TEACHING DEGREES OF COMPARISON
USING VISUAL MEDIA
(An Experiment Study at the Second Year of SMP PGRI I Ciputat).

A ‘Skripsi’
Presented to the Faculty of Tarbiyah and Teachers’ Training
in Partial Fulfillment of the Requirements
for the Degree of S.Pd. (Bachelor of Arts) in English Language Education

By
Susilawati
NIM: 104014000345

DEPARTEMENT OF ENGLISH EDUCATION
THE FACULTY OF TARBIYAH AND TEACHERS’ TRAINING
STATE ISLAMIC UNIVERSITY
SYARIF HIDAYATULLAH
JAKARTA
2009
TEACHING DEGREES OF COMPARISON
USING VISUAL MEDIA
(An Experiment Study at the Second Year of SMP PGRI I Ciputat).

A ‘Skripsi’
Presented to the Faculty of Tarbiyah and Teachers’ Training
in Partial Fulfillment of the Requirements
for the Degree of S.Pd. (Bachelor of Arts) in English Language Education

Approved By
Advisor

Drs. Agus Muhtar, M.Ed
NIP. 150 271 383

DEPARTMENT OF ENGLISH EDUCATION
THE FACULTY OF TARBIYAH AND TEACHERS’ TRAINING
STATE ISLAMIC UNIVERSITY
SYARIF HIDAYATULLAH
JAKARTA
2009
ABSTRACT

Skripsi, English Departemen, the Faculty of Tarbiyah and Teachers’ Training,
Syarif Hidayatullah State Islamic University Jakarta.
Advisor: Drs. Agus Muhtar, M.Ed

Key Words: Degrees of Comparison and Visual Media

The purpose of the study is to know how the application of teaching
degrees of comparison using visual media at the second year students of SMP
PGRI I Ciputat and is there any significant differences between student’
achievement in learning degrees of comparison using visual media and without
using visual media?. The writer assumed that students’ achievement by learning
degrees of comparison using visual media is more increased than without visual
media.

Sample of the research is two classes. They consist of 41 students of
experiment class and 41 students as control class. This research is using
experiment study by collecting data from pre-test, teaching/treatment and post
test. Data from pre test is purposed to know the student’s knowledge, teaching/
treatment is purposed to know how the application teaching degrees of
comparison using visual media and without visual media, while data from post
test is purposed to know the result of students’ knowledge and achievement after
the students have given teaching/ treatment.

The data collected, compared and analyzed by using t test compared with
5% significance which is described in data analysis. According to the test of result
of statistical calculation is obtained that \( t_0 \) (t observation) is higher than \( t_t \) (t table)
\((2.577 > 1.99)\). It means that there are any significant differences between
students’ achievement in learning degrees of comparison without visual media.

Based on the finding research, it can be concluded that using visual media
is effective and applicable in teaching degrees of comparison at the second year of
SMP PGRI I Ciputat.
ABSTRAK


Kata Kunci: Tingkat Perbandingan dan Media Visual

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana penerapan pengajaran tingkat perbandingan dengan menggunakan media visual pada siswa kelas 8 di SMP PGRI I Ciputat dan apakah ada perbedaan yang signifikan antara prestasi siswa yang belajar tingkat perbandingan dengan menggunakan media visual dan tanpa menggunakan media visual. Penulis berasumsi bahwa belajar tingkat perbandingan dengan menggunakan media visual itu akan lebih meningkat daripada tanpa menggunakan media visual.

Sampel yang diambil dalam penelitian ini adalah 2 kelas. Mereka adalah 41 orang dari kelas percobaan dan 41 orang dari kelas control. Penelitian ini menggunakan penelitian quantitative yang berbentuk percobaan dengan mengumpulkan data dari pre test, pengajaran, post test. Data pre test bertujuan untuk mengetahui pengetahuan siswa, pengajaran bertujuan untuk mengetahui bagaimana penerapan pengajaran dengan menggunakan media visual dan tanpa menggunakan media, sedangkan post test bertujuan untuk mengetahui pengetahuan dan prestasi siswa setelah diberikan pengajaran.

Data-data dikumpulkan, dibandingkan dan di analisis dengan menggunakan t test yang dibandingkan dengan tabel signifikan 5% yang digambarkan pada data analisis. Berdasarkan hasil statistic diperoleh bahwa t obsrvasi itu lebih tinggi daripada t table (2.577 > 1.99). Ini berarti bahwa ada perbedaan yang signifikan antara siswa yang belajar tingkat perbandingan dengan menggunakan media visual dan tanpa media visual.

Berdasarkan hasil dari penelitian ini, dapat disimpulkan bahwa menggunakan media visual itu efektif dan dapat diterapkan pada pengajaran tingkat perbandingan pada siswa kelas 8 di SMP PGRI I Ciputat.
ACKNOWLEDGEMENT

In the name of Allah, the Beneficent the Merciful

All praise be to Allah, Lord of the world who has bestowed upon the writer in completing this skripsi. Peace and blessing be upon to our prophet Muhammad SAW, his household, his companions, and his faithful followers.

This skripsi is written as one of the requirements of the graduation of Department of English education, Faculty of Tarbiyah and Teachers Training State Islamic University Syarif Hidayatullah Jakarta.

The writer would like to say her great honor and deepest gratitude to her beloved parent Aep Saefullah and Ii Mulyati, who always give their love; support, motivation, and advice to finish her study.

The writer also wants to say a lot of thanks to Mr. Agus Muhtar, M.Ed. as the writer’s advisor for his time, guidance, kindness, contributions, and patience in correcting and helping her to finish this paper.

The writer is absolutely conscious that she could not carry out this work without helping of others, both material and spiritual. For that reason, the writer would like to express her gratitude to these remarkable people. Particularly to:

1. All lecturers of Department of English Education who gave taught and educated the writer during her study at UIN Syarif Hidayatullah Jakarta.

2. Drs. Syauki M.Pd, the head of Department of English Education.

3. Neneng Sunengsih M.Pd, the secretary of Department of English Education.

4. Prof. Dr. Dede Rosyada M.A, the Dean of Faculty of Tarbiyah and Teacher’s Training.

5. Cartam, M.Pd, the headmaster of SMP PGRI I Ciputat who permitted the writer to do the research.

6. Drs. Yadih, the English teacher at SMP PGRI I Ciputat who guided the writer to do the research.
7. Thanks to her brother Mr. Nugie for being helpful in finishing this paper and everything.

8. All friends in Department of English Education ’04 B.

May Allah, the Almighty bless them all, Amien. Finally, the writer realizes that this skripsi still has some weakness and mistakes. Therefore, the writer would like to accept any constructive suggestions to make this skripsi better.

Jakarta, 05 January 2009

The Writer
A. Background of the Study

English as one of the International communication languages has important roles in our life including Indonesia, moreover it becomes one of requirement to be learnt from student until general society.

Realizing the important roles of English as one of the International languages, Indonesian government has decided that English is one of subjects of curriculum in Indonesian school and in some schools English has been taught to the students from secondary up to university level. This is hoped that Indonesian student could master English entirely.

Having a good English, students have to master the four basic language skills. They are listening, speaking, reading and writing. Besides the four language skills above, they have to master the grammar properly. Because it is integral part of the language we use in everyday communication although we are probably not conscious of grammar in our own language use. By learning grammar, students can communicate their message clearly and precisely.

“Grammar is the set of formal pattern in which the words of a language are arranged in order to convey larger meanings.”\(^1\) According to Penny Ur, “grammar as the way a language manipulates and combines words in order to form longer units of meaning.”\(^2\) These statements above show that grammar is as the basic knowledge and important role in understanding the English language. Grammar covers a lot of language elements. One of them is degrees of comparison. It is the modification of an adjective and adverb to denote different levels of quality, quantity or relation.

“Degrees of comparison of

---

An adjective may simply describe a 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)*.³

But, although some students have learnt grammar, they still find difficulty to understand the pattern or formula. Some students think that it is a boring subject and when they learn English, they try to avoid the grammar; it is such a confusing rules and hard to be understood.

To help students solve this problem, the teacher must use methods or techniques that are suitable and interesting to the students and the teacher should create a good classroom atmosphere to avoid boredom. As Mulyanto says, “Technique depends on the teacher, the imagination, his/her creativity and the condition of class. A certain problem can be solved with various techniques. A good technique may make the students understand and master the lesson.”⁴ One of ways to arise students’ interest in English teaching learning process especially for grammar lesson is by using instructional media or media.

