Larsen, dkk., *An Introduction to Second Language Acquisition Research*, (London: Lonfman, 1991), p. 362.

<sup>2</sup>Hernawati, *Improving Students' Grammar Achievement Trough Situational Language teaching (SLT) Method At The Seventh Year Of SMPN 8 Palopo*. ( A Thesis For English Program of The State Collage For Islamic Studies STAIN Palopo 2009). P. 1.

In grammar subject there are many kinds that must be known like tenses, direct speech, and degree of comparison. One of them is comparison degree. Sometimes we can not differentiate meaning between one word and each other words.

Unfortunately, many learners of English grammar give more priority to their fluency 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.

Due to the fact that, some students are wrong in telling the meaning of some sentences of degree of comparison in English language and can not use English well. In STAIN Palopo, in the subject we got some problem. One of them problem we did not know how to compare a degree of comparison. And we did not know the meaning. For example case compares some words degree of: big, fast, good to be bigger, faster, better. And the same case is happened to them (the first semester of English study program at 2013/2014 academic year). And the researcher found the that problem at the first semester of English Study Program of STAIN Palopo 2013/2014 academic years when the researcher did observation in their class.

Based on the reason above, the writer is interested in conducting a research on **“Teaching degree of comparison through picture at the First Semester of STAIN Palopo”**.

### ***B. Problem Statement***

Based on the background above, the researcher formulates problem statement as follows:

1. How to use picture in teaching degree of comparison at the first semester of English Study Program of STAIN Palopo.
2. How is the students' interest in learning degree of comparison using picture at the first semester of English Study Program of STAIN Palopo.

### ***C. Objective of the Research***

The research question set about the research state the specific objective this research as follows:

1. To find out how to use picture in teaching comparison degree at the first semester of STAIN Palopo.
2. To find out how is the students' interest in degree of comparison using picture at the first semester of STAIN Palopo.

### ***D. Significance of the Research***

The aim of this research is teaching degree of comparison through picture at the first semester of STAIN Palopo.

The output of this research is hoped to give the information to the teachers and all people and as reference to teaching comparison degree through picture.

### ***E. Scope of the Research***

The scope of this research restricted on the discussion about degree of comparison through picture, and the material focused on the three simple patterns of positive degree, comparative degree, and superlative degree such as : ***Mr. A is as old as Mr. B., Edy is more generous than his brother., Edy is the most handsome in his class*** . The sample in this research is the first semester of English Study Program of STAIN Palopo, 2013/2014 academic year.





## 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:

a) Ahmad Dazuki said in his thesis, “the improving student’s comparative degree score using role playing in communicative approach “. 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.<sup>3</sup>

b) Siti salwa said in her thesis “the application of cooperative learning in teaching degree of comparison”. She concludes that the application of cooperative learning is more effective in teaching degree of comparison.<sup>4</sup>

According to some research above, the researcher will use media picture to this research to teaching degree of comparison, because it is interesting for students.

#### ***B. Concept of Degree of Comparison***

##### 1. Definition of Comparison Degree

Before discuss about kinds and form of degree of comparison, firstly it is better to know about the definition of degrees of comparison. And there are some

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<sup>3</sup>Ahmad Dasuki. “*the improving student’s comparative degree score using role playing in communicative approach*”. (UIN Jakarta, 2010).p.46

<sup>4</sup>Siti Salwa, “*the application of cooperative learning in teaching degree of comparison*”. (UIN Jakarta, 2009).p.38

definitions 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 is expressed in term of degree, extent, or quantity.<sup>5</sup> Therefore, comparison is the most important English construction which is used to express similarities or differences of degree or extent.

“Degree of comparison of an adjective or adverb describes the relational value of one thing with something in another clause of a sentence. An 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*).<sup>6</sup>

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 are adjectives adverbs that end in –est. (e.g. biggest, richest, fastest).<sup>7</sup> The term “comparison” derived ultimately from Latin word “compare” meaning make equal,

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<sup>5</sup>Marianne Celce-Murcia and Dianne Larsen-Freeman, *The Grammar Book. An ESL / EFL Teacher's Course. 2<sup>nd</sup> ed*, (USA: Heinle & Heinle Publishers, Inc, 1999),p.717

<sup>6</sup> [http://en.wikipedia.org/wiki/Degrees\\_of\\_Comparison](http://en.wikipedia.org/wiki/Degrees_of_Comparison)

<sup>7</sup> Martin Parrot, *Grammar for Teachers*, (USA: Cambridge University Press, 2000),p.68

liken, compare”.<sup>3</sup> According to Oxford Advanced Learners Dictionary: “Comparison is process of comparing two or more things or people.”<sup>8</sup>

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 adverb which indicates differences in degree of quality, the three degree of comparison are positive, comparative and superlative.”<sup>9</sup> And the degrees of comparison are known as degrees modifiers. Many modifiers can distinguish either as adjectives 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 (my home is as big as your home), comparative implying that one exceeds another (my home is bigger than your and more beautiful than your home), and superlative which implies the highest degree, at least within the certain limitation (my home is the biggest and the most beautiful in the town).<sup>10</sup>

## 2. Kinds and the Usage of Degree of Comparison.

There are three kinds of adjective comparison; they are positive, comparative, and superlative.

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<sup>8</sup> Barnhat, Robert K, “*Dictionary of Etimology*” (London; Oxford University Pers 1991) p.144

<sup>9</sup>Mervill W, Feldman and Rudolp H. Yeatman J.R “*the word University Encyclopedia*” (Waashington Dc; published company, inc. 1964)

<sup>10</sup>Gorell and Laird, “*modern English handbook*” (New Jersey; Prentice Hall, Inc, 1964). p.369

a. Positive

Positive degree is the most basic form of the adjective, positive because it does not relate to any superior and inferior qualities of other things. Positive refers to the quality of one person or thing. It is simply the adjective form. Positive also used to compare two nouns or verbs that are equal or almost equal (equality)<sup>11</sup>. On the other hand, we can use *as + adjective + as* for comparing two persons or things that have the similarity of quality or quantity. For example:

- Roni is *handsome*.
- Roni is *as old as* my brother.
- Her pen is *not as long as* my pen.

1). The pattern of positive degree

a) *Pattern I*

**S + BE + AS + ADJECTIVE + AS + N/NP/O/Clause**

Example: Taslim **is as tall as** me.

Note : we can use “so” in place of “as” in negative statement:

Example: You are not **so tall as** her.

b. *Pattern II*

**S + BE + TIMES + AS + ADJECTIVE + AS + N/NP/O/CLAUSE**

<sup>11</sup> Ruth Pierson & Susan Vik, *Making Sense in English*, (USA: Addison-Wesley Publishing Company, 1987),p.77

Example: salt lake is five **times as salty as** any oceans.

c. *Pattern III*

**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.

d. *Pattern IV*

**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.

**Table 2.1**

**Table Positive Form**

Adjective and Adverb	Rule	The Words	Positive Form
➤ All Adjective Form.	➤ Add “ <i>as</i> ” before and after the word.	➤ Interesting, Expensive, High.	➤ <i>As</i> interesting <i>as</i> , <i>as</i> expensive <i>as</i> , <i>as</i> high <i>as</i> .
➤ All adverb form.	➤ Add “ <i>as</i> ” before and after the word.	➤ Soon, quickly, seldom	➤ <i>As</i> Soon <i>as</i> , <i>as</i> quickly <i>as</i> , <i>as</i> seldom <i>as</i> .

## b. Comparative

The comparative degree denotes greater amount of quality relative to something else. The phrase “*Ana is taller than her father*” means that Ana’s degree of tallness is greater than her father’s degree of tallness.<sup>12</sup> 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.”<sup>13</sup> Comparative degree is used to compare two person, places or things. Example:

- Edy is *taller than* Taslim.
- Fira is *less talk active than* Nir.
- This novel is *more interesting than* that one.

### 1) Comparative Form of Adjective

Adjective is a word indicates a quality of the person or thing referred to by a noun.<sup>14</sup> meanwhile, according to Merriam Webster “Adjective is a word belonging to one of the major form classes in any of great many languages, typically used as modifier of a noun to denote a quality or extent, or to specify or designate a thing as distinct from something else.”<sup>15</sup>

<sup>12</sup> [http://en.wikipedia.org/Degrees\\_of\\_Comparison](http://en.wikipedia.org/Degrees_of_Comparison)

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

<sup>14</sup>A.s. Honrby, “*Oxford Advanced Learner’s Dictionary*”. (London; Oxford University Press 1991).p.15

<sup>15</sup>PhilipBadcock Meriam Webster, *Editorial staff Webster’s Third International Dictionary of English Language Unabridged*” (USA; G&C, Merriam Company Publisher, 1996).p.27

The adjective change their form to express different degrees of quality. One of them is comparative degree. There are some groups or exceptions of comparative form from adjective. They are:

- Form the comparative of one-syllable adjective by adding **-er**.

**Table 2.2**

One-syllable adjective	Comparative form
Tall	Taller
Old	Older
Long	Longer

- John is **taller** *than* Andi
- My father is **older** *than* me
- My hair is **longer** *than* your hair.

If the one-syllable adjective ends with an e, just add **-r** for the comparative form:

**Table 2.3**

One-syllable adjective with final <b>-e</b>	Comparative form
Large	Larger
Wise	Wiser

- John's house is **larger** *than* Andi's house.
- Rais is **wiser** *than* his brother.

If the one-syllable adjective ends with a single consonant with a vowel before it, double the consonant and add **-er** for the comparative form:

**Table 2.4**

One-syllable adjective ends with a single consonant with a vowel before it	Comparative form
Big	Bigger
Thin	Thinner
Fat	Fatter

- My car is **bigger** *than* your car.
- My brother is **thinner** *than* me.
- I am **fatter** *than* my brother.

➤ Two-syllable adjectives

With most two-syllable adjectives, you form the comparative with **more...**:

**Table 2.5**

Two-syllable adjective	Comparative form
Peaceful	More Peaceful
Pleasant	More Pleasant
Careful	More Careful
Thoughtful	More Thoughtful

- This morning is **more peaceful** *than* yesterday morning.
- Jhon is **more careful** *than* Mike.
- Andi is **more thoughtful** *than* Jhon.

If two-syllable adjectives ends with *-y*, change the *y* to *i* and add **-er** for the comparative form:



**Table 2.6**

two-syllable adjectives ends with -y	comparative form
Happy	Happier
Angry	Angrier
Busy	Busier

- John is **happier** today *than* he was yesterday.
- Andi is **angrier** *than* Rais.
- Ichal is **busier** *than* Taslim

Two-syllable adjectives ending in **-er, -le,-or,-ow** take **-er** to form the comparative:

**Table 2.7**

Two-syllable adjectives ending in <b>-er, -le,-or,-ow</b>	Comparative form
Narrow	Narrower
Gentle	Gentler

- The road in this town is **narrower** *than* the road in my village.
  - Big dogs are **gentler** *than* small dogs.
- Adjective with three or more syllable.

For adjectives with three syllables or more, you form the comparative with more.

Table 2.8

Adjective with three or more syllable	Comparative form
Generous	More Generous
Important	More Important
Intelligent	More Intelligent

- Rais is **more generous** *than* Idris.
- Health is **more important** *than* money.
- Man is **more intelligent** *than* woman.

