

Increasing Of Using Picture In Teaching Comparison Degrees

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ABSTRACT

Objective of this research is to know the influence of using picture in teaching comparison degrees. The research design is experimental. In this research the population was the eleventh grade of *SMAN I Monta* in academic year 2017/2018 which consist of 144 Students from 4 classes. In this study, the writer used cluster random sampling technique to take the sample, the writer was taken two small piece of paper. The small piece of paper is roll and mixed. Then, without prejudice the writer take two small piece of paper, they are the first taken was class MIP A 3 34 students as the experimental class and the second taken MIPA 4 34 as the control class. The instrumen for this research is test. Based on the analysis data, he result showed that the null hypothesis is rejected and alternative hypothesis is clearly accepted. So, the picture has positive influence in teaching comparison degrees.

Key Words : picture, teaching, comparison degree

INTRODUCTION

Comparison degrees is one of the components of grammar in teaching English language. Grammar is a part of language and an important element in English. According to Harmer (2007: 12) that grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in the language. From this definition, it seems that grammar plays an important in learning foreign language. It is the main capital in studying English. Without a good knowledge in grammar, the learners was find many problems in make sentences for communication. By using the proper grammar, the student will know how words can or cannot be combined in sentences for communication to express their ideas and feelings. In our live every day, we always making comparison between person with other person or one thing with another. In English, it is call degrees of comparison (Zainal Hitam, 2005: 126 - 127). Degrees of comparison are used when we compare one person or one thing with another.

According to Thurman (2002: 29) that in writing comparisons, you can use one of three different forms (called degrees) of adjective and adverb: positive, comparative and superlative degrees. In reality, most Indonesian students face

difficulties in learning grammar because the grammatical rules of Indonesian language are different from those of English. It is obvious why they become passive, confused, not focus, afraid of making mistakes, and feel bored when they study English grammar. It is the same problems faced by students of *SMA Negeri I Monta*. It can lead the learners have negative result, they become lazy to learn it and unable to communicate in English. Many methodes have used in teaching English especial in teaching comparison degrees, such as realia methodes, role playing methodes, picture media, visual media and others. In this research, writer try to using picture media as method in teaching comparison degrees. Teaching comparison degrees by using pictures that was make the students can focus on their activities and they was interested in learning. It can be used to create situation for English classroom more fun and that keeps the students from getting bored. By showing pictures in teaching degrees of comparison that can help the students to understand the material and compare the forms of comparison degrees easily. So, the students would not confuse and difficult to understand the material. Teaching showing picture can make the student, more impressive, more interesting and more focused. (Ruis, 2003: 87). From explanation above, it shows that

picture is a suitable media that can be used in teaching English language. It means that picture also can be used for teaching comparison degrees. It is expected that this method can give better result and can increase students comprehend to master comparison degrees very well. Pictures are one of the valuable aids which bring "images of reality into the unnatural world of the language classroom" (Hill: 1990). They are also useful to attract learners' attention to the materials being taught.

Review Of Related Literature

The Nature of Grammar

Definition of Grammar

Grammar is central to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well. Thus, in order to learn a second language successfully, grammar is the most important concepts to be understand. Grammar is usually consider as a description of the structure of a language and the way in which linguistic units are combine to produce sentences in the language (Richards & Schmidt, 2002: 389). Grammar is the process of describing the structure of phrases and sentences is such a way that we account for all the grammatical sequences in a language and rule out all the ungrammatical sequence Yule, 2010: 81). Structural foundation of our ability to express ourselves.

Teaching Grammar

In recent years, grammar teaching has regained its rightful place in the language curriculum. People now agree that grammar is too important to be ignored, and that without a good knowledge of grammar, learners' language development will be severely constrained. In this case, three of scientists try to given opinion about teaching grammar. In the first article, Swan invites us to reflect on what grammar we teach and why we teach it. He identifies a number of reasons for grammar teaching which do not conform to sound pedagogical principles. For example, teachers often teach grammar simply because it is "easy" to teach and to test. Some attempt to teach the whole grammatical system, thinking that it is both feasible and desirable. As a consequence, we have students who may know

a lot of grammar but who are unable to use their knowledge for any practical communicative purposes. Swan suggests that the teaching of grammar should be determined by the needs of the students. Thus, the selection of grammar items to be taught must depend on learners' aims in learning english. Futhermore, the teaching of grammar should be based on the principles of comprehensibility and acceptability. The second article by Richards examines the assumptions underlying a task-based approach to teaching and identifies some of the practical difficulties that can arise. The most serious of these is the potential for students to perform a task with a poor level of grammatical accuracy, since they can often use communication strategies to bypass some of the language difficulties task performance involves. The result may be that task work develops fluency at the expense of accuracy and leads to the development of fossilized errors that may be difficult to eradicate. In order to address this issue, Richards draws on the work of Skehan and others to examine how a focus on grammatical accuracy can be built into the use of tasks. This involves adding a language-awareness dimension to tasks prior to, during, or after task performance. The last article, by Ellis, explores the role of practice and consciousness-raising in grammar teaching. Although practice has a role to play in language learning, Ellis maintains that its value is rather limited. He argues that the available evidence seems to suggest that practice, be it controlled. Contextualized, or communicative, may not be as effective as people claim it is. Consciousness-raising, on the other hand, offers an attractive alternative to traditional grammar practice. Through carefully designed consciousness-raising activities, learners will develop an explicit knowledge of the grammar of the language which facilitates their ability to communicate. Ellis admits, however, that this approach to grammar instruction has its limitations. It may not be appropriate for young learners or beginners.