According to Drs. Ahmad Rohani, “Media Instruksional adalah segala sarana pendidikan yang digunakan sebagai perantara, dengan menggunakan alat penampil dalam proses belajar mengajar untuk mempertinggi efektifitas dan efisiensi pencapaian tujuan instruksional”.⁵ *(Instructional media is all of the education tools that are used as mediator, by using tools of figures on teaching learning process to improve effectiveness and efficiencies of achieving instructional purpose).*

Instructional media are very useful in teaching English, especially for young learners. By using media, the teacher can get more attention from the students and it can motivate the students to be active in the classroom, as Finochiaro states that media can make class situation more alive. The class can be more alive since the media can interest students and attract students’ attention. Then, the students will give response to the interesting things.⁶

⁵ Ahmad Rohani, *Media Instruksional Edukatif*, *(Jakarta: Rineka Cipta, 1997)*, hal.3
There are many media or instructional media that the teacher can choose properly. According to Brinton, media can classify into “non technical” and “technical”. Non Technical consists of blackboards, flashcards, posters, newspapers, etc. While, technical media typically include audiotapes, TV, film, computer, language lab, etc. Generally, There are three kinds of Instructional media, named audio, visual, and audio-visual media. But, in discussing this writing the writer took visual media.

By using visual media, the teacher can give information to the students clearly. On other side, the students can get and understand the information easily and make the students’ interest in learning English especially in grammar.

Based on the explanation above the writer would like to make a teaching experiment and is interested to take the title “TEACHING DEGREES OF COMPARISON USING VISUAL MEDIA” (An Experiment Study at the Second Year of SMP PGRI I Ciputat).

B. Scope of the Study

The study is limited on the Teaching Degrees of Comparison Using Visual Media at the Second Year of SMP PGRI I Ciputat. Degrees of Comparison are only comparative and superlative form in adjectives. The visual media are only limited on pictures, flash cards, table and real object.

C. Statement of the Problem

Based on the described background above, the writer conducts an experiment concerning on the teaching Degrees of Comparison Using Visual Media at the second year student of SMP PGRI I Ciputat. The writer would like to formulate the problem as follow:

a. How does the application of teaching degrees of comparison using visual media?

b. Is there any significant difference between students’ achievement in learning degrees of comparison using visual media and without using visual media?

---

D. Objective of the Study

In line with the formulation of the problems above, the objectives of the study are:

a. To describe how the application of teaching degrees of comparison using visual media.

b. To find out whether there are significant differences between students’ achievement using visual media and without using visual media in teaching degrees of comparison.

E. Significance of the Study

The significance of this study might be expected as follows:

a. The Writer

This study expected to give contribution in English teaching theoretically. Theoretically, this result of the study is expected to give new information to the writer about how to teach English using media and to be useful to support the previous research.

b. The English Teacher

This study is expected to give contribution in English teaching practically. Practically, this study is expected to give new information about various techniques used in teaching learning process and it is hoped to be applied in teaching learning process.

c. The Further researcher

This study is expected to give new knowledge to the further researcher to do the better research of teaching and learning process.

F. Method of the study

The writer conducts experiment study in which the writer applies teaching degrees of comparison using visual media at the second year of SMP PGRI I Ciputat.

G. Organization of the Study
This sub chapter is intended to give a brief overview about organization of the study from every chapter.

The first chapter is introduction. In this chapter there are seven sub chapters: background of the study, statement of the problem, objective of the study, significance of the study, scope of the study, method of the study, organization of the study.

The second chapter is theoretical framework. In this chapter there are three sub chapters: instructional media, visual media, and degrees of comparison.

The third chapter is profile of SMP PGRI I Ciputat.

The fourth chapter is the implementation of research. In this chapter there are two sub chapters; research methodology and research findings.

The fifth chapter is the resume of all chapters which is consist of conclusion and suggestion.
CHAPTER II
THEORETICAL FRAMEWORK

A. Instructional Media

1. Definition of Instructional Media

The term media is derived from the Latin word “medium” which means “between”. It refers to anything that carrier’s information between a source (teacher) and a receiver (student). When media provide messages with an instructional purpose, for example to facilitate as communication, they are considered instructional media.\(^8\)

Media is a technological system for conveying messages, operating intermediately between sender and receiver, when they are separated in space, time, or both.\(^9\)

Santoso S. Hamijaya states that “Media adalah semua bentuk perantara yang dipakai orang penyebar ide, sehingga ide atau gagasan itu sampai pada penerima.”\(^10\) (Media are all of mediators that are used by disseminator idea that can convey to receiver).

While Association for Education and Communication Technology (AECT) “Media yaitu segala bentuk yang dipergunakan untuk suatu proses penyaluran informasi.”\(^11\) (Media are of all forms which are used for information transfer process).

Meanwhile Gagne and Briggs (1975) states that “Media pembelajaran meliputi alat yang secara fisik digunakan untuk menyampaikan isi materi pengajaran, yang terdiri dari antara lain buku, tape-recorder, kaset, video kamera, video recorder, film, slide, foto, gambar, grafik, televisi dan

---

\(^8\) Heinech, et.al., Instructional Media and The New Technologies of Instruction, (Canada: John Willy and Sons, Inc, 1993), p. 9.
\(^10\) Ahmad Rohani, Media Instruksional Edukatif, (Jakarta: PT. Rineka Cipta), 1997, p.2. (translated by the writer).
komputer.”

(Instructional media consist of aids which are used physically to convey the content of material that includes of books, tape-recorder, cassette, video recorder, film, photo, picture, graph, television and computer). In other words, media is a component source of learning or idea physically which consist of instructional in students’ environment in order to learn.

Based on the statements above, it can be concluded that instructional media are aids which are used to support teaching learning process. Instructional media can improve students’ interest in learning process. English teacher needs to use instructional media in achieving the teaching objectives.

2. Function of Instructional Media

Media (teaching aids) are very important in teaching learning process. Besides that, media can make student more active. Finochiaro says that, media can make class situation more alive and active. The class can be more alive and active if the media can attract student attention. Material aids can make in helping the students’ communicate_ that is to understand, to speak, to read and to write. Therefore, the students will give response to the interesting things.

Using media in teaching learning process is more attractive than using traditional teaching. The students can get their learning result better when the media integrated in teaching learning process. Because media can improve the students’ interest, understanding, and memory.

Prof. Dr. Azhar Arsyad, M.A states that “media berfungsi untuk tujuan instruksi di mana informasi yang terdapat dalam media itu harus melibatkan siswa baik dalam benak atau mental apapun dalam bentuk aktifitas yang nyata sehingga pembelajaran dapat terjadi”. (Media is used for instructional objectives in where information should involve students’ participation both in

---

13 Mary Finnochiaro, *Visual Aids*... p.263-266.
14 Azhar Arsyad, *Media Pembelajaran* ...p.21
mind and other mental aspect and in real activities form, so that, the learning process can be carried).

According to Derek Rowntree, instructional media have functions:
   a. To attract learning motivation
   b. To review what the students have been learned
   c. To provide stimulus of learning
   d. To get students’ active response
   e. To give feedback immediately
   f. To encourage suitable exercise

According to Prof. Dr. H. Asnawir, the function of media as follows:
   a. To help student easily
   b. To give the real experience
   c. To stimulate students attention
   d. All of the student’s sense can be activated
   e. To attract students’ interest in studying
   f. To give theory with reality

While Macknown states, there are four functions, namely:
   a. Changing the emphases of formal education that is the educations which emphasize instructional academy become the education based on students’ need.
   b. Improving students’ motivation.
   c. Giving clarification.
   d. Giving stimulation.

Meanwhile Dale states that there are several things instructional media can do in teaching process such as: a) heighten motivation, b) provide freshness and variety, c) appeal to the students of varied abilities, d) encourage active participation, e) give needed reinforcement, f) assure order and continuity, and g) wide the range of students’ experience.

Furthermore, Lubis mentions some functions of visual media, namely:
   a. Support understanding when the students are listening,
   b. Put across the meaning of vocabulary,
   c. Prompt and support reading,
   d. Provide a topic or visual focus to prompt speaking or writing,
   e. Provide a visual link between first language and second language,
   f. Provide support and motivation for early reading and writing English,

---

g. Provide ways around communication barriers.  

From several functions of instructional media above, it can be concluded that instructional media are very important in teaching learning process. English teachers are supposed to use instructional media to achieve learning objectives. But, the teachers have to consider some factors in using and developing the suitable instructional media that they will show to the students to avoid any mistakes or difficulties in using instructional media.