2) The Pattern of Comparative Degree.

a). *Pattern I*

**S + BE + ADJ-ER/MORE-ADJ + THAN + P/NP/O/CLAUSE**

Example: you **are taller than** me

My shoes **is more expensive than** yours

b) *Pattern II*

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

Example: she can types **faster than** me.

Jim works **more carefully than** Jane

c) *Pattern III*

**S + BE + PERIOD OF TIME + ADJ-ER/MORE-ADJ + P/NP/O/CLAUSE**

Example: She **is twelve years younger than** her husband.

My car **is** three times **more expensive than** your car.

d) *Pattern IV*

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

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

e) *Pattern V*

**S + BE/V1 + ADJ-ER + AND + ADJ-ER/MORE-ADJ**

Example: It is getting **darker and darker**

She looks **more and more beautiful**.

f) *Pattern VI*

**S + BE/V1 + ADV-ER + AND + ADV-ER/MORE-ADV**

Example: they **are learning more and more actively**

c. Superlative

Superlative degree is used to stress the highest degree of quality for more than two objects compared. It is highest or lowest degree of quality for when more than two persons or things are compared. The superlative is used to compare one member of a group with the whole group (including that member).<sup>16</sup>

For example:

- Rinto is the **tallest** boy in the club.
- These laptops are the **most expensive** of all.

<sup>16</sup> Michael Swan, *Practical English Usage*, (Oxford: Oxford University Press, 1980),p.144

Table 2.9

## Table Superlative Form

Pattern I addition of the suffix *-est*

Adjective and Adverb	Rule	The Words	Superlative Form
1. Adjective of one syllable:			
• Ended by "e"	• Add <i>-st</i> .	• Brave, wide.	• Bravest, widest
• Ended by vowel+consonant except, (h,w,x,y)	• Double the last consonant before adding <i>-est</i> .	• Flat, big, hot	• Flattest, biggest, hottest.
• Ended by all other words.	• Add <i>-est</i>	• Short, cheap, long.	• Shortest, cheapest, longest.
2. Adjective of two syllables.			
• Ended by <i>-er,-ow</i> .	• Add <i>-est</i>	• Clever, narrow.	• Cleverest, narrowest.
• Ended by <i>-y</i> .	• Change "y" to "i" and adding <i>-est</i> .	• Pretty, happy	• Prettiest, happiest.
• Ended by	• Add <i>-st</i>	• Gentle,	• Gentlest,

consonant –le.		noble.	noblest.
3. Adverb of one syllable (mostly identical in form with adjectives, and sometimes not clearly distinguish from adjective in function. <sup>17</sup>	• Add <i>-est</i>	• Hard, fast, soon.	• Hardest, fastest, soonest.

**Table 2.10**  
**Table Superlative Form**

*Pattern II: Addition of the word the most-*

Adjective and Adverb	Rules	The Words	Superlative Form
1. Adjective of two syllables ended by “-ful, -re, -ed, -ing, -ish, -ous.	• Put <i>the most-</i> before the positive form.	• Doubtful, obscure, amused, boring, foolish, nervous.	• <i>The most</i> doubtful, <i>the most</i> obscure, <i>the most</i> amused, <i>the most</i> boring, <i>the most</i> foolish, <i>the most</i>

<sup>17</sup> C E Nuttal, *English Language Units: Comparison of Adjectives and Adverbs*, (London: Longman Group Ltd, 1971), p.8

2. Adjective of three or more syllable.	<ul style="list-style-type: none"> <li>• Put <i>the most-</i> before the positive form.</li> </ul>	<ul style="list-style-type: none"> <li>• Interested, amusing, beautiful, magnificent.</li> </ul>	<p>nervous.</p> <ul style="list-style-type: none"> <li>• <i>the most</i> interested, <i>the most</i> amusing, <i>the most</i> beautiful, <i>the most</i> magnificent.</li> </ul>
3. Most adverbs that admit of notion of comparison, these include mainly adverb of manner with the suffix “-ly” and a few adverb of frequency	<ul style="list-style-type: none"> <li>• Put <i>the most-</i> before the positive form.</li> </ul>	<ul style="list-style-type: none"> <li>• Sweetly, carefully, accurately, seldom.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>the most</i> sweetly, <i>the most</i> carefully, <i>the most</i> accurately, <i>the most</i> seldom.</li> </ul>

### 1) The Pattern of Superlative Form

#### a) *Pattern I*

**S + BE + THE + ADJ-est/most-ADJ + SINGULAR NOUN + OF ALL/IN + NP**

Example: English *is the most international* language *of all*.

b) *Pattern II*

**S + BE + THE + ADJ-est/most-ADJ + OF ALL + PLURAL NOUN**

Example: English *is the most international of all* language.

c) *Pattern III*

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

Example: he likes football *the most*.

d) *Pattern IV*

**S + V2 + THE + ADJ-EST/MOST-ADJ + NOUN**

Example: he *ate the biggest* cake yesterday.

e) *Pattern V*

**S1 + be + the + adj-est/most-adj + noun + that + s2 + has/have + ever + pp**

Example: Shakespeare is *the greatest* dramatist that England has ever had.

**Exceptions.**

Irregular adjectives:

**Table 2.11**

Irregular adjective	Comparative form
Good	Better
Bad	Worse
Far	Farther
Little	Less
Many	More

- Italian food is **better** *than* American food.

- My mother's cooking is **worse** *than* your mother's cooking.

Two-syllable adjectives that follow two rules. These adjective can be used with **-er** and with **more**.

**Table 2.12**

<b>Two-syllable adjective</b>	<b>Comparative form</b>
Clever	Cleverer
Clever	More clever
Gentle	Gentler
Gentle	More gentler
Friendly	Friendlier
Friendly	More friendly
Quiet	Quieter
Quiet	More quiet
Simple	Simpler
Simple	More simple

- Big dogs are **gentler** *than* small dogs.
- Big dogs are **more gentle** *than* small dogs<sup>21</sup>.

## 2) Comparative Form of Adverb

An adverb is a part of speech. It is any word that modifies any other part of language: verbs, adjective, (including numbers), clauses, sentences, and other adverbs, except for noun: modifiers of nouns are primarily determiners and adjectives. Adverbs typically answer questions such as *how?* (*or in what way*), *when?*, *where?*, *why?*, and *to what extent*. In English, they often end in *-ly*.<sup>22</sup>

Here are common four kinds of adverbs, they are:



Adverb of place; here, there, at home, in the school, etc.

- a) Adverb of time; now, today, yesterday, tomorrow, etc.
- b) Adverb of frequency: always, usually, sometime, seldom, ever, etc.
- c) Adverb of manner; hard, well, happily, quickly, slowly, carefully, etc.

But in this study, the writer just discussed about form the comparative of a one-syllable adjective by adding –er.

### ***C. Concept of media***

#### 1. Definition of media

There are some definitions of media according some researches. Gagne puts of media as source. The definition of media as component of learning source, that can be stimulate student to learn.

- 1) Association for education and communication technology (AECT) defines media that is all the form of utilized to proses of information channelling. While education association (NEA) defines that media is an art of things which can be manipulated, seen, listened, and can be read with instrument which is use appropriately in teaching learning process, so it can be influence of instructional program.<sup>18</sup>

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<sup>18</sup>Asnawir dan Basyiruddin Usman, “*media pembelajaran*” (cet.1: Jakarta: ciputat pers,2002).p.11

2) Prof. Dr. Azhar Arsyad M.A. defines media is graft tools, photography or electronic to catch, process and rearrange visual information or verbal information.<sup>19</sup>

So, we can concludes that media is tools which is can be help people in their life likes to learning and teaching.Using of media with creative will be enabling to the student for studying to better and also improve their performance appropriate purpose that they want.<sup>20</sup>

## 2. The function of media

At first 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 the abstract concept become more simple, concrete and easily understood.<sup>21</sup>

In teaching learning activities, teaching educational media in general have a utility to overcome berries 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 for 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).

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<sup>19</sup>Prof.Dr.Azhar Arsyad.M.A “media pembelajaran” (Jakarta: PT. Raja Grafindo Persada 2007).p.3

<sup>20</sup>Asnawir dan Basyiruddin Usman, *op.cit.*p.11

<sup>21</sup>*Ibid* p. 21

- 4) All the sense of student can be enabling.
- 5) More attract attention and interest student to learning.
- 6) Can evoke the world theory with reality.<sup>22</sup>

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

- a) Attentional functional 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 image or visual symbol can arouse emotions and attitudes of student.
- c) Cognitive function of visual which related the achievement of objective to understand and remember information or message contained 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.<sup>23</sup>

### 3. Kinds of media

Classified media into four kinds namely:

- 1) Visual, visual aids are things just can be seen, for example: picture, poster, blackboard, micro projection, strip, transparencies.

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<sup>22</sup>*Ibid p.24*

<sup>23</sup>Prof.Dr.Azhar Arsyad. *Op.cit.p.17*

- 2) Audio visual, audio visual aids can be listened and signed, example film and television.
- 3) Dramatize, for example: role play, sociodrama, pantomimes, and so on.
- 4) Audio, audio aids just can be listened, for example: photograph recorder, tramples electronic, radio and so on.<sup>24</sup>

Soles and Glasgow in Arsyad's book, divided media in two categories, namely traditional media and modern media.

- 1) Traditional media
  - a) Silent visual which is projected:
    - Opaque projection
    - Overhead projection
    - Slider
    - Filmstrip
  - b) Visual not projected
    - Picture, poster
    - Picture
    - Charts, graphic, diagram
    - Show
  - c) Audio
    - Record

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<sup>24</sup>Rahma Bulan, *"the effectiveness of using picture in teaching vocabulary at SDN 91 Walenrang"* (STAIN Palopo: 2007),p.7-9

- Cassette, reel, cartridge
- d) Multi-media show
- Slide + voice (tape)
  - Multi-image
- e) Dynamics visual with projected
- Film
  - Television
  - Video
- f) Printed
- Text book
  - Module
  - Workbook
  - Scientific newspaper
  - Hand out
- g) Player
- Puzzle
  - Simulation
  - Board player
- h) Regalia
- Model
  - Specimen (sample)



- Manipulate (map, doll)

## 2) Modern media

### a) Media base of telecommunication

- Teleconference
- Study of far distance

### b) Media base of microprocessor

- Computer-assisted instruction
- Computer player
- Interactive
- Hypermedia
- Compact (video) disc<sup>25</sup>

## ***D. The Concept of Picture***

### 1. Definition of picture

#### a) Oxford learner's state that picture is:

- Painting, drawing, etc. that shows a scene, a person or thing
- Photograph
- Image on television screen
- Mental image or memory or memory of something.<sup>26</sup>

#### b) Urdang and Felxner in Andi Lisnawati, defines that picture as follow:

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<sup>25</sup> Prof.Dr. Azhar Arstad,*op.cit.*p.33-35

<sup>26</sup>Marten H. Manser, *Oxford Learner Pocket Dictionary*, (Third Edition ; New York: Oxford university Press, 2000),p.322

- A representation of person, object or scene a painting or photograph.
  - Mental image
  - A graphic or vivid description or account
  - A situation or set that circumstance.<sup>27</sup>
- c) Ansnawir & Basyiruddin Usman, defines the picture is a visual tool that effective because it can be describe something that can be explained to bore concrete and realistic.<sup>28</sup>

## 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 instructional media if those tools are used to give contribution in education environment (heinich and Rusello, 1982).<sup>29</sup>

## 3. Picture as visual media

The picture that meant here included: Picture, painting/drawing and sketsa as the main purpose the performance several the kinds of this picture to visualitate the concept that want to be given to the students.<sup>30</sup>

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<sup>27</sup> Andi Lisnawati, *Developing The Writing Skill of Second Year Student of SMA Farter Makassar Using Magazine Picture*, (Makassar: University of Makassar, 2007),p.18

<sup>28</sup>Ansnawir & Basyiruddin Usman, *Media Pembelajaran*, (Cet 1 ; Jakarta : Ciputat Pers, 2002),p.11

<sup>29</sup>Kasihani. K.E. Suyanto, *English for Young Learner* (Jakarta: Bumi Aksara 2007),p.101

<sup>30</sup> Prof. Dr. Arsyad, M.A. *Media Pembelajaran* (Jakarta : PT Raja Grafindo Persada 2004),p.113

#### 4. The Advantages of Using Picture

- The Characteristic of picture is concrete, more realistic.
- Picture can limit time and room
- Picture can solve our observation limited
- Picture can clear a problem.
- Picture is cheap and easy to get and used without special equipment.