The Nature of Comparison Degrees

Definition of Comparison Degrees

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 few, etc., of the qualities, numbers and positions of the nouns (persons, things and places) in comparison to the others mentioned in the other part of a sentence or expression..

Types of Comparison Degrees

Positive Degrees

In positive degrees, person or object has a value equal or the same.

Table 0.1 Formula of Positive Degrees

As + positive + As

Examples:

The blue car is as expensive as the black car.

Comparative Degrees

In comparative degrees, person or objects has a higher or lower quality.

Table 0.2 Formula of Comparison Degrees

One syllable Adjective + -er + than
Two or more syllable More + adjective + than

Examples:

Today is hotter than yesterday.

Arifah is more beautiful than Fatimah.

Superlative Degrees

In superlative degrees, person or things have to compare in the most.

Table 0.3 Formula of Superlative Degrees

One syllable The + adjective + -est + in
Two or more syllable The + most + adjective + in

Examples:

She is the cleverest student in the class.

That was the most interesting piece of work.

The Rules of Comparison Degrees

Add -er for the comparative degrees (more) and -est for the superlative degrees (most) are used when:

The adjectives that have One syllable.

Example:

Cheap	Cheaper	Cheapest
Short	Shorter	Shortest
Rich	Richer	Richer

Words that ending with a consonant and is preceded by a vowel, so the least consonant be written double.

Example:

Big	Bigger	Biggest
Fat	Fatter	Fatter
Sad	Sadder	Saddest
Glad	Gladder	Gladdest

The adjective which consists of two syllables that ending with -er, -le, -ow; some, and -y (behind consonant).

Example:

Clever	Cleverer	Cleverest
Simple	Simpler	Simplest
Shallow	Shallower	Shallowest
Handsome	Handsomeer	Handsomest

The adjective that end in the letter -y and before y there is consonant, so the letter -y is changed be -i before add -er and -est.

Example:

Pretty	Prettier	Prettiest
Dry	Drier	Driest
Holy	Holier	Holiest
Heavy	Heavier	Heaviest

If before letter -y of adjective is vowel, so add -er and -est directly.

Example:

Gay	Gayer	Gayest
Gray	Grayer	Grayest

If regular ending with letter -e, so add -r or -st directly.

Example:

Large	Larger	Largest
Able	Abler	Ablest
Strange	Stranger	Strangest

Except:

Pleased	More pleased	Most pleased
Tired	More tired	Most tired
Fond	More fond	Most fond
Glad	More glad	Most glad

Usage more and most in front of adjective are:

The adjective which consists of three or more syllables

Example:

Beautiful	More beautiful	Most beautiful
Difficult	More difficult	Most difficult
Careful	More careful	Most careful

Diligent	More diligent	Most diligent
Expensive	More expensive	Most expensive

The adjective which consists of two syllables with sound pressure falls on the first syllable.

Example:

Modern	More modern	Most modern
Famous	More famous	Most famous
Modest	More modest	Most modest
Perfect	More perfect	Most perfect

The adjectives which consists two syllables with sound pressure falls on the second syllable.

Example:

Polite	More polite	Most polite
Impolite	More impolite	Most impolite
Sincere	More sincere	Most sincere

Irregular degrees of comparison

Positive	Comparative	Superlative
Good	Better	Best
Bad	Worse	Worst
Late	Later	Last, Latest
Little	Less	Least
Much	More	Most
Many	More	Most
Old	Older, Elder	Oldest, Eldest
Far	Farther, Further	Farthest

The Advantages and Disadvantages of Pictures in Learn

Advantages and disadvantages of using picture in learn According to Vernon, S. Gerlach and Donald:

- The advantages of using picture:
- They are inexpensive and widely available.
 - They provide common experiences for an entire group.
 - The visual detail make it possible to study subject, which would turn back to be impossible.
 - They can help you to prevent and correct disconcertion.
 - They offer a stimulus to further study, reading and research visual evidence is power tool.
 - They help to focus attention and to develop critical judgment.
 - They are easily manipulated.

The Disadvantages of Pictures Used

Students pay attention on the picture more than on learned material.

It takes time and costs much to provide attractive pictures.

Small and unclear pictures may arouse problems in the teaching learning process since the students may misunderstand about the pictures.