3. Kinds of Instructional Media

All aids may be used by teachers and learners to attain certain educational objectives. The usage of instructional media is supposed to be designed and develop well. A teacher is supposed to use variety of instructional media in order not make students feel bored. A teacher has to make and use media creatively. The using media creatively will probably make the students interest in teaching learning process.

Based on the channel of information, media can classify into three, namely audio, visual, and audio-visual media. Audio media are media that can be listened (audible), visual media are media that can be seen (visible). Media audio-visual are media that can be listened and seen.

Mary Finnoocharo and Michael Bonomo states that some of examples of audio media are record player, tape recorder and language lab, etc. Visual media are blackboards, real object, the picture file, charts, flash cards, the pocket chart, the flannel, magnetic board, etc. And audio visual media are film, television, etc.

In this skripsi, the writer only takes visual media as one of many kinds of instructional media.

B. Visual Media

---

20 Ahmad Rohani, Media Instruksional, . . . p. 19. (Translated by the writer).
1. Definition of Visual Media

Prof. Dr. Azhar Arsyad states that “Media visual memegang peranan penting dalam proses belajar. Media visual dapat memperlancar pemahaman dan ingatan. Dan bentuk-bentuk media visual itu dapat berupa: a) gambar, b) diagram, c) peta, d) grafik”.\(^{23}\) (Visual media is the important role in learning process. Visual media can accelerate for understanding and memory. And the forms of visual media, they are: a) picture, b) chart, c) map, d) graphs).

In oxford Learner’s Dictionary, visual media describe as” picture, filmstrips, cinema films, map, etc which are used as teaching aids.”\(^{24}\) It can be defined as things that can be seen and used as a visual teaching and learning.

“Media visual adalah alat bantu pengajaran yang kasatmata”.\(^{25}\) (Visual media are teaching aids which is visuable). According to S.Pit Corder “visual aids is anything which can be seen while the language is being spoken may be a visual aid”.\(^{26}\)

2. Kinds of Visual Media

1. Picture

According to Andrew Wright, “pictures are not just aspect of method but through their representation of places, objects and people they are an essential part of the overall experiences.”\(^{27}\)

In oxford Learner’s Dictionary, “pictures are painting, drawing, sketch of something, especially as a work of art.”\(^{28}\)

According to Dr. Arief S. Sadiman M.S states that, “gambar/ foto adalah media yang paling umum dipakai. Dia merupakan bahasa yang umum, yang dapat dimengerti dan dinikmati dimana-mana.”\(^{29}\) (Picture is the most

\(^{23}\) Azhar Arsyad, *Media Pembelajaran*, … p. 89. (translated by the writer).
\(^{28}\) AS Hornby, *Oxford Learner’s Dictionary* … p. 631
commonly used media. It is general language; it can be understood and enjoyed everywhere).

In teaching learning English, picture is very important especially for vocabulary and grammar lesson. Marianne Celce-Murcia states that, “pictures are versatile and useful resources for teaching aspects of grammar that require a structure-meaning match. They can be used in all phases of a grammar lesson (i.e. presentation, focused practice, and for feedback and correction).”

Interesting or entertaining pictures motivate students to respond in ways that more routine teaching aids. In teaching learning English, picture can play an important role because it has more contribution. Specifically, pictures contribute to:

a) interest and motivation;
b) a sense of the context of the language;
c) a specific reference point or stimulus.

But, when the English teacher uses or chooses the pictures, he/she has to consider some criteria of the pictures as Finnochiaro states that “pictures should be large enough to be seen by all students. The pictures of individual objects or people should be simple as possible. Some of them should contain color.”

Andrew Wright states the five criteria using the picture:

a) Easy to prepare.
b) Easy to organize.
c) Interesting.
d) Meaningful and authentic.
e) Sufficient amount of language.

According to Penny Ur, picture can be used to teach degrees of comparison.

\[\text{Compare this picture!}\]


\[\text{Andrew Wright, Pictures for Language Learning ... p.2.}\]

\[\text{Mary Finnochiaro & Michael Bonomo, the Foreign Language ... p. 165.}\]

\[\text{Andrew Wright, Pictures for Language ... p.3.}\]

2. Flash Card

Other example of visual media is flash cards. Flash cards are cards on which words and/or pictures are printed or drawn. They should be big enough to be seen clearly by every student in the class. The cards should be about 12 inches long and 4 inches wide.

Flash cards can be used for consolidating vocabulary, practicing new structure or a variety games. They are simple and effective, but they also require careful thought and preparation in advance. In this skripsi, the writer took word card.

- Word Card

In this word cards, we are not necessarily confined to having pictures on this flashcards. Word flashcards can also be used for structure for structure practice.

For example: practicing word order, comparative degree, etc.

```
| DOCTOR | SAY | ITALIAN | DID | THE | WHAT |
```

*Word Order (figure 1)*

```
My legs
(Short)

Your legs

Comics
(Funny)

Novel
```

*Comparative Degree (figure 2)*

---

35 John Haycraft, *an Introduction to English Language Teaching*, (Longman), p. 103.
36 Mary Finnochiaro & Michael Bonomo, *the Foreign Language* …p. 169.
37 John Haycraft, *an Introduction to English* …p. 103.
3. Real object

Real object is real life objects that enable students to make connections to their own lives. Finnochiaro assumes that students understand and retain the meaning of a word better when they have seen or have touched some object associated with it.

There are several uses of real object, as follows:

a. Uses for resenting vocabulary
b. Uses or presenting new structures.
c. To help students get into character when acting out a dialogue or doing role play.
d. As props for dialogues or role play.
e. Aids for various games.39

4. Table

Prof. Drs. Azhari Arsyad says, “Tabel berisikan informasi angka-angka atau data. Tabel merupakan media yang sangat baik untuk menunjukkan informasi waktu yang ditampilkan dalam bentuk kolom-kolom.” (Table contents the information of numbers or data. Table is a good media to denote time which is showed in columns).40

Table is collecting number that arranges based on certain characteristic in order to make analysis of data easily.41

Table includes graphic aids. Table is suitable for visual media that can be used in English teaching and learning process especially for grammar lesson. As Marianne- Celcia Murcia states that “… charts, tables, schedules, graph and other graphic aids as resources to facilitate both focused and communicative practice of grammar.”42

C. Degrees of Comparison

1. Definition of Degrees of Comparison

40 Azhar Arsyad, Media Pembelajaran, … p. 138. (translated by the writer).
42 Marianne Celce- Murcia, Techniques and Resources … p.99.
It is better to discuss what adjective, adverb and comparison are. By
knowing the literal meaning, it will be easy for us to grasp the general
understanding of degrees of comparison.

According to Stewart et, al say: “An adjective is a word that modifies a
noun or pronoun”.\(^{43}\) Marcela Frank says “the adjective is a modifier that has
the grammatical property of comparison. It is often identified by special
adverbial modifies that precede it. Its most usual position is before the noun it
modifies, but it fills other position as well”.\(^{44}\)

Here are the examples:
1. My father is *handsome*.
2. My mother is very *kind*.
3. Ali is a *smart* boy.

The italic words above are the examples of adjective. And those adjective
can be compared.

Meanwhile, Stewart et, al say in the same book:” An adverb may modify
a verb, an adjective or another adverb”.\(^{45}\)

Example:
1. Akram runs *quickly*.
2. She comes *late*.
3. He works *hard* to earn money.

The italic words above are the examples of adverb.

Meanwhile definition of comparison according to Randolph Quirk, et, al,
“comparison is with gradable adjective and adverb to show its three degrees
of quality.”\(^{46}\)

“Comparison is the form of an adjective is often changed to show the
extent or degree to which a certain quality is present in grammar, this degree
in form to show a difference in degree.”\(^{47}\)


\(^{47}\) http://www.cats-family.com/grammar/english/English/compari%20%20.adj.shtml, 2009,
February, 2nd
So, comparison is to show or to point out the three degrees quality of someone, something and others.

Examples:
   a. Yogy is as tall as my friend.
   b. Your handphone is more expensive than mine.
   c. Herfin is the cleverest student.

A Faidlal Rahman Ali, SE. Par states in Fundamentals of English Grammar “Most of degrees of comparison in this adjective related to descriptive adjective and adjective of quantity. The using of Degrees of comparison is to point out comparative adjective in noun.”

Those statements above it can be concluded that an adjective or adverb describes the relational value of one thing with something in another clause of a sentence.

2. Types of Degrees of Comparison

The three types of comparison of adjective are expressed by the following means:

a. Positive degree is used when you compare two things with same quality we use ‘as + adjective + as’
   Example:
   • Yogi is as tall as my friend.
   • Linda is as beautiful as Marshanda.
   