#### 5. The Disadvantages of Using Picture

- Picture only emphasize to eyes sense perception
- Noun picture it so complex less effective to learning process
- The size is very limited

#### ***E. Conceptual Framework***

The conceptual framework shows the process of the research in teaching degree of comparison by using picture. In English learning process as input or English material will measure the students' grammar especially for degree of comparison, and the process of learning by using media picture. Media picture would use in the class room action research which consist of some cycles, the step would plan to use cycle I, cycle II and cycle III, The researcher made planning then did the action, observation and prepared the teaching material, where students will look some picture, and then identified the picture and make a sentence.

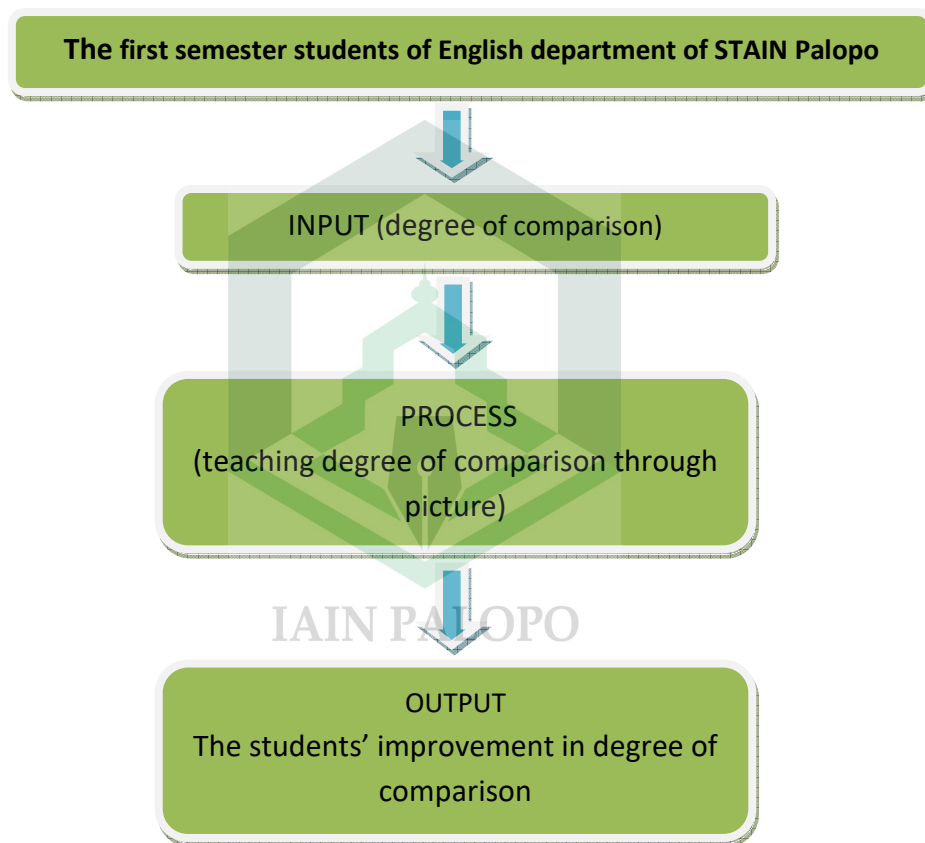
The researcher would observe the students' respond, participants and the researcher would do the reflection to analyze, to understand, and to make conclusion



of the activity in the first cycle as the result if media picture is effective to improve the students' Grammar specially for degree of comparison.

The conceptual of framework in this research is given in the following flow chart:

**Chart 2.1**



- a) Input refers to the material that will be teach.
- b) Process refers to the all activities during the degree of comparison by using picture.
- c) Output refers to the students' ability in English grammar.

## ***F. Classroom Action Research***

### 1. Definition of Classroom Action Research

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 or principle for example) in social (including education) situations in order to improve the rationality and justice. (1) Their own social or educational practices, (2) Their understanding of these practices, and (3) the situational (and situation) in which the practices are carried out.<sup>31</sup>

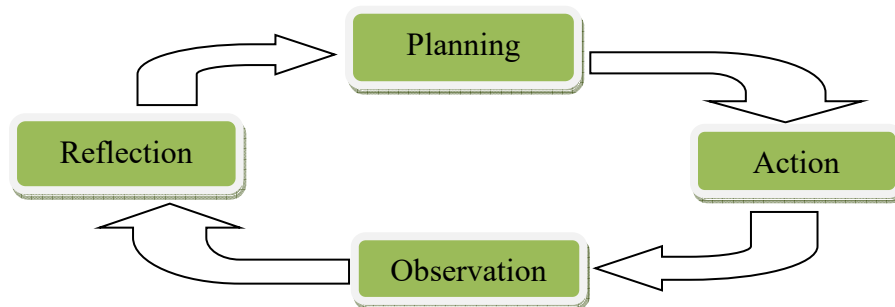
Lately (CAR) classroom action research has become trend to be done by professionals as trouble-shooting effort and improvement of quality various the areas. Early as beginning CAR used to look for the solution to social problem (unemployment, adolescent mischief, and act) is than done by the evaluation and observation wearer as input to do reflect to what is going on execution phase.

Briefly CAR is a form of assessment that is reflective of the perpetrators actions, to increase the stability of rational-action them in carrying out tasks, to deepen understanding of the actions taken, and improve where learning practices implemented. To achieve these objectives perform the CAR review process cyclical, which comprises four stages as follows:

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<sup>31</sup>Igak Wardhani and Kuswaya Wihardit. *Penelitian Tindakan Kelas*. ( Jakarta: Penerbit Universitas Terbuka, 2007),p.1.4

Chart 2.2



The four phases of a cycle within a CAR can be described as the follow:

- 1) Planning in this case need to formulate action plans that will be taken. Actions taken can be formulated into a form hypothesis about the alleged action in the sense of change that will occur if an action from happening.
- 2) Acting on this draft strategy and set of learning scenarios. Scenarios of action must be implemented correctly and fairly.
- 3) Observation in this case is actually running concurrently at the time of exercise of the action. Observations were made at the time the action is running, both took place at the same time.
- 4) Reflection in this case as a whole is intended to examine the actions that have been implemented. Based on the data collected, and then conduct an evaluation to improve the follow-up, reflection in the CAR include analysis, synthesis, and evaluation of the results of observations on the action taken. If there are problems and the process of reflection, then re-tested through the next cycle.<sup>32</sup> In accordance with the essence

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<sup>32</sup> Baedhowi. *Bimbingan Guru Dalam Penelitian Tindakan Kelas* (Jakarta: Januari 2010 Direktorat Jendral PMPTK). P.19 - 23 .

of which is reflected by the name of action research spiral, classroom action research can be started from anywhere of the four phases namely: planning, action, observing, and reflection.

## 2. The Principle of Classroom Action Research

According to Hopkins that there are six principles should be considered when conducting action research. Those principle are: (1) the action research done by teacher doesn't hinder teacher's activity in the classroom; (2) the method of data collection doesn't consume much time because it is conduct end in the learning and teaching process in the classroom; (3) the methodology used should be reliable; (4) the problem which are going to be investigated is not too large and complex, so it can be solved by teacher through action research; (5) problem solving should consider teacher's need as a researcher but the way to do based on the procedure at workplace; (6) action researcher should support school vision and mission.

## 3. Strategies in the Classroom Action Research

These strategies are divided into what have come to be known as direct or cognitive strategies, which learners apply directly to the language itself, and indirect or met cognitive strategies, which learners manage or control their own learning process. Direct strategies include a number of different ways of

- a) Remembering more effectively,
- b) Using all your cognitive processes,
- c) Compensating for missing knowledge.

Indirect strategies, according to Oxford Taxonomy, include

- 1) Organizing and evaluating your learning,
- 2) Managing your emotions,
- 3) Learning whit other.<sup>33</sup>

#### 4. Characteristic of Classroom Action Research

- a) Practical, and relevance with situated real deep world job.
- b) Giving set framework to trouble-shooting.
- c) Flexible and adaptive which is enable to mark sense changing up to trial period.
- d) Participation which researcher takes part straightward.
- e) Self evaluate which is continuo modification is evaluated in aught situation.
- f) In term research finding have poor external validity.
- g) Research and decision making is process by decentralizes and deregulation.
- h) Cooperative is in contemplation, performing, and evaluation.
- i) Action research develops empowerment, democracy, justice, and freedom.
- j) Applying theory in small-scale

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<sup>33</sup> H .Douglas Brown. *Teaching By Principles* An Interactive Approach to Language Pedagogy. (San Francisco State University 2007),p.269

k) Accentuating action approaching.

l) Develop a model.<sup>34</sup>



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<sup>34</sup>E. Mulyasa, *Menjadi Guru Profesional*, ( cet.IV; Bandung: PT. Remaja Rosdakarya Offset,2006).P.153-154.

## CHAPTER III

### RESEARCH METHOD

#### ***A. Research Type***

This research applied Classroom Action Research (CAR) method with using four stages, such as; Planning, Implementation of Action, Observation, and Reflection.

The design of the research holds two cycles. They were first and second cycle and each cycle is the series of activities which have close relation. Where, the realization of the second cycle is continued and repaired from the first cycle.

#### ***B. Researcher Position in the Research***

In this research, the researcher as a teacher during the teaching process, the aim was to asses the teaching strategy that had given, researcher a guide for next cycle.

#### ***C. Design of the Research***

This research was conducted in three cycles, in order to find out the appropriate way in teaching degree of comparison at the first semester of English department of STAIN Palopo. In this research the researcher presented classroom action research where there are four stages in the procedure of Classroom Action Research (CAR), they are planning, action, observation, and reflection.<sup>35</sup> The researcher would present the action research model Hopkins where he states that the action research is doing

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<sup>35</sup> Suharsimi Arikunto, Suhardjono, dan Supardi. *Penelitian Tindakan Kelas*.(Jakarta: PT. Bumi Aksara. 2007), p.16.

by form the spiral which started from felt that there was a problem by arrange the planning, implementation of action, do the observation, and reflection, do the re-planning, re-action, and so on.<sup>36</sup> The basic competence which will be focused in this classroom action research is the competence in mastering degree of comparison by using picture.