Teaching Comparison Degrees Using Picture

Teaching is a process of transferring knowledge. It is successfully if the objective taught is acceptable well by the learners taught at the level. Teaching comparison degrees means that how the objective of transferring comparison degrees knowledge is obtained and understandable. Indonesian new English teacher often find difficulty to bring the lesson to his or her students. Because the way of teaching comparison degrees runs ineffectively or ambiguity. Therefore, their English teaching program is failure. There are several methods in teaching learning grammar of comparisons degrees. One of them by using picture. Pictures are one kind of media that can help the teacher draw the students' interest and built their motivation. It is very simple visual aids that can be picked up from the photograph, flashcard, book, etc.. If the students are motivated, they will participate actively and will learn hard during the teaching learning process. According to Wright (1989: 2) pictures contribute to interest and motivation, a sense of context of the language, and a specific reference point or stimulus.

RESEARCH METHOD

In this study, the writer used experimental research to solve classroom problem by using picture metode. Meanwhile, to identify the effect of usig picture in teaching comparison degrees at the eleventh grades of SMA Negeri Monta in academic year 2017/2018 the writer used true-experimental design (pretest-posttest control group design)

Population and Sample

In this research the population was the eleventh grade of SMAN I Monta in academic year 2017/2018 which consist of 144 Students from 4 classes. In this study, the writer used cluster random sampling technique to take the sample, the writer was taken two small piece of paper. The small piece of paper is roll and

mixed. Then, without prejudice the writer take two small piece of paper, they are the first taken was class MIP A 3 34 students as the experimental class and the second taken MIPA 4 34 as the control class.

Instrument of Research.

The instrument research is grammar of comparison degrees test. Writer will used multiple choices and essay (Arthur, 2003: 174). The writer used the multiple The multiple choice (by using picture) item “a, b, c, and d “with choose one correct answer, the total number of item are 20.

Data Collection

In data collection technique the writer used tes that consists of pre test, treatment, post test.

Data Analysis Technique

Identifying the sample’s scores.

After identifying the score, the writer continues to calculating the final score by using the following formula :

$$F_s = \frac{R \times 100}{hR}$$

Where:

F_s : final score

R : Students Obtained Raw Score

100 : Possible Highest Final Score (10-100 Scales)

hR : Possible Highest Final Score (in his case hR is 25)

The data from the test result namely the students individual score is analyzed statistically following the procedures below.

Finds out the mean score of the each treatment by using the formula.

$$MX = \frac{\sum x}{N} \quad MY = \frac{\sum y}{N}$$

MX : the mean score of experimental group

MY : the mean score of control group

x : the students score

N : the number of mple

∑x : the sum of

Deviation (DEV)

DEV : X₂ - X₁ (The deviation score for experimental group)

DEV : Y₂ - Y₁ (The deviation score for control group)

Square of Deviation (DEV²)

DEV²: (X₂ - X₁)² (The square of deviation for experimental group)

DEV²: (Y₂ - Y₁)² (The square of deviation for control group)

Standard Deviation

1) Definition of Standard Deviation, Standard Deviation is the particular set of score under study, when attempting to estimate the population; 2) The function of Standard Deviation, The functions of standard deviation are to correct for this statisticians have generated an equation for an unbiased estimate of a popularizing, which when applied to small samples tends to increase the value of sample. (Sprint hall: 1990).

Finds out the standard deviation of the each treatment by using the formula:

Standard Deviation for experimental group :

$$\sum X^2 = \sum dx^2 - \frac{(\sum dx)^2}{N_x}$$

Standard Deviation for Control group :

$$\sum Y^2 = \sum dy^2 - \frac{(\sum dy)^2}{N_y}$$

For the sake of computation applies the formula recommended by Arikunto.

The formula as follows :

$$T \text{ test} = \frac{MX - MY}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

: mean score of group

: the number of sample

: the deviation score of the experimental group

: the deviation score of the control group

: The sum of

: The root of

df : Degree of freedom with formula: N_x +

FINDINGS AND DISCUSSION

Based on the analysis data, the writer found that the mean score of experimental group is higher than mean score of control group, while the mean score of experimental group is 25 and the mean score of control group is 16. Commonly in education study the level of significance used are 05 and 01, while the degree of freedom is N-2 become 68-2= 66. Futhermore, the result of the computation of t- test value of

the two groups equal 2, 5. It indicates that the treatment was successful. Also, it can be seen that if we check up the t-table, the writer found out that the t-table for confidence 0, 5 or 95% was 2, 00. If we compared the test to t-table we will find that: $T\text{-test } 2,5 \leq t\text{-table} = 2,00$ (95%).

It means that the study indicated that the degree of difference in confidence two levels 0, 05 was significance at the two confidence levels. The result above showed that the null hypothesis is rejected and alternative hypothesis is clearly accepted. So, the picture has positive influence in teaching comparison degrees.

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