   For negative comparison, to talk about two things that is different in some way, we use ‘not + adjective + as’ or ‘less + adjective + than’
   Example:
   • His ruler is not as long as yours.
   • Those cars are less expensive than these cars.

b. Comparative degree is used to compare two things. We use ‘adjective + -er + than’ or ‘more + adjective + than’
   Example:

---

• Sarah is taller than Emily.
• Bayu is more diligent than Andy.

c. Superlative degree is used to compare three or more things (the highest degree).

\[
\begin{align*}
\text{We use} & \quad \text{‘adjective + -est + noun + in +singular} \\
& \quad \text{‘the + most + adjective} + \text{noun + of + plural noun}
\end{align*}
\]

Example:
• Herlin is the cleverest student in the class.
• These shoes are the most expensive of all.

3. Form of Degrees of Comparison

- Comparative and Superlative Of Superiority

1. Monosyllabic adjectives form their comparative and superlative by adding -er and -est to the positive degree.

<table>
<thead>
<tr>
<th>tall</th>
<th>taller</th>
<th>the tallest</th>
</tr>
</thead>
<tbody>
<tr>
<td>warm</td>
<td>warmer</td>
<td>the warmest</td>
</tr>
</tbody>
</table>

Exceptions:

<table>
<thead>
<tr>
<th>just</th>
<th>more just</th>
<th>the most just</th>
</tr>
</thead>
<tbody>
<tr>
<td>right</td>
<td>more right</td>
<td>the most right</td>
</tr>
<tr>
<td>real</td>
<td>more real</td>
<td>the most real</td>
</tr>
<tr>
<td>wrong</td>
<td>more wrong</td>
<td>the most wrong</td>
</tr>
</tbody>
</table>

2. Adjectives with more than two syllables form their comparative and superlative by putting more and the most in front of the adjective.

<table>
<thead>
<tr>
<th>difficult</th>
<th>more difficult</th>
<th>the most difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td>important</td>
<td>more important</td>
<td>the most important</td>
</tr>
</tbody>
</table>

3. Disyllabic (two syllables) adjectives form their comparative and superlative in two different ways:
a. Adjectives ending in **ed**, **ing**, **re**, **ful**, **ous** and those with the stress on the first syllable usually take more and the most:

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>charming</td>
<td>more charming</td>
<td>the most charming</td>
</tr>
<tr>
<td>famous</td>
<td>more famous</td>
<td>the most famous</td>
</tr>
<tr>
<td>hopeful</td>
<td>more hopeful</td>
<td>the most hopeful</td>
</tr>
<tr>
<td>learned</td>
<td>more learned</td>
<td>the most learned</td>
</tr>
<tr>
<td>obscure</td>
<td>more obscure</td>
<td>the most obscure</td>
</tr>
</tbody>
</table>

b. Adjectives ending in **er**, **y**, **le**, **ow** and those with the stress on the second syllable add **er** and **est** to the positive degree.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>clever</td>
<td>cleverer</td>
<td>the cleverest</td>
</tr>
<tr>
<td>narrow</td>
<td>narrower</td>
<td>the narrowest</td>
</tr>
<tr>
<td>pretty</td>
<td>prettier</td>
<td>the prettiest</td>
</tr>
<tr>
<td>polite</td>
<td>politer</td>
<td>the politest</td>
</tr>
<tr>
<td>simple</td>
<td>simpler</td>
<td>the simplest</td>
</tr>
</tbody>
</table>

c. Adjectives ending in some and the words **cheerful**, **common**, **cruel**, **pleasant**, **quiet**, **civil** may be compared by adding **er** and **est** or by **more** and **most**.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>pleasant</td>
<td>pleasanter</td>
<td>the pleasantest</td>
</tr>
<tr>
<td>pleasant</td>
<td>more pleasant</td>
<td>the most pleasant</td>
</tr>
</tbody>
</table>

- **Orthographic**
  
a. Add **r** and **st** to adjectives ending in **e**.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>large</td>
<td>larger</td>
<td>the largest</td>
</tr>
<tr>
<td>ripe</td>
<td>riper</td>
<td>the ripest</td>
</tr>
</tbody>
</table>

b. Vowel sandwich (vowel + consonant + vowel) (the last vowel is doubled)
<table>
<thead>
<tr>
<th>big</th>
<th>bigger</th>
<th>the biggest</th>
</tr>
</thead>
<tbody>
<tr>
<td>fat</td>
<td>fatter</td>
<td>the fattest</td>
</tr>
</tbody>
</table>

**No Sandwich (Just The Suffix)**

<table>
<thead>
<tr>
<th>small</th>
<th>smaller</th>
<th>the smallest</th>
</tr>
</thead>
<tbody>
<tr>
<td>sweet</td>
<td>sweeter</td>
<td>the sweetest</td>
</tr>
</tbody>
</table>

- Adjectives ending in - *y* preceded by a consonant, change *y* into *i* before *er* and *est*.

<table>
<thead>
<tr>
<th>happy</th>
<th>happier</th>
<th>the happiest</th>
</tr>
</thead>
</table>

**Exceptions:**

<table>
<thead>
<tr>
<th>shy</th>
<th>shyer</th>
<th>the shyest</th>
</tr>
</thead>
<tbody>
<tr>
<td>gay</td>
<td>gayer</td>
<td>the gayest</td>
</tr>
<tr>
<td>grey</td>
<td>greyer</td>
<td>the greyest</td>
</tr>
</tbody>
</table>

- **Irregular Comparisons**

<table>
<thead>
<tr>
<th>good</th>
<th>better</th>
<th>the best</th>
</tr>
</thead>
<tbody>
<tr>
<td>bad</td>
<td>worse</td>
<td>the worst</td>
</tr>
<tr>
<td>little</td>
<td>less</td>
<td>the least</td>
</tr>
<tr>
<td>much</td>
<td>more</td>
<td>the most</td>
</tr>
<tr>
<td>many</td>
<td>more</td>
<td>the most</td>
</tr>
<tr>
<td>far</td>
<td>farther</td>
<td>the farthest</td>
</tr>
<tr>
<td>far</td>
<td>further</td>
<td>the furthest</td>
</tr>
<tr>
<td>old</td>
<td>older</td>
<td>the oldest</td>
</tr>
<tr>
<td>old</td>
<td>elder</td>
<td>the eldest</td>
</tr>
</tbody>
</table>
1. Farther and farthest generally refer to distance; further and furthest also refer to distance but they may have the meaning of "additional". I live farther from here than you do. give me further details.

2. Older and oldest refer to persons or things; elder and eldest can only be used for members of the same family:
   my elder sister is afraid of mice.
   my older friend is afraid of wasps.
   but elder can not be placed before than so older is used:
   my sister is two years older than I am
CHAPTER III
THE PROFILE OF SMP PGRI 1 CIPUTAT

A. VISSION
Preparing the high quality human resources, mastering the knowledge based on IMTAQ and IPTEK and can apply it to the society.

B. MISSION
1. Preparing the young generation who masters in knowledge and technology based on IPTEK and IMTAQ.
2. Improving the students’ intelligence that has good skills.
3. Creating the graduation as the leader in the future who masters in knowledge and technology.

C. THE HISTORY
At first, in Ciputat, almost the graduations of elementary school or the others institutions which have the same level who want to continue their studies to the state or private junior high school have to take the school which is located in Jakarta areas, especially, in south Jakarta. At the moment, there are only three schools in Ciputat subdistrict. Those are 17 Muhammadiyah Junior High School, Islamiyah Junior high school, and Madrasah Pembangunan IAIN Jakarta.

By encouraging the high spirit, the teachers of 87 state junior high school, Jakarta (Pondok Pinang) which is pioneered by Drs. Sukandi Kuswara, A. Mursyidi, B.A., S. Danu Wardoyo and R.A. Sakri Gandipura (The headmaster of Developing Place) agreed to build Sekolah Menegah Pertama Persiapan (SMPP) in 1975. And the rest, it is changed to be Sekolah Menengah Pertama Persatuan Guru Republik Indonesia (SMP PGRI Ciputat) with Mr. R.A. Sakri Gandadipura as the first headmaster. This agreement was caused by the amount of the students, it was only one class from 1970-1974.
The chief of the cultural Educational Council, Ciputat sub district (MR. Djahera), gave not only the permission but also the founding for establishing PGRI Junior high school, Ciputat and on January 1st, 1975 was to be the anniversary of 1 PGRI Junior high school, Ciputat.