#### ***D. Setting of the Research***

The researcher did this research at the first semester of English study program of STAIN Palopo. The total number of students was 10 students. This research did in two cycles, in order to find out a good way in teaching degree of comparison by using picture.

#### ***E. Variables***

The variables observed in this study use only dependent and independent variables. Media is independent variable and degree of comparison is dependent variable.

#### ***F. Preparation for the Action Research***

The basic competence focuses in this classroom action research, namely, the competence in mastering Comparative of a one-syllable adjective by adding –er.

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<sup>36</sup> Wina Sanjaya. *Penelitian Tindakan Kelas.(first edition)*. Jakarta : Kencana. 2009, p.53.



### ***G. Data Sources***

- a. Students
- b. Teacher
- c. Collaborator

### ***H. Technique and Instruments of Collecting Data***

#### 1. Techniques

The technique of collecting data techniques in this classroom action research are:

- 1) Test : To find out the students' score.
- 2) Observation : To find out the students participation during the using picture in teaching degree of comparison.
- 3) Interview : To find out the level of successful in implementing of using picture in teaching degree of comparison
- 4) Discussion : Among the researcher as teachers with the collaborators, as a way to make reflection in each cycle.

#### 2. Instrument

The instruments used in collecting data in this classroom action research are:

- 1) Media picture : give the students a picture and compare the picture.
- 2) Observation list : It was be useful to observe the students' participation during the use of picture in teaching degree of comparison. 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 degree of comparison.
- 4) Discussion : Result among the teachers.

### ***I. Data Analysis***

The data collected in every observation in each cycle were analyzed descriptively through percentage technique.

- a. Vocabulary Test result : Students' score of make and translate sentence of degree of comparison test was counted by using the formula, as follow:

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

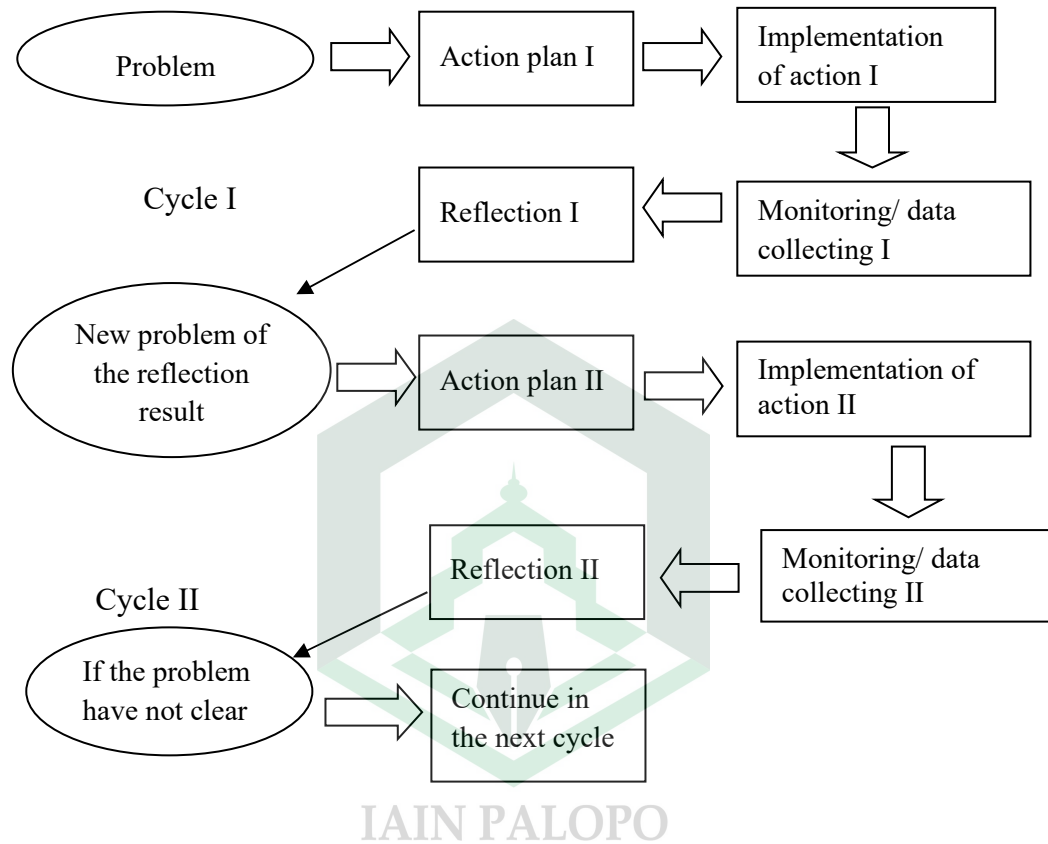
$$X = \frac{\sum x}{N}$$

Note :  $\sum x$  : The Total Raw Score  
 $X$  : Means Score  
 $N$  : Total Number of Students

- b. Activities of students during the learning process: it is analyzed by considering the students' participation and classified into passive and active classification.
- c. Implementation of learning by using Grammar translation method in teaching degree of comparison by analyzing the successful level of implementation, then it is categorized into success, less success and not success.

## J. Procedures of the Research

Chart 3.1



### Cycle I

The first cycle of this classroom based research consist of planning, acting, observation and reflecting.

#### 1. Planning

In this section, first thing that do by the researcher are:

- a. Made the sample the first semester of STAIN Palopo.
- b. Made a lesson plan about the use of picture In teaching degree of comparison

- c. Classroom management: number of students 30, make the classroom comfortable.
- d. Prepare the test.
- e. Making the instruments which used in cycle of classroom action research.

## **2. Acting**

- a. The teacher prepared some picture that have a measurement of 21cm x 29,7cm for every groups.
- b. The teacher makes three groups in the class.
- c. Every group got some picture.
- d. Before they start to identify the picture, the teacher explained how to make a sentence of degree of comparison with degree of comparisons' pattern during time about 15-20 minutes.
- e. After the teacher gave instruction, the student start to identify the picture and make a sentence.
- f. After time for identifying the picture, teacher will correct and evaluated the answers.

## **3. Observation**

There are some important things that observed, those are:

- a. Grammar test
- b. Situation of learning and teaching process.
- c. Students' participation during the learning process

## **4. Reflecting**

This classroom action research success if some of the following requirement is fulfill :

- a. Most of the students have a good score in evaluation (grammar test) (70).
- b. Most of the students' active in learning process (75%)

### **Cycle II**

Like at the first cycle, in the second cycle also consisted of planning, acting, observation, and reflecting.

#### **1. Planning**

The research team, make a lesson plan based on the result of reflection in the first cycle.

#### **2. Acting**

The teacher taught the degree of comparison by using picture based on the planning in the second cycle.

#### **3. Observation**

The research team (teacher and collaborator) do the observation through the learning by using picture.

#### **4. Reflecting**

The research team did the reflection toward the second cycle then makes a plan for the third cycle.

### **Cycle III**

Like at the first cycle, in the second cycle also consisted of planning, acting, observation, and reflecting.

### **1. Planning**

The research team makes a lesson plan based on the result of reflection in the first cycle.

### **2. Acting**

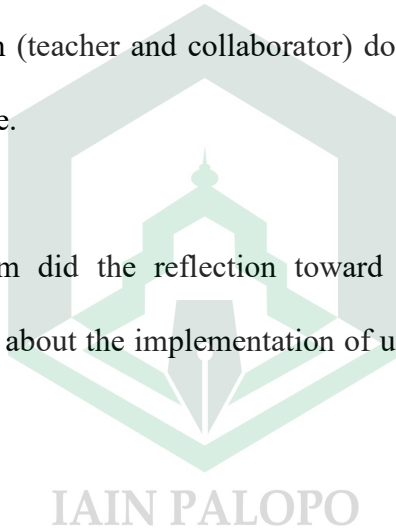
The teacher taught the degree of comparison by using picture based on the planning in the third cycle.

### **3. Observation**

The research team (teacher and collaborator) does the observation through the learning by using picture.

### **4. Reflecting**

The research team did the reflection toward the second cycle then make analysis and conclusion about the implementation of using picture in teaching degree of comparison.



## CHAPTER IV

### FINDINGS AND DISCUSSIONS

#### *A. Findings*

The findings of the research explain the cycle of learning and teaching process this current research. In this case, there were two cycles:

##### **1. The Explanation of cycle 1**

###### **a. Planning**

In planning section, the researcher prepared to carry out the action research class that required different tool which had been created and developed previously namely lesson plan and picture, the supported instrument guidelines for observation sheet and camera. In this section the preparation which was prepared by the researcher before acting in the cycle I was:

- 1) Making a lesson plan about the use of Teaching. (see in appendix)
- 2) Introducing to student about comparison degree.
- 3) The research explained the material by using picture and by example their friends.
- 4) *Classroom management*: Numbers of student were 33, making the classroom comfortable, interesting and fun.
- 5) Preparing the picture test of degree of comparison (see in appendix)
- 6) Making the observation sheet that was used in the first cycle of the classroom action research.

- 7) The researcher gave chance to students express their difficulties in learning process.

**b. Acting**

In this action, the activity was divided into three components namely pre-activity, whilst-activity, and post-activity base on the lesson plan.

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

The researcher had told to the student about three kinds of degree of comparison through picture and gave them examples from the picture. And before the researcher explained the material, the researcher asked to the students about this material. Did they have studied the degree of comparison? But in the reality, many students answered that before found that material. Then the researcher asked to the students again. The question was: did you have learnt grammar by using picture?; and some of them never learnt grammar by using grammar. This case was been difficulties to the researcher. And then the researcher took the next stage.



This activity was also called as application. It divided into three parts namely exploration, elaboration, and confirmation. In exploration, first the researcher involved students to construct their common sense concerned the learning material learnt. Second, the researcher involved student to seek and find out by themselves about the learning material learnt. Third, the researcher involved students to be active during learning process.

The researcher explained one by one kinds of degree of comparison degree by using picture (see appendix 1 - picture 1) the reasons of researcher took this picture for media of this researcher because this picture was more interested to the students because this picture was the researchers' family picture. According to the researcher the student would know the researcher identity as like the researcher family picture. And than, the object of this picture was clear, and the equation and the difference of every object were very clear, because that picture was provided with the real boldness. And the boldness helped the students for identified the picture. The size of that picture was letter paper. The reason of the researcher took this size because that was vey easy for printed, easy for prepared, and also very practice as a media picture.

furthermore the researcher begun explained one by one kinds of the degree of comparison with the patterns by using picture and gave them example from that picture such us sentences bellow:

- 1) Positive: my mother is as weight as my brother.
- 2) Comparative: my father is older than my brother.
- 3) My father is oldest in my family.

Sometimes every interval of the explanation of one subject, the researcher gave them some intermezzo to be sure they were not bored and their concentrations of the students still focus to the researcher.

Furthermore the researcher had given them explanation about the material learnt, the researchers gave them time for asked that they did not know and not clear yet. And then the researcher answered those questions.

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

Furthermore the students made their sentences of degree of comparison, there was the general mistake from the sentences that they did such as forgetting to put to be after subject, the incorrect using of irregular and regular adjective, the untrue using of sentence pattern.

In addition, in this cycle the researcher asked to the students for making ten sentences of degree of comparison in three kinds on their paper. The researcher asked to the students to do the exercises. And the students did what the researcher asked.

After that, the researcher discussed with students about their difficulties about the learning material learnt. One of them difficulties is that they did not memorize some irregular adjective. Then the researcher gave exercises concerning the learning material that had been studied. After that in confirmation, the researcher gave feed

back related to the result of students' exploration and elaboration about degree of comparison. Then the researcher gave some corrections about the mistakes they had made, and also helped them solving their difficulties about the exercises. After that the researcher asked to the students to memorizing irregular adjective.

Post-activity were also called as reflection and extension, in this case, the researcher with students made conclusion about the learning material that had been studied. In reflection, the researcher asked again the difficulties that the students got during learning and teaching process and repeat to give them instruction to memorizing irregular adjectives. The researcher gave them more motivation for to been the better students. The researcher told the students about the learning material that would be studied in the next meeting and close the class by recited hamdala.

### **c. Observing**

Based on the activities made by the researcher and collaborator in the first cycle, the researcher and observer, observed the learning activity about condition class and activity of student in learning degree of comparison by using picture. The condition in class was learning showed that:

- 1) The condition of the class looked enjoyed and focused when the researcher gave them explanation.
- 2) Most of the student didn't know the irregular adjective.
- 3) The students that sit behind, not really looked the picture.
- 4) There were students cheated when the researcher gave the students exercises and point them to make a good sentence about degree of comparison.

- 5) Most of the student were not confidence when the researcher asked the students to made a good sentence of degree of comparison.

The researcher made by observer when explained the material about degree of comparison.

1. Description the result of test cycle 1

Evaluation on students' learning showed that the students' mastery on grammar of degree of comparison was mostly in low scores. The mean score was only **55,15**.

**Table 4.1**

**Table Mean Score**

No	No. Respondent	Aspects of Grammar Assessment	Score of Test
		Accuracy	
1	001	5	50
2	002	5	50
3	003	6	50
4	004	5	50
5	005	6	60
6	006	4	40
7	007	6	60
8	008	4	40
9	009	4	40
10	010	4	40
11	011	4	40
12	012	3	30
13	013	4	40
14	014	5	50
15	015	6	60
16	016	7	70
17	017	4	40
18	018	6	50
19	019	4	40
20	020	4	40
21	021	4	40

22	022	6	60
23	023	6	60
24	024	6	60
25	025	6	60
26	026	5	50
27	027	4	40
28	028	6	60
29	029	5	50
30	030	5	50
31	031	5	50
32	032	4	40
33	033	4	40
<b>Total</b>		182	1820
<b>Mean Score</b>		<b>5,51</b>	<b>55,15</b>

- Mean score of accuracy:

$$X = \frac{\sum x}{N} = \frac{182}{33} = 5,51$$

- Mean score of total score

$$X = \frac{\sum x}{N} = \frac{1820}{33} = 55,15$$

- 1) The result of observation students' activities during the teaching and learning process.

**Table 4.2**

**Observation List Cycle 1**

No	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		✓		
31	031			✓	
32	032	✓			
33	033		✓		
<b>Total</b>		<b>5</b>	<b>15</b>	<b>9</b>	<b>4</b>
<b>Percentage</b>		<b>15,15 %</b>	<b>45,45%</b>	<b>27,27%</b>	<b>12,12%</b>

Based the result of observation by researcher and collaborator, in this cycle we found from the 33 respondents, 15,15% students not active, 45,45% less active, 27,27% active, and 12,12% students behaving very active. As according to calculation formula bellow:

a. Not active:

$$X = \frac{\sum x}{N} = \frac{5}{33} \times 100 = 15,15\%$$

b. Less Active:

$$X = \frac{\sum x}{N} = \frac{15}{33} \times 100 = 45,45\%$$

c. Active:

$$X = \frac{\sum x}{N} = \frac{9}{33} \times 100 = 27,27\%$$

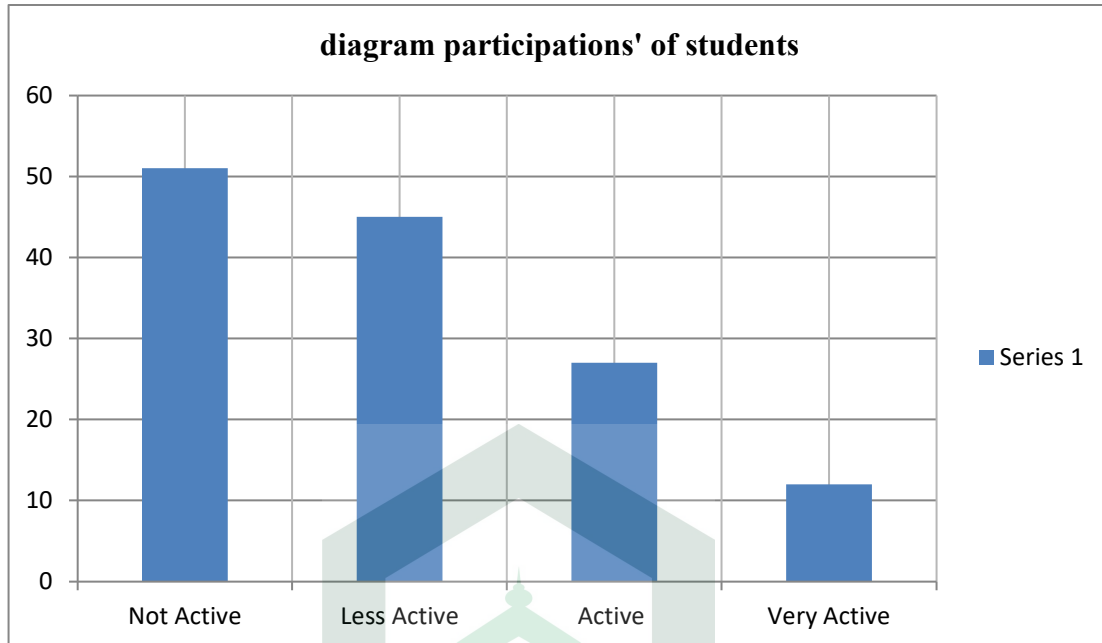
d. Very Active:

$$X = \frac{\sum x}{N} = \frac{4}{33} \times 100 = 12,12\%$$

As according to result of the observation by the researcher and collaborator, the student's participation of this cycle was not good. It could be seen in the table participation. As according the calculation formula the researcher described the result of observation into diagram below:

IAIN PALOPO

Diagram 4.1



As according to diagram above, the result found the participation of respondents were: not active = 15,15%, less active= 45,45%, active= 27,27% and very active were 12,12%.

Based on the data above, the target of the researcher was not reached. It is happened because motivation of students was not good and the student's interest of learning was less.

#### **d. Reflection**

There were still significant weaknesses in cycle 1 namely: most of the students still were not familiar with the learning degree of comparison, less of memorizing of irregular adjectives, and did not have a good motivation to study.

The students' participation in this cycle one was only **59%**. The other weakness was most students had a bad score in evaluation. In this case, the evaluation mean



score was only **55,15** . And the last, in the discussion there were only some student active learning. It showed us that, this cycle 1 was not successful.

In the cycle 2, the researcher tried to did research to been more intensive to get target of learning.

## **2. The explanation of cycle 2**

### **e. Planning**

In order to improve the weaknesses and keep the successful of the first cycle, so the second cycle was planned as follows:

- 1) In the second cycle observed the students more intense.
- 2) Giving more motivation and positive suggestions to the students in order to be more active in learning and teaching process more and more.
- 3) Change and prepare the real and interesting picture.
- 4) Giving more explanations and intensive guidance to the students who got difficulties when learning and teaching process. Thereby, all of the students were able to understand the learning material well and easily.
- 5) Stressing to the students memorizing irregular adjective.
- 6) Giving more chance to the students who got good score to share their knowledge to the others in learning and teaching process. It could give some chance to students to be more confident in learning and teaching process.

**f. Acting**

Like in the first cycle, in this action the activity was divided into three components again namely pre-activity, whilst-activity, and post-activity based on the lesson plan.

In pre-activity this second cycle, the researcher gave more explanations in understanding degree of comparison well and easily by using picture, and gave them more guidance to them how to understanding it well and easily.

In whilst-activity this second cycle, the researcher gave clear explanations to the students and also gave the best tips to understand it well and easily and variation of teaching technique. In this activity, the researcher explained again the material by using penguin picture (see picture 2). The reason researcher took this picture because this animal is very cute, interesting and simple. And according to the researcher, this picture is more interesting.

But this time, the researcher not really difficult to explained the material, because the researcher changed the picture and added much information in that picture (looking appendix). And also they have memorized some irregular adjectives. The researcher just explained the material that not understanding from the student. Then the researcher gave some chances to the students to ask if there was something they still did not understand.

When the researcher concluded student that, no more students did not understand. The researcher gave them exercises related to the material. The researcher asked to the student for making ten sentences of degree of comparison to

three kinds. The researcher asked and the students do the exercises during time 45 minutes.

In post-activity this second cycle, the researcher with the students made conclusion about the learning material that had been studied. Then the researcher asked again the difficulties that the students got during learning and teaching process. After that, the researcher gave some positive suggestions to the students again such as by encouraging, motivating, and giving they spirit more and more before ending meeting.

#### **g. Observing**

- 1) The condition of the class was so different with the first cycle. In this case, most the students listened carefully the researcher's explanation during learning and teaching process.
- 2) The students' participation in learning degree of comparison by using picture was more wonderful and better. Because most of the students had participated in asking, answering, responding some questions that the researcher given and the students had memorized much irregular adjectives.
- 3) The students' attitude learning degree of comparison was good because most of the students listened the learning material carefully and also their attention was excellent, and was been confidence.
- 4) The evaluation on students' understanding in learning degree of comparison by using picture showed that in this cycle, the students got better score than in the first cycle. The mean score was **93,39**. It could be seen in table bellow:

The mean score of students understanding in cycle 2 had achieved the ideal score. It was **93,39**.

**Table 4.3**

**The raw score of student's grammar in cycle 2**

No	No. Respondent	Aspects of Grammar Assessment	Score of Test
		Accuracy	
1	001	5	50
2	002	8	80
3	003	9	90
4	004	9	90
5	005	7	70
6	006	8	80
7	007	8	80
8	008	10	100
9	009	9	90
10	010	10	100
11	011	9	90
12	012	10	100
13	013	10	100
14	014	9	90
15	015	10	100
16	016	10	100
17	017	9	90
18	018	9	90
19	019	10	100
20	020	9	90
21	021	10	100
22	022	10	100
23	023	8	80
24	024	9	90
25	025	8	80
26	026	8	80
27	027	8	80
28	028	10	100
29	029	8	80
30	030	9	90

31	031	9	90
32	032	7	70
33	033	7	70
<b>Total</b>		<b>310</b>	<b>3100</b>
<b>Mean Score</b>		<b>9,39</b>	<b>93,39</b>

- Mean score of accuracy:

$$X = \frac{\sum x}{N} = \frac{310}{33} = 9,39$$

- Mean score of comprehensibility

$$X = \frac{\sum x}{N} = \frac{3100}{33} = 93,39$$

b. The result of observation on student's activities during learning and teaching process. The mean score was 71,12%. It could be seen in the table below:

**Table 4.4**

No	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			✓	
31	031			✓	
32	032	✓			
33	033		✓		
<b>Total</b>		<b>3</b>	<b>9</b>	<b>11</b>	<b>10</b>
<b>Percentage</b>		<b>9%</b>	<b>27,27%</b>	<b>33,33%</b>	<b>30,30%</b>

Based on the result of observation on the table above, the researcher and collaborator found the participation of the students change to be better. It could be seen from the table above.