In 1975, the number of students was about 25 students and on the middle of year, they added 10 students so they became 35 students. Then, in 1976 the first grade was 58 students; the second grade was 39 students so it became 97 students. In 1977, the first grade was 107 students, the second grade was 56 students, and the third grade was 38 students. The first examination followed to the 87 state junior high school. Jakarta. In 1978, the writer with the Almarhum (Mr. Sumaryo, B.A.), the teacher of 1 elementary school, Ciputat, received 128 enrollments for One state Junior High School Ciputat.

In 1978, the first grade was 128 students, the second grade was 107 students, and the third grade was 51 students, the final examination followed to state junior high school Ciledug. In 1979-1980, the first grade was 180 students, the second grade was 150 students, and the third grade was 101 students. So, it became 382 students. And the final examination of the third grade followed to One State Junior High School Ciputat by Drs. Wanhar S who is as a headmaster at that time. The data of the headmaster leadership:

1. In 1979-1980: RA. Sakri Gandadipura

D. CURRICULUM
The school uses The School Level Curriculum (KTSP).

E. HUMAN RESOURCES AND MANAGEMENT
Resource and management in teaching and learning activities:

1. Human Resource Department (SDM) in the application of PPB.
   - The headmaster
   - The Vice Headmaster
   - Curriculum
   - The Society Relationship
- Teacher
- Counselor/BP Teacher
- Staff Administrative Office
- Librarian
- Laborer

2. Resource of the school facilities
   - The Classroom
   - The Headmaster’s Room
   - The Vice of Headmaster’s Room
   - The Teacher’s Room
   - Staff Administration Room
   - The Counseling’s Room
   - OSIS’s Room
   - Musholla
   - School Cooperation
   - Library
   - Science Laboratory
   - Computer Laboratory
   - Audiovisual Laboratory
   - Skill’s Room
   - Sport Field.

F. LEARNING FACILITIES

   Learning facilities consist of media and sources of learning.

1. Source of Learning
   - Students textbook
   - Library (reference, general book, dictionary, newspaper, scientific book, encyclopedia, novel, etc)

2. The Media of Learning
   - Audiovisual equipment
   - Projector slide
   - VCD Player
   - COMPUTER
G. TEACHERS’ DATA

The teachers’ data of SMP PGRI 1 CIPUTAT are as follow:

<table>
<thead>
<tr>
<th>NO.</th>
<th>Name / NIP</th>
<th>Position</th>
<th>Subject Matter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Cartam S. Pd, M. Pd</td>
<td>Headmaster</td>
<td>-</td>
</tr>
<tr>
<td>2.</td>
<td>Idjah, BA</td>
<td>DPK Teacher</td>
<td>Counselor</td>
</tr>
<tr>
<td>3.</td>
<td>Hj. Refniwati S. Pd</td>
<td>DPK Teacher</td>
<td>Fine art teacher</td>
</tr>
<tr>
<td>4.</td>
<td>Hj. Nurwati</td>
<td>DPK Teacher</td>
<td>Dressmaking teacher</td>
</tr>
<tr>
<td>5.</td>
<td>Kartoyo S. Pd</td>
<td>DPK Teacher</td>
<td>Biology</td>
</tr>
<tr>
<td>6.</td>
<td>Sumarti</td>
<td>DPK Teacher</td>
<td>Biology</td>
</tr>
<tr>
<td>7.</td>
<td>Drs. Yadih</td>
<td>GT/PNS</td>
<td>English, Religion</td>
</tr>
<tr>
<td>8.</td>
<td>Sudarmilah, BA</td>
<td>GT/PNS</td>
<td>Dance teacher</td>
</tr>
<tr>
<td>9.</td>
<td>Gunawan S. Pd</td>
<td>GT/PNS</td>
<td>Economy</td>
</tr>
<tr>
<td>10.</td>
<td>Neneng Junarsih, BA</td>
<td>GTY</td>
<td>English</td>
</tr>
<tr>
<td>11.</td>
<td>Dedi Suryadi S. Pd</td>
<td>GTY</td>
<td>Indonesian language</td>
</tr>
<tr>
<td>12.</td>
<td>Kono Sukana S. Pd</td>
<td>GTT/PNS</td>
<td>Physic</td>
</tr>
<tr>
<td>13.</td>
<td>H. S Danu Wardoyo</td>
<td>Vice Headmaster</td>
<td>Biology</td>
</tr>
<tr>
<td>14.</td>
<td>Hj. Sinauriyah ZA</td>
<td>GTT</td>
<td>Religion</td>
</tr>
<tr>
<td>15.</td>
<td>A. Sartiman M S. Pd</td>
<td>GTT/PNS</td>
<td>Indonesian Language</td>
</tr>
<tr>
<td>16.</td>
<td>Ruskandar</td>
<td>GTT/PNS</td>
<td>Fine art teacher</td>
</tr>
<tr>
<td>17.</td>
<td>Tri Miswarsih S. Pd</td>
<td>GTT/PNS</td>
<td>Economy</td>
</tr>
<tr>
<td>18.</td>
<td>Hj. Supingah</td>
<td>GTT/PNS</td>
<td>Counselor</td>
</tr>
<tr>
<td>19.</td>
<td>H. Aliq HudayaS. Pd</td>
<td>GTT/PNS</td>
<td>English</td>
</tr>
<tr>
<td>20.</td>
<td>H. Sukiman HR, S. Pd</td>
<td>GTT/PNS</td>
<td>Religion</td>
</tr>
<tr>
<td>21.</td>
<td>Hadis S. Pd</td>
<td>GTT/PNS</td>
<td>History</td>
</tr>
<tr>
<td>22.</td>
<td>Tarso Sutarsono SE</td>
<td>GBS</td>
<td>Economy</td>
</tr>
<tr>
<td>23.</td>
<td>Eti Hernawati S. Pd</td>
<td>GTT/PNS</td>
<td>English</td>
</tr>
<tr>
<td>24.</td>
<td>Dasyati S. Pd</td>
<td>GTT/PNS</td>
<td>Biology</td>
</tr>
<tr>
<td>25.</td>
<td>Drs. Zainal Abidin</td>
<td>GTT/PNS</td>
<td>Geography</td>
</tr>
<tr>
<td>26.</td>
<td>Ujang Suryono S. Pd</td>
<td>GTT/PNS</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Degree</td>
<td>Program</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------</td>
<td>--------</td>
<td>-----------</td>
</tr>
<tr>
<td>27</td>
<td>Drs. Wawang Ukawan</td>
<td>GTT</td>
<td>Gymnastic</td>
</tr>
<tr>
<td>28</td>
<td>Komariah S. Pd</td>
<td>GTT</td>
<td>Indonesian language</td>
</tr>
<tr>
<td>29</td>
<td>Jumbadi SE</td>
<td>GTT</td>
<td>Indonesian Language</td>
</tr>
<tr>
<td>30</td>
<td>Hardomo BA</td>
<td>GTT</td>
<td>Economy</td>
</tr>
<tr>
<td>31</td>
<td>Dra. Roslaini</td>
<td>GTT/PNS</td>
<td>Indonesian Language</td>
</tr>
<tr>
<td>32</td>
<td>M. Syarifudin S. Pdi</td>
<td>GTT</td>
<td>Religion</td>
</tr>
<tr>
<td>33</td>
<td>Mulayadi S. Pd</td>
<td>GTT</td>
<td>Gymnastic</td>
</tr>
<tr>
<td>34</td>
<td>Surati S. Pd</td>
<td>GTT/PNS</td>
<td>History</td>
</tr>
<tr>
<td>35</td>
<td>Pendi s. Pd</td>
<td>GTT</td>
<td>TIK</td>
</tr>
<tr>
<td>36</td>
<td>Kiwa S. Hut</td>
<td>GTT</td>
<td>Physic</td>
</tr>
<tr>
<td>37</td>
<td>Hasanah S. Pd</td>
<td>GTT</td>
<td>History</td>
</tr>
<tr>
<td>38</td>
<td>Lilis Kustiani S. Pd</td>
<td>GTT</td>
<td>Math</td>
</tr>
<tr>
<td>39</td>
<td>Even afriansyah</td>
<td>GTT</td>
<td>TIK</td>
</tr>
<tr>
<td>40</td>
<td>Subarkah Bayu Aji</td>
<td>GTT</td>
<td>Economy</td>
</tr>
<tr>
<td>41</td>
<td>Kiswadi A. Md</td>
<td>GTT</td>
<td>English</td>
</tr>
<tr>
<td>42</td>
<td>Nurjanah S. Pd</td>
<td>GTT</td>
<td>English</td>
</tr>
</tbody>
</table>
CHAPTER IV
RESEARCH METHODOLOGY AND FINDINGS

A. Research Methodology

1. Time and Location of the Research

   a. Time of the Research

      The writer held the research from November 3, 2008 to November 22, 2008. the writer held an experiment by applying the use of visual media and traditional (without visual media) technique in teaching degrees of comparison.

   b. Location of the Research

      The writer held the research at second year of SMP PGRI I Ciputat, which is located on Jl. Pendidikan Pisangan Ciputat Tlp. 74707222.

   c. Population and Sample

      In this research the writer took the population at the second year students of SMP PGRI I Ciputat. There are six classes consist of VIII.1, VIII.2, VIII.3, VIII.4, VIII.5, VIII.6, VIII.7, VIII.8, so there are 237 students in all.

      The sample of the research is only two classes, that is VIII-2 which consists of 41 students as experiment class. And the other sample is VIII-4 which consists of 41 students as control class.

2. The Technique of Data Collecting

   One important thing in this research is collecting data that can determine the result of the research. The techniques of collecting data used in this research are:

   1. Pre-test

      The writer gave the students the pre-test for two classes before the lesson began to know the students knowledge of the material that will be
taught. The pre test consists of 20 items of multiple choices about form and usage of degrees of comparison.

2. Treatment/Teaching

The writer begun to teach degrees of comparison in the experiment class and control class are given the same materials but with the different techniques of presentation. The experiment class was given by using visual media such as picture, flash card, real object and tables and the control class without visual media.

3. Post-test

The last step in the experiment and control classes the writer gave the post-test after the lesson is finished. The item of post test is as same as well as pre-test either form or its contents for that those classes.

The result of pre test and post test both of them are collected and compared.

3. Technique of Data Analysis

To analyze the data, the writer uses the comprative technique. The writer compares the score between experiment class and controlled class. This technique is useful to prove statistically whether there are significant differences of students scor

   ing in teaching degrees of comparison using visual media and students score in teching degrees of comparison without visual media.

   To find out the differences of those, the writer uses t-test formula:

   \[ T_0 = M_1 - M_2 \]
   \[ \frac{SE_{M_1-M_2}}{\sqrt{N}} \]

The procedure of calculation is as follows:
a. Determining mean variable 1 (Mean of post-test of experiment class) with formula:

\[ M_1 = M' + i \frac{\sum f_x}{N} \]

b. Determining mean variable 2 (Mean of post-test of control class) with formula:

\[ M_2 = M' + i \frac{\sum f_y}{N} \]

c. Determining standard of deviation variable 1 with formula:

\[ SD_1 = i \sqrt{\frac{\sum f_x^2}{N} - \left(\frac{\sum f_x}{N}\right)^2} \]

d. Determining standard of deviation variable 2 with formula:

\[ SD_2 = i \sqrt{\frac{\sum f_y^2}{N} - \left(\frac{\sum f_y}{N}\right)^2} \]

e. Determining standard errors mean variable 1 with formula:

\[ SE_{M1} = \frac{SD_1}{\sqrt{N-1}} \]

f. Determining standard errors mean variable 2 with formula:

\[ SE_{M2} = \frac{SD_1}{\sqrt{N-1}} \]

g. Determining the differences of mean variable 1 and mean variable 2 with formula:

\[ SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2} \]

After all data calculated, the last procedure is determining df (degree of freedom) with formula:

\[ df = (N_1+N_2)-2 \]
4. Hypothesis of the Research

Based on the reasoning above, the hypothesis will be formulated as follow:

a. Alternative hypothesis (Ha)

There is significant difference between students’ achievement in learning degrees of comparison using visual media and without using visual media.

b. Null hypothesis (Ho)

There is no significant difference between students’ achievement in learning degrees of comparison using visual media and without using visual media.

5. Procedure of Experiment

This experiment was held in two classes, namely experiment and controlled class. Before the experiment have done, the writer gave pre-test to all of the students in experiment and controlled class with same instrument, after finishing teaching treatment, then the writer gave students post test to know the students of the material that has been taught.

1) Teaching Degrees of Comparison Using Visual Media

In this teaching learning process, the writer taught degrees of comparison using visual media at class VIII-2 as experiment class. This experiment would be held three times meeting.

The following is teaching-learning activities in class VIII-2 as follows:

Session 1

Step I

For the first session the teacher used real object as a visual aid.
First, the teacher asked three students to move in front of the class. They are a tall and a fat boy (student A), a thin and a short boy (student B) and a tall and a thin boy (student C). Then, she gave more examples of comparative and superlative adjective based on that real object. She says:

“Student A is taller than student B”.

“Student B is thinner than student A”.

“Student C is the shortest student of all”.

“Student A is the fattest student of all”.

After that, she gave little explanation about four examples above. Then, she asked students to make another example based on that real object. When she found their mistakes, she did not correct them directly.

Step II

She showed other real objects, they were a pen, a pencil and a marker. Then, she asked the students to make other examples based on those things (real object). When she found their mistakes, she did not correct them directly.

Step III

For the last step, she checked their mistakes. Then, she gave a conclusion about the material that she has been taught at that time. For making ensure students comprehension, she gave them exercises through homework.

Session II

Step I

The second session, the teacher used the picture aids. First, she divided the students into five groups. Then, she gave three pictures for each group to make comparison. She gave different pictures for each group. Before it, she gave the example by showing three pictures to the students.

After that, she asked each group to make more examples of comparative and superlative degree based on the picture is received by each group.
Step II

Next step, she asked each group to present their examples one by one while showing the picture in front of the class.

For example: Group I

<table>
<thead>
<tr>
<th>Dewi (17 years old)</th>
<th>Dina (12 years old)</th>
<th>Muslim (21 years old)</th>
</tr>
</thead>
</table>

Student A says “Dewi is older than Dina”
Student B says “Dina is younger than Dewi”
Student C says “Dina is the youngest of all”
Student D says “Muslim is older than Dewi”
Student E says “Muslim is the oldest of all”

Step III

After all groups presented the examples of comparative and superlative adjective, she gave explanation about comparison of adjective through slide show. For making ensure students comprehension, she gave the students exercises through homework.

Session III

For the last session, the teacher used the flash cards and tables as teaching aids. First, she divided the students into nine groups. Then, she gave some flash cards based on students’ number in each group. Next, she asked the students to make comparative degree based on the flash cards that they have received.

The activity of this learning as follows:

Teacher : Ok, for the first, I wanted to hear the first group for saying some examples of comparative degree based on the flash cards that you have been hold.
(Student A)                             (Student B)

Student A : My eyes are darker than my teacher’s eyes.
Student B : Dude Herlino is more popular than Ucok Baba.

(This activity is same to each group).

After she finished checking students’ flash card in each group, then she drew the table in the blackboard. She gave two examples based on the table.

<table>
<thead>
<tr>
<th>Name</th>
<th>Height</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rina</td>
<td>176 cm</td>
<td>50 kg</td>
</tr>
<tr>
<td>Rini</td>
<td>154 cm</td>
<td>35 kg</td>
</tr>
<tr>
<td>Ririn</td>
<td>172 cm</td>
<td>35 kg</td>
</tr>
<tr>
<td>Roni</td>
<td>166 cm</td>
<td>45 kg</td>
</tr>
</tbody>
</table>

Then, she asked the students to make others example based on the table.

Step III

The last step, she checked their mistakes and gave them explanation about comparison of adjective entirely. After that, she gave post test to the students to know students comprehend.

2) Teaching Degrees of Comparison without Visual Media

In this research, the teacher used conventional technique which is she just given the explanation and exercises to the students. The technique that she used at SMP PGRI I Ciputat in Class VIII-4 is without using visual media. In this case, the students should memorize the patterns and rules of comparison of adjective and gave them some exercises in every meeting.

First of all, the teacher gave explanation about comparative and superlative adjective. After that, the teacher wrote some examples:

1. My brother is **older** than me.
2. Ria is **more beautiful** than Rani.
3. Dwi Darmawan is the **smartest** student in our class.
4. Anjali is the **most famous** actress in India.
Then the teacher asked the students to read those examples. After that the teacher explained and gave the pattern or rules of comparative and superlative degree. After that, the teacher asked the students to make other examples and some exercises of comparative and superlative degree.