Based the result of observation by researcher and collaborator, in this cycle we found from the 33 respondents, 9% students not active, 27,27% less active, 33,33% active, and 30,30% students behaving very active. As the result above, according to our finding in their class. As according to calculation formula bellow:

a. Not active:

$$X = \frac{\sum x}{N} = \frac{3}{33} \times 100 = 9\%$$

b. Less Active:

$$X = \frac{\sum x}{N} = \frac{9}{33} \times 100 = 27,27\%$$

c. Active:

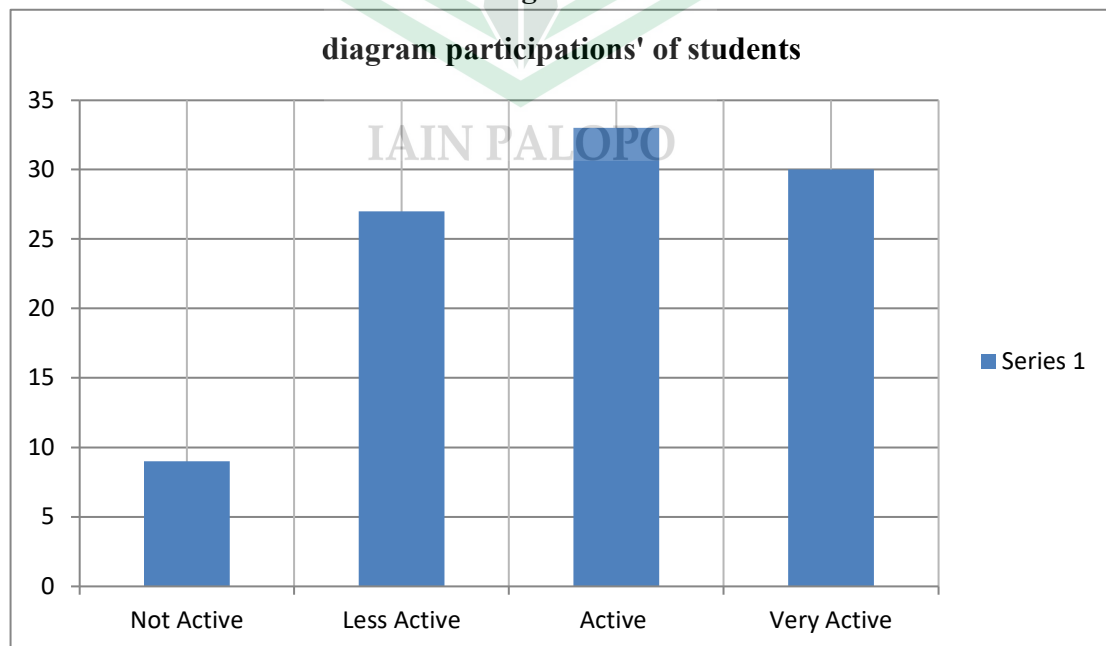
$$X = \frac{\sum x}{N} = \frac{11}{33} \times 100 = 33,33\%$$

d. Very Active:

$$X = \frac{\sum x}{N} = \frac{10}{33} \times 100 = 30,30\%$$

As according to the calculation formula above, the researcher made diagram of student's participation. It could be describe the result of student's participation in the class when the researcher did research.

**Diagram 4.2**



Based on the diagram above, it can show us the participation of students was: not active = 9%, less active= 27,27%, active= 33,33% and very active were 30,30%.

The result above that the researcher found in this cycle, the student's participation change to be better and have got the researcher target. It could be happened because the students had have a good motivation, and interest to degree of comparison.

#### **h. Finding of Questionnaire**

After the researcher collecting data questionnaire, the researcher finding data from thirty three respondents as follow:

**Table 4.5**  
Table Questionnaire

Question	SS	S	TS	STS
a. Saya tertarik belajar grammar dengan menggunakan media gambar.	5	28	0	0
b. Dengan menggunakan media gambar dapat membantu saya dalam belajar grammar	8	25	0	0
c. Belajar grammar dengan menggunakan media gambar dapat meningkatkan motivasi saya.	6	27	0	0
d. Menggunakan media gambar sangat efisien atau cocok dalam belajar degree of comparison.	5	27	1	0
e. Belajar grammar dengan menggunakan media gambar dapat meningkatkan kepercayaan diri saya.	2	29	1	1
Total	26	136	2	1

1. The percentage of students who answered the question (a. saya tertarik belajar grammar dengan menggunakan media gambar):

a. The percentage who answered with option **Sangat Setuju (SS)**.



$$- X = \frac{\sum x}{N} = \frac{5}{33} \times 100 = 15,15\%$$

b. The percentage who answered with option **Setuju (S)**

$$- X = \frac{\sum x}{N} = \frac{28}{33} \times 100 = 84,84\%$$

c. The percentage who answered with option **Tidak Setuju (TS)**

$$- X = \frac{\sum x}{N} = \frac{0}{33} \times 100 = 0\%$$

d. The percentage who answered with option **Sangat Tidak Setuju (STS)**

$$- X = \frac{\sum x}{N} = \frac{0}{33} \times 100 = 0\%$$

2. The percentage of students who answered the question (b. dengan menggunakan media gambar, dapat membantu saya dalam belajar grammar):

a. The percentage who answered with option **Sangat Setuju (SS)**.

$$- X = \frac{\sum x}{N} = \frac{8}{33} \times 100 = 24,24\%$$

b. The percentage who answered with option **Setuju (S)**

$$- X = \frac{\sum x}{N} = \frac{25}{33} \times 100 = 75,75\%$$

c. The percentage who answered with option **Tidak Setuju (TS)**

$$- X = \frac{\sum x}{N} = \frac{0}{33} \times 100 = 0\%$$

d. The percentage who answered with option **Sangat Tidak Setuju (STS)**

$$- X = \frac{\sum x}{N} = \frac{0}{33} \times 100 = 0\%$$

3. The percentage of students who answered the question (c. belajar grammar dengan menggunakan media gambar, dapat meningkatkan motivasi saya):

a. The percentage who answered with option **Sangat Setuju (SS)**.

$$- X = \frac{\sum x}{N} = \frac{6}{33} \times 100 = \mathbf{18,18\%}$$

b. The percentage who answered with option **Setuju (S)**

$$- X = \frac{\sum x}{N} = \frac{27}{33} \times 100 = \mathbf{81,81\%}$$

c. The percentage who answered with option **Tidak Setuju (TS)**

$$- X = \frac{\sum x}{N} = \frac{0}{33} \times 100 = \mathbf{0\%}$$

d. The percentage who answered with option **Sangat Tidak Setuju (STS)**

$$- X = \frac{\sum x}{N} = \frac{0}{33} \times 100 = \mathbf{0\%}$$

4. The percentage of students who answered the question (d. Menggunakan media gambar sangat efisien atau cocok dalam belajar degree of comparison):

a. The percentage who answered with option **Sangat Setuju (SS)**.

$$- X = \frac{\sum x}{N} = \frac{5}{33} \times 100 = \mathbf{15,15\%}$$

b. The percentage who answered with option **Setuju (S)**

$$- X = \frac{\sum x}{N} = \frac{27}{33} \times 100 = \mathbf{81,81\%}$$

c. The percentage who answered with option **Tidak Setuju (TS)**

$$- X = \frac{\sum x}{N} = \frac{1}{33} \times 100 = \mathbf{3,03\%}$$

d. The percentage who answered with option **Sangat Tidak Setuju (STS)**

$$- X = \frac{\sum x}{N} = \frac{0}{33} \times 100 = \mathbf{0\%}$$

5. The percentage of students who answered the question (e. belajar grammar dengan menggunakan media gambar dapat meningkatkan kepercayaan diri saya):

a. The percentage who answered with option **Sangat Setuju (SS)**.

$$- X = \frac{\sum x}{N} = \frac{2}{33} \times 100 = \mathbf{6,06\%}$$

b. The percentage who answered with option **Setuju (S)**

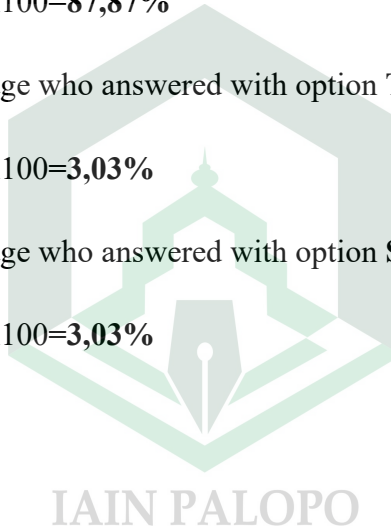
$$- X = \frac{\sum x}{N} = \frac{29}{33} \times 100 = \mathbf{87,87\%}$$

c. The percentage who answered with option **Tidak Setuju (TS)**

$$- X = \frac{\sum x}{N} = \frac{1}{33} \times 100 = \mathbf{3,03\%}$$

d. The percentage who answered with option **Sangat Tidak Setuju (STS)**

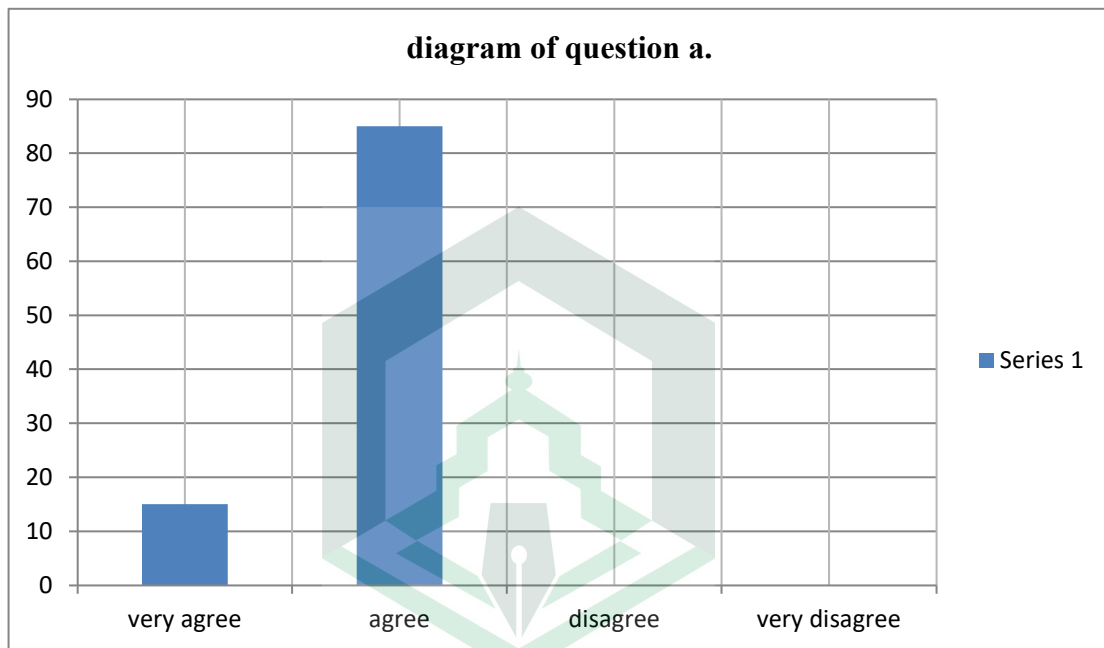
$$- X = \frac{\sum x}{N} = \frac{1}{33} \times 100 = \mathbf{3,03\%}$$



### Diagram questionnaire

- a. The diagram of question (a. saya tertarik belajar grammar dengan menggunakan media gambar):

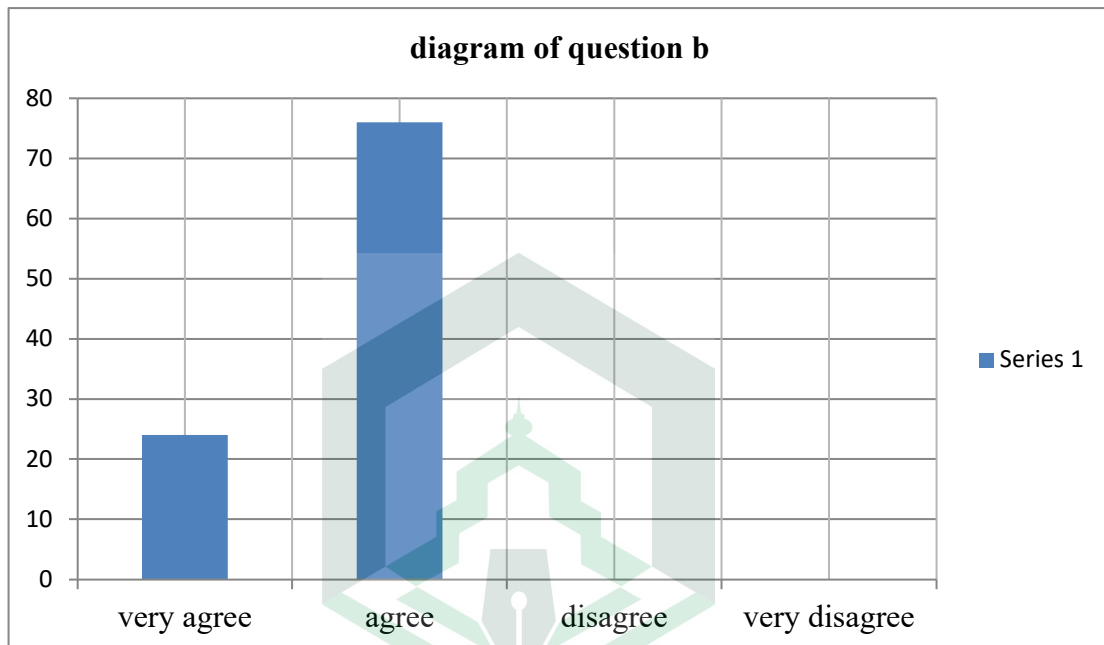
Diagram 4.3



In the statement **a** of the questionnaire (saya tertarik belajar grammar dengan menggunakan media gambar), the researcher found that the students who answered **very agree** were **5** students, the students who answered **agree** were **28** students, and there is no student who chosen the option **disagree** and **very disagree** in this statement.

- b. The diagram of question (b. Dengan menggunakan media gambar, dapat membantu saya dalam belajar grammar):

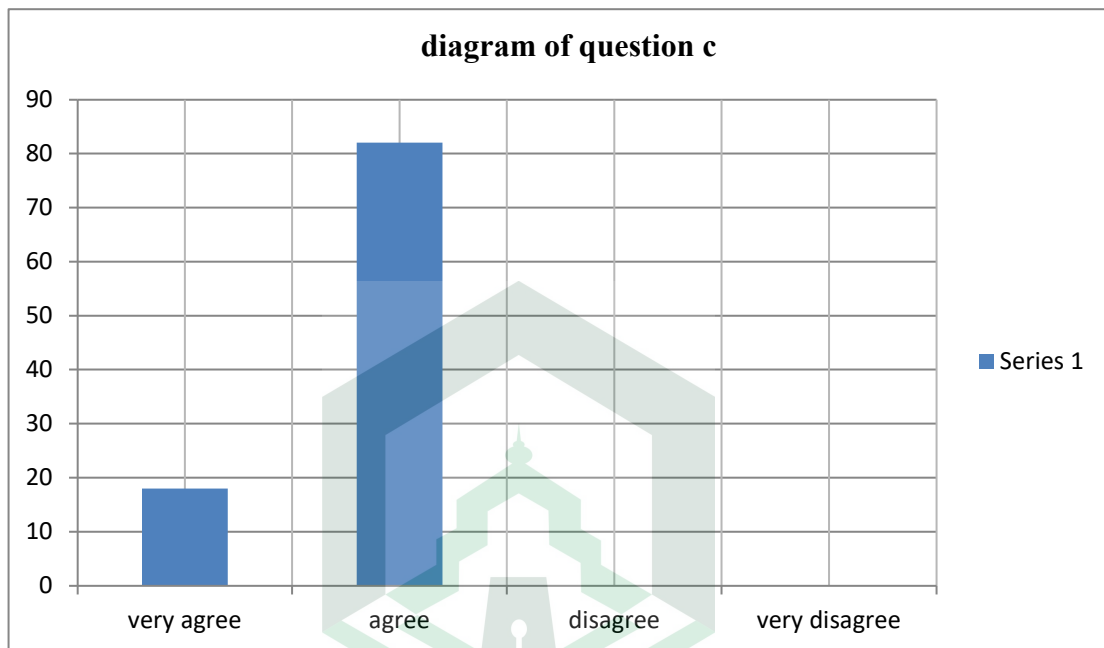
**Diagram 4.4**



In the statement **b** of the questionnaire (b. Dengan menggunakan media gambar, dapat membantu saya dalam belajar grammar), the researcher found that the students who answered **very agree** were **8** students, the students who answered **agree** were **25** students, and there is no student who chosen the option **disagree** and **very disagree** in this statement.

c. The diagram of question (c. belajar grammar dengan menggunakan media gambar dapat meningkatkan motivasi saya):

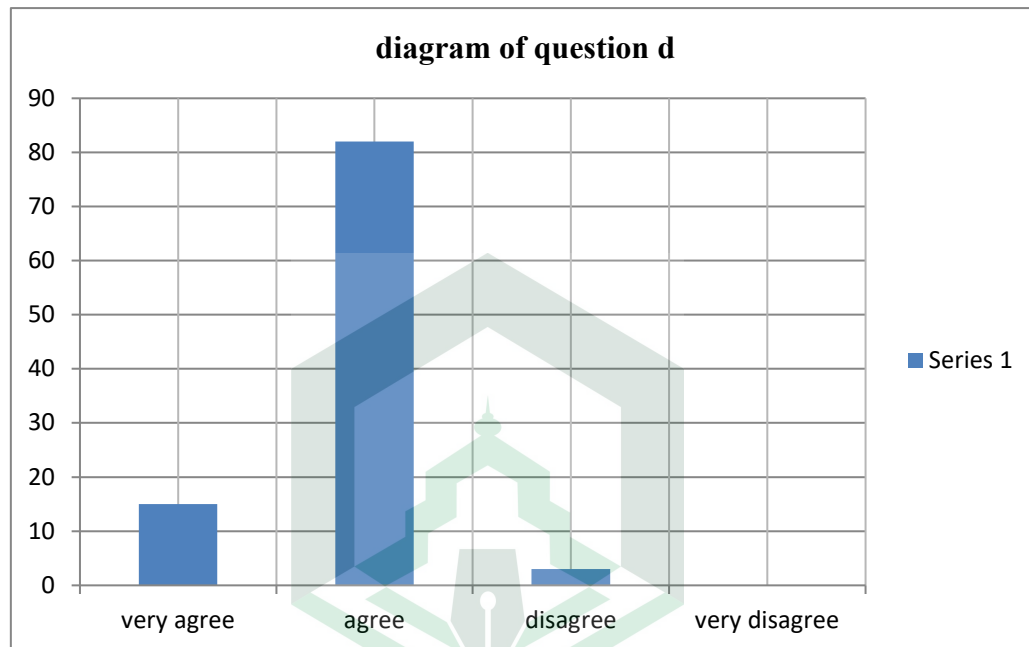
**Diagram 4.5**



In the statement **c** of the questionnaire (c. belajar grammar dengan menggunakan media gambar dapat meningkatkan motivasi saya), the researcher found that the students who answered **very agree** were **6** students, the students who answered **agree** were **27** students, and there is no student who chosen the option **disagree** and **very disagree** in this statement.

- d. The diagram of question (d. menggunakan media gambar sangat efisien atau cocok dalam belajar degree of comparison):

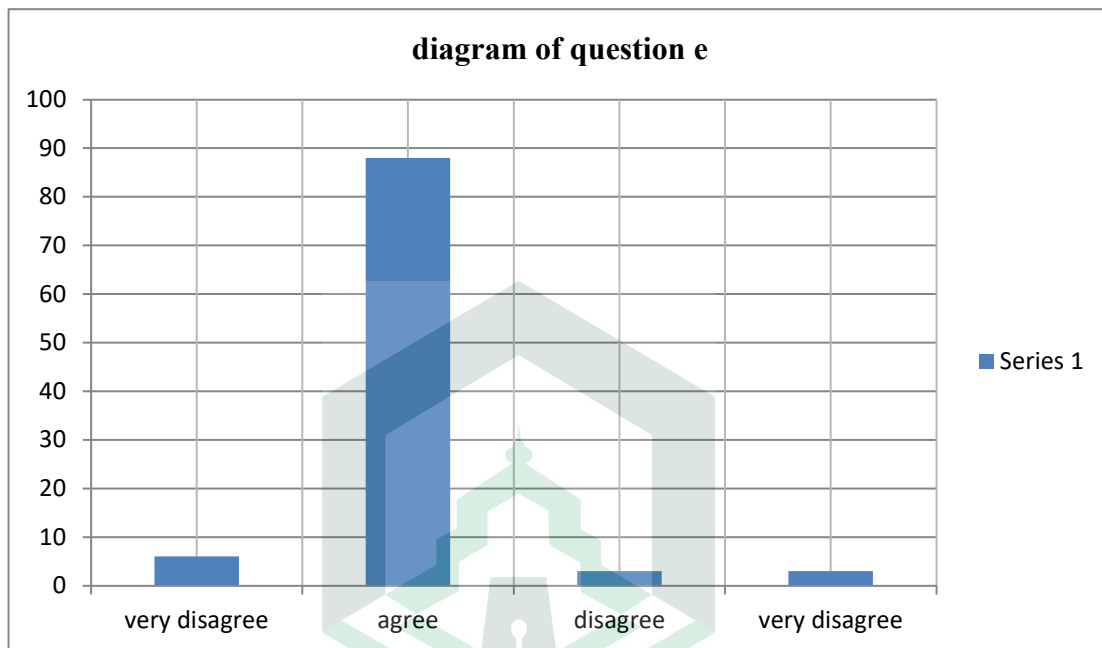
**Diagram 4.6**



In the statement **d** of the questionnaire (d. menggunakan media gambar sangat efisien atau cocok dalam belajar degree of comparison), the researcher found that the students who answered **very agree** were **5** students, the students who answered **agree** were **27** students, the student who answered **disagree** was **1** and there is no student who chosen the option **very disagree** in this statement.