B. Research Findings

1. Data Description

To know the result of the test, the writer makes the table of students’ score for each follow:

Table 1

<table>
<thead>
<tr>
<th>Students (N)</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>70</td>
<td>85</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>65</td>
<td>95</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>70</td>
<td>95</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>40</td>
<td>70</td>
<td>30</td>
</tr>
<tr>
<td>5</td>
<td>55</td>
<td>60</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>50</td>
<td>80</td>
<td>30</td>
</tr>
<tr>
<td>7</td>
<td>55</td>
<td>70</td>
<td>15</td>
</tr>
<tr>
<td>8</td>
<td>75</td>
<td>95</td>
<td>20</td>
</tr>
<tr>
<td>9</td>
<td>55</td>
<td>95</td>
<td>40</td>
</tr>
<tr>
<td>10</td>
<td>65</td>
<td>65</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>45</td>
<td>80</td>
<td>35</td>
</tr>
<tr>
<td>12</td>
<td>45</td>
<td>85</td>
<td>40</td>
</tr>
<tr>
<td>13</td>
<td>65</td>
<td>70</td>
<td>5</td>
</tr>
<tr>
<td>14</td>
<td>45</td>
<td>90</td>
<td>45</td>
</tr>
<tr>
<td>15</td>
<td>55</td>
<td>55</td>
<td>0</td>
</tr>
<tr>
<td>16</td>
<td>75</td>
<td>80</td>
<td>5</td>
</tr>
</tbody>
</table>
Table 2
The Score of Students of the Control Class

<table>
<thead>
<tr>
<th>Students (N)</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>40</td>
<td>55</td>
<td>15</td>
</tr>
<tr>
<td>18</td>
<td>65</td>
<td>85</td>
<td>20</td>
</tr>
<tr>
<td>19</td>
<td>75</td>
<td>90</td>
<td>15</td>
</tr>
<tr>
<td>20</td>
<td>60</td>
<td>60</td>
<td>0</td>
</tr>
<tr>
<td>21</td>
<td>60</td>
<td>75</td>
<td>15</td>
</tr>
<tr>
<td>22</td>
<td>75</td>
<td>85</td>
<td>10</td>
</tr>
<tr>
<td>23</td>
<td>50</td>
<td>55</td>
<td>5</td>
</tr>
<tr>
<td>24</td>
<td>65</td>
<td>70</td>
<td>5</td>
</tr>
<tr>
<td>25</td>
<td>70</td>
<td>90</td>
<td>20</td>
</tr>
<tr>
<td>26</td>
<td>45</td>
<td>80</td>
<td>35</td>
</tr>
<tr>
<td>27</td>
<td>55</td>
<td>75</td>
<td>20</td>
</tr>
<tr>
<td>28</td>
<td>45</td>
<td>85</td>
<td>40</td>
</tr>
<tr>
<td>29</td>
<td>60</td>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td>30</td>
<td>40</td>
<td>95</td>
<td>45</td>
</tr>
<tr>
<td>31</td>
<td>45</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>32</td>
<td>70</td>
<td>70</td>
<td>0</td>
</tr>
<tr>
<td>33</td>
<td>55</td>
<td>70</td>
<td>15</td>
</tr>
<tr>
<td>34</td>
<td>45</td>
<td>80</td>
<td>35</td>
</tr>
<tr>
<td>35</td>
<td>75</td>
<td>90</td>
<td>25</td>
</tr>
<tr>
<td>36</td>
<td>45</td>
<td>85</td>
<td>40</td>
</tr>
<tr>
<td>37</td>
<td>70</td>
<td>80</td>
<td>10</td>
</tr>
<tr>
<td>38</td>
<td>55</td>
<td>70</td>
<td>15</td>
</tr>
<tr>
<td>39</td>
<td>40</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>40</td>
<td>40</td>
<td>60</td>
<td>20</td>
</tr>
<tr>
<td>41</td>
<td>65</td>
<td>90</td>
<td>25</td>
</tr>
<tr>
<td><strong>N= 41</strong></td>
<td><strong>∑X_o =2340</strong></td>
<td><strong>∑X_1 =3145</strong></td>
<td><strong>∑805</strong></td>
</tr>
</tbody>
</table>

\[
M_{\text{pre-test}} = \frac{\sum X_o}{N} = \frac{2340}{41} = 57.07
\]

\[
M_{\text{post test}} = \frac{\sum X_1}{N} = \frac{3145}{41} = 76.70
\]

\[
M_{\text{gained score}} = \frac{805}{41} = 19.63
\]
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80</td>
<td>85</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>55</td>
<td>70</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>50</td>
<td>75</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>40</td>
<td>70</td>
<td>30</td>
</tr>
<tr>
<td>5</td>
<td>40</td>
<td>55</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>40</td>
<td>80</td>
<td>40</td>
</tr>
<tr>
<td>7</td>
<td>75</td>
<td>95</td>
<td>20</td>
</tr>
<tr>
<td>8</td>
<td>45</td>
<td>75</td>
<td>30</td>
</tr>
<tr>
<td>9</td>
<td>55</td>
<td>70</td>
<td>20</td>
</tr>
<tr>
<td>10</td>
<td>70</td>
<td>70</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>65</td>
<td>80</td>
<td>15</td>
</tr>
<tr>
<td>12</td>
<td>80</td>
<td>80</td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td>70</td>
<td>90</td>
<td>20</td>
</tr>
<tr>
<td>14</td>
<td>65</td>
<td>75</td>
<td>10</td>
</tr>
<tr>
<td>15</td>
<td>80</td>
<td>95</td>
<td>15</td>
</tr>
<tr>
<td>16</td>
<td>70</td>
<td>70</td>
<td>0</td>
</tr>
<tr>
<td>17</td>
<td>40</td>
<td>60</td>
<td>20</td>
</tr>
<tr>
<td>18</td>
<td>55</td>
<td>80</td>
<td>25</td>
</tr>
<tr>
<td>19</td>
<td>50</td>
<td>80</td>
<td>30</td>
</tr>
<tr>
<td>20</td>
<td>65</td>
<td>75</td>
<td>10</td>
</tr>
<tr>
<td>21</td>
<td>45</td>
<td>65</td>
<td>20</td>
</tr>
<tr>
<td>22</td>
<td>40</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>23</td>
<td>40</td>
<td>55</td>
<td>15</td>
</tr>
<tr>
<td>24</td>
<td>55</td>
<td>70</td>
<td>25</td>
</tr>
<tr>
<td>25</td>
<td>40</td>
<td>65</td>
<td>25</td>
</tr>
<tr>
<td>26</td>
<td>55</td>
<td>70</td>
<td>15</td>
</tr>
<tr>
<td>27</td>
<td>45</td>
<td>65</td>
<td>20</td>
</tr>
<tr>
<td>28</td>
<td>65</td>
<td>80</td>
<td>15</td>
</tr>
<tr>
<td>29</td>
<td>45</td>
<td>55</td>
<td>10</td>
</tr>
<tr>
<td>30</td>
<td>55</td>
<td>55</td>
<td>0</td>
</tr>
<tr>
<td>31</td>
<td>40</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>32</td>
<td>45</td>
<td>65</td>
<td>20</td>
</tr>
<tr>
<td>33</td>
<td>55</td>
<td>55</td>
<td>0</td>
</tr>
<tr>
<td>34</td>
<td>40</td>
<td>60</td>
<td>20</td>
</tr>
<tr>
<td>35</td>
<td>40</td>
<td>70</td>
<td>30</td>
</tr>
<tr>
<td>36</td>
<td>40</td>
<td>55</td>
<td>15</td>
</tr>
<tr>
<td>37</td>
<td>65</td>
<td>75</td>
<td>10</td>
</tr>
<tr>
<td>38</td>
<td>65</td>
<td>75</td>
<td>10</td>
</tr>
<tr>
<td>39</td>
<td>55</td>
<td>70</td>
<td>15</td>
</tr>
<tr>
<td>40</td>
<td>40</td>
<td>70</td>
<td>30</td>
</tr>
<tr>
<td>41</td>
<td>60</td>
<td>90</td>
<td>30</td>
</tr>
</tbody>
</table>

$N=41 \quad \sum x_o =2220 \quad \sum x^2 =2895 \quad \sum 685$
\[ M_{\text{pre-test}} = \frac{\sum X_o}{(N)} = \frac{2220}{41} = 54.14 \]

\[ M_{\text{post test}} = \frac{\sum X_2}{(N)} = \frac{2895}{41} = 70.60 \]

\[ M_{\text{gained score}} = \frac{685}{41} = 16.70 \]

After making the table of the test score of the experiment class and controlled class, the writer calculated the frequency of the score by using the following steps:

a. Determining the highest score (H) and the lowest score (L) of the experiment class and controlled class. We got the highest score (H) of the experiment and controlled class is 95 and the lowest score (L) of the experiment and controlled class is 50.

b. Determining the Range (R) with formula:
   \[ R = 95 - 50 + 1 \]
   \[ R = 46 \]

c. Determining the interval (i) with formula:
   \[ \frac{R}{i} = 10 \rightarrow 20 \]

   Because \( R = 46 \), so the interval is:
   \[ \frac{46}{i} = 10 \rightarrow 20 \]

   \[ i = 4.6 \text{ (dibulatkan menjadi 5)} \]

   \[ i = \frac{46}{10} = 4.6 \]

   d. Determining the interval classes
The highest score (H) is 95. The interval class is 5, so the highest score in the table is 91-95. The lowest score (L) is 50, so the lowest score is 46-50.

e. Determining the midpoint by choosing the midpoint from the class interval that has the highest frequency. (see in table 5)

f. Determining $x'$

In the right of midpoint, we put 0 and above it put +1, +2, +3 ... Then, put -1, -2, -3 ... under 0. (See in table 5)

The writer makes the table of frequency score of Post Test from Experiment Class.