- e. The diagram of question (e. belajar grammar dengan menggunakan media gambar, dapat meningkatkan kepercayaan diri saya):

**Diagram 4.7**



In the statement e of the questionnaire (e. belajar grammar dengan menggunakan media gambar, dapat meningkatkan kepercayaan diri saya), the researcher found that the students who answered **very agree** were **2** students, the students who answered **agree** were **29** students, the student who answered **disagree** was **1** and the student who chosen the option **very disagree** was **1** also in this statement.

#### **d. Reflecting**

This action research was success because there were some successful points got in the cycle 2 namely: first, most of the students were familiar with the



implementation of degree of comparison because the students had got it in the first cycle and also the researcher had explained it clearly. In this case, it was supported that most of the students had a good participation in learning process. The student's participation in this cycle 1 was achieved the ideal score that was **71,21%**. Second, the other successful point was most of the student had a good score in evaluation. In this case, the evaluation mean score was achieved the ideal score that was **93,39** and the last, in the discussion most of the students more active in learning process. It showed us that this cycle 2 was successful.

## **B. Discussion**

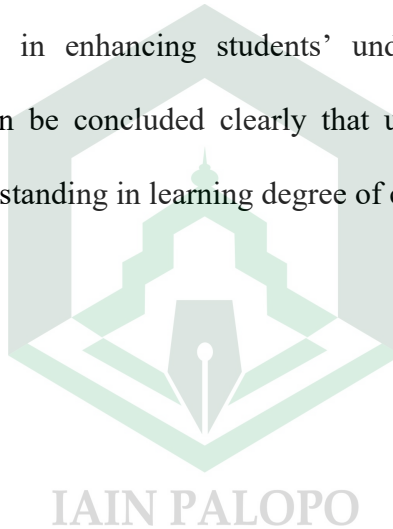
Looking at the finding, the researcher presented the discussion of students' data. The section presented the result of data analysis. It aimed to describe the student's enhancement in learning degree of comparison by using picture.

Thereby, the description of data collected through grammar test as explained in the various sections showed that the students' understanding in learning degree of comparison enhanced significantly. Furthermore, it could be concluded that teaching degree of comparison by using picture was on of effective method that was able to enhance the students' understanding well and easily. It was supported by the achievement of the ideal score in the second cycle. In this case, the mean score was only **55,15** while in the second cycle the mean score was very good **93,39**. That mean, the mean score in the second cycle was higher than the mean score in the first cycle. It means that, the students had a good understanding in learning degree of comparison by using media picture. Meanwhile, the result of observation, students' participation

in the second cycle was more active **71,21%** than in the first cycle **59%**. That mean, the students had a good participation in learning degree of comparison.

The thing that must be noticed for teacher in teaching degree of comparison is chosen the object of picture. The object of picture must be interesting, real, and concrete. So that the students could be motivated, interested, and can understand the material easily.

So, it could be concluded that the implementation of degree of comparison by using picture effective in enhancing students' understanding. Finally from the discussion above, it can be concluded clearly that using media picture is able to enhance students' understanding in learning degree of comparison.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### *A. Conclusion*

Based on the result of data analysis in the previous chapter, the researcher would like to conclude that:

1. Picture is very suitable for teaching degree of comparison. On the usage of picture in teaching degree of comparison, the teacher must choose the interesting picture and the object is concrete.

The way of teaching degree of comparison through picture firstly, the teacher have to prepare and choose the picture that have more information and more adjective. And also, the object of picture must be concrete. In order that the students can compare and differentiate the object of picture where is the positive, comparative and superlative. Beside that, the picture that showed must be interesting. In order the students can be interested and enjoy in learning degree of comparison.

Secondly, after the teacher has prepared and chooses the exact object of picture, the teacher explains the three kinds of the degree of comparison through picture. The teacher explains the kinds of degree of comparison one by one through the real object of picture where is the positive, comparative, and superlative. Beside that the teacher can give more samples from the object of picture. If the object of picture is real, concrete, and interesting, so that the teacher very helped to explains the material of degree of comparison. But if the object of picture is not real, concrete,

and interesting, so that the teacher would be hardly to explain the material of degree of comparison. And the students can not compare and differentiate the object of picture where is the positive, comparative and superlative. And the students would get the difficulties in studying material degree of comparison.

2. Picture is an alternative media for teaching degree of comparison. It could be seen researcher activities and their score. According to research, the researcher found that in cycle 2 the mean score of the students was 93,39, and participation of students who not active was 9%, less active was 27,27%, active was 33,33%, and very active was 30,30% from 33 students. And the result of observation found that the interesting of respondents was very agree was 15,75%, agree was 82,42%, disagree was 1,21%, very disagree was 0,60% from 5 statement of questionnaire and from 33 respondents.

### ***B. Suggestion***

The writer would like to give some suggestion about teaching degree of comparison through picture:

#### 1. For Teacher

The teacher should give the students motivation in improving their grammar ability, and should have a good technique that can develop the student's ability. The teacher should involve the students actively in the classroom activity. The teacher should present material which can stimulate the students to study grammar more actively and have big motivation to study English.

## 2. For students

In learning English grammar, the student should have many strategies and using any media to help them to improve their English grammar especially in degree of comparison such as by using picture media.



**A**

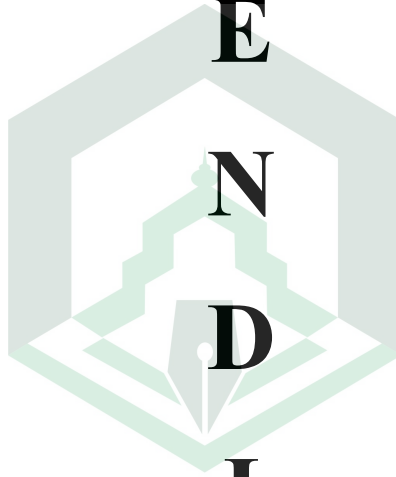
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## APPENDIX I

### LESSON PLAN CYCLE I

**Name** : Ramona harnong

**Class/semesrter** : I (satu)

**Time** : 90 minutes

No	Materi/Subject	Interaction	Procedure	Time
1.	Introduction	T → Sts	Well Students, My name is Ramona harnong...You can call me ramona.	5 min
2.	Grammar/ degree of comparison material through picture	T → Sts	<ul style="list-style-type: none"><li>• The teacher will prepare some picture have a measurement of 21cm x 29,7cm for every groups.</li><li>• The teacher makes three groups in the class.</li><li>• Every group will get some picture.</li><li>• Before they start to identify the picture, the teacher will explain how to make a sentence of degree of comparison with degree of comparisons' pattern during time about 15-20 minutes.</li><li>• After the teacher give instruction, the student start to identify the picture and make a sentence.</li></ul>	45 min

			<ul style="list-style-type: none"> <li>After time for identifying the picture, teacher will correct and evaluated the answers.</li> </ul>	
3.	Grammar Test	T ↔ Sts	Command the students to make sentences and translate the sentences to the target language.	30 min
4.	Closing	T → Sts	Close the meeting and prepare the students to the next meeting.	10 min





## APPENDIX II

### TEST IN CYCLE 1

#### I. Instructions

1. Make a good degree of comparisons' sentence to be positive, comparative, and superlative form and translate the sentences according to the degree of comparison pattern.
2. Every group has time (55 minutes) to do it.

#### II. Test

Make a good degree of comparison sentence from positive, comparative, and superlative form according to the picture.

Example:

- a. Positive form:

Igar sama besar dengan ayahnya.

Igar is **as same as** his father.

- b. Comparative form:

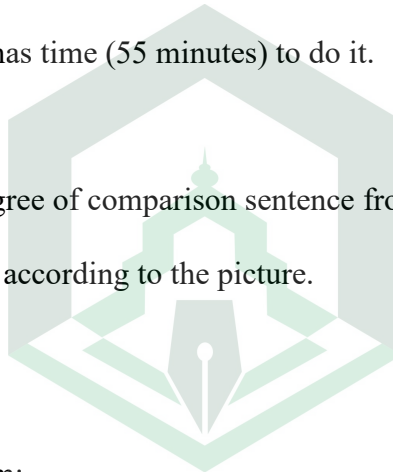
Igar lebih besar dari pada ibunya.

Igar is **bigger than** his mother.

- c. Superlative form:

Igar adalah siswa yang paling besar di kelasnya

Igar is the **biggest student** in his class.



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### APPENDIX III

#### LESSON PLAN CYCLE 2

Name : Ramona Harnong

Class/Semester : I (satu)

Time : 90 minutes

No	Materi/Subject	Interaction	Procedure	Time
1.	Opening Class	T → Sts	Say Assalamu Alaikum to the students and check the name of the students one by one in Attendent list.	5 min
2.	Teaching Degree of Comparison pattern by using picture	T → Sts	<ul style="list-style-type: none"><li>• The teacher will prepare different picture for every student.</li><li>• The teacher will give one picture for every student.</li><li>• Every student will get some picture.</li><li>• Before they start to identify the picture, the teacher will explain how to make a sentence of degree of comparison with degree of comparisons' pattern during time about 15-20 minutes.</li><li>• After the teacher give instruction, the student start to identify the picture and make a sentence.</li></ul>	45 min

			<ul style="list-style-type: none"> <li>• After time for identifying the picture, teacher will correct and evaluated the answers.</li> </ul>	
3.	Writing Test	T ↔ Sts	Give some picture to the students, and make some sentences.	30 min
4.	Closing Class	T → Sts	Close the meeting	5 min



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## APPENDIX IV

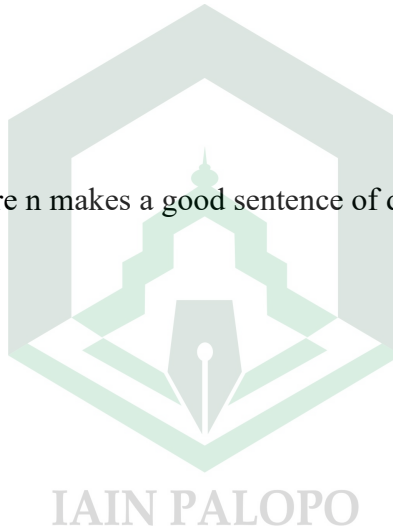
### TEST IN CYCLE 2

#### III. Instructions

3. Write your identity.
4. Your time (45 minutes) to make a good sentence of degree of comparison to three forms and do it carefully and well.

#### IV. Test

“Guest the picture n makes a good sentence of degree of comparison to the three forms”.



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