<table>
<thead>
<tr>
<th>Score</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>91-95</td>
<td>5</td>
</tr>
<tr>
<td>86-90</td>
<td>5</td>
</tr>
<tr>
<td>81-85</td>
<td>6</td>
</tr>
<tr>
<td>76-80</td>
<td>6</td>
</tr>
<tr>
<td>71-75</td>
<td>2</td>
</tr>
<tr>
<td>66-70</td>
<td>8</td>
</tr>
<tr>
<td>61-65</td>
<td>1</td>
</tr>
<tr>
<td>56-60</td>
<td>4</td>
</tr>
</tbody>
</table>
Table 4

Frequency Score of Post Test from Control Class

<table>
<thead>
<tr>
<th>Score</th>
<th>f</th>
</tr>
</thead>
<tbody>
<tr>
<td>91-95</td>
<td>2</td>
</tr>
<tr>
<td>86-90</td>
<td>2</td>
</tr>
<tr>
<td>81-85</td>
<td>1</td>
</tr>
<tr>
<td>76-80</td>
<td>6</td>
</tr>
<tr>
<td>71-75</td>
<td>6</td>
</tr>
<tr>
<td>66-70</td>
<td>10</td>
</tr>
<tr>
<td>61-65</td>
<td>4</td>
</tr>
<tr>
<td>56-60</td>
<td>2</td>
</tr>
<tr>
<td>51-55</td>
<td>6</td>
</tr>
<tr>
<td>46-50</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>N=41</td>
</tr>
</tbody>
</table>

2. Data Analysis

From the data description above the writer analyzed the score by making the table of distribution of frequency from the score of the student who was taught by using visual media (variable $x$) and taught without visual media (variable $y$) as follow:

Table 5

Distribution of Frequency from Experiment Class

<table>
<thead>
<tr>
<th>Score</th>
<th>f</th>
<th>$x'$</th>
<th>$fx'$</th>
<th>$fx^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>91-95</td>
<td>5</td>
<td>+5</td>
<td>+25</td>
<td>625</td>
</tr>
<tr>
<td>86-90</td>
<td>5</td>
<td>+4</td>
<td>+20</td>
<td>400</td>
</tr>
<tr>
<td>81-85</td>
<td>6</td>
<td>+3</td>
<td>+18</td>
<td>324</td>
</tr>
<tr>
<td>76-80</td>
<td>6</td>
<td>+2</td>
<td>+12</td>
<td>144</td>
</tr>
<tr>
<td>71-75</td>
<td>2</td>
<td>+1</td>
<td>+2</td>
<td>4</td>
</tr>
</tbody>
</table>
### Table 6

**Distribution of Frequency from Control Class**

<table>
<thead>
<tr>
<th>Score</th>
<th>f</th>
<th>Y</th>
<th>y'</th>
<th>fy'</th>
<th>fy²</th>
</tr>
</thead>
<tbody>
<tr>
<td>91-95</td>
<td>2</td>
<td>+5</td>
<td>+10</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>86-90</td>
<td>2</td>
<td>+4</td>
<td>+8</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>81-85</td>
<td>1</td>
<td>+3</td>
<td>+3</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>76-80</td>
<td>6</td>
<td>+2</td>
<td>+12</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>71-75</td>
<td>6</td>
<td>+1</td>
<td>+6</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>66-70</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>61-65</td>
<td>4</td>
<td>-1</td>
<td>-4</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>56-60</td>
<td>2</td>
<td>-2</td>
<td>-4</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>51-55</td>
<td>6</td>
<td>-3</td>
<td>-18</td>
<td>324</td>
<td></td>
</tr>
<tr>
<td>46-50</td>
<td>2</td>
<td>-4</td>
<td>-8</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>N=41</td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>∑fy' = 5 ∑fy² = 749</td>
</tr>
</tbody>
</table>

After making the table of distribution of frequency the writer calculates the score by using the following steps:

a. Determining mean of variable x (variable 1), with the formula:

\[ M_1 = M' + i \left( \frac{\sum fx'}{N} \right) \]

\[ = 68 + 5 \left( \frac{55}{41} \right) \]

\[ = 68 + 6.70 \]

\[ = 74.7 \]

b. Determining mean of variable y (variable 2), with the formula:
$$M_1 = M' + i \frac{(\sum fy')}{N}$$

$$= 68 + 5 \left(\frac{5}{41}\right)$$

$$= 68 + 0.60$$

$$= 65.5$$

c. Determining Standard Deviation of variable x (variable 1), with the formula:

$$SD_1 = i \sqrt{\frac{\sum fx^2}{(\sum fx)^2}}$$

$$= 5 \sqrt{\frac{1659}{41}} - \frac{(55)^2}{41^2}$$

$$= 5 \sqrt{40.46 - 1.799}$$

$$= 5 \sqrt{38.66}$$

$$= 5 \times 6.217$$

$$= 31.08$$

d. Determining Standard Deviation of variable y (variable 2), with the formula:

$$SD_2 = i \sqrt{\frac{\sum fy^2}{(\sum fy)^2}}$$

$$= 5 \sqrt{\frac{749}{41}} - \frac{(5)^2}{41^2}$$

$$= 5 \sqrt{18.26 - 0.014}$$

$$= 5 \sqrt{18.24}$$

$$= 5 \times 4.270$$

$$= 21.35$$

e. Determining of mean standard error of variable x (variable 1), with formula:

$$SE_{M_1} = \frac{SD_1}{\sqrt{N-1}}$$
f. Determining of mean standard error of variable $x$ (variable 1), with formula:

$$SE_{M_2} = \frac{SD_2}{\sqrt{N-1}}$$

$$= 21.35$$

$$\sqrt{41-1}$$

$$= 21.35$$

$$6.324$$

$$= 3.376$$


g. Determining standard error of the different mean between variable $x$ and variable $y$, with the formula:

$$SE_{M_1-M_2} = \sqrt{SE_{M_1}^2 - SE_{M_2}^2}$$

$$= \sqrt{(4.914)^2 - (3.376)^2}$$

$$= \sqrt{24.14 - 11.39}$$

$$= \sqrt{12.75}$$

$$= 3.570$$


h. Determining $t_o$ with the formula:

$$t_o = \frac{M_1-M_2}{SE_{M_1-M_2}}$$

$$= \frac{74.7-65.5}{3.570}$$

$$= 2.52$$
i. Determining t-table in significant level 5% with df:
   \[
   \text{df} = (N_1 + N_2) - 2 = (41 + 41) - 2 = 80
   \]
   df = 80 (see the table of “t” values at the degree significance of 5% and 1%.
   t\text{table} (t_t) at significance 5% = 1.99
   5\% = t_o > t_t = 2.577 > 1.99
   The comparison between t-score with t-table
   t-score = 1.99 < 2.577

3. The Test of Hypothesis

   The writer states the hypothesis as follow:

   1. Alternative hypothesis (H_a) = There is significant difference between students’ achievement in learning degrees of comparison using visual media and without using visual media.
   2. Null hypothesis (H_o) = There is no significant difference between students’ achievement in learning degrees of comparison using visual media and without using visual media.

   According to Sudijono if the result of calculation t_o (t observation) is higher than t_t (t table), t_o > t_t; the null hypothesis (H_a) is rejected. It means that there are significant differences between students’ achievement in learning degrees of comparison using visual media and without using visual media. If the result of calculation t_o (t observation) is lower than t_t (t table), t_o < t_t; the null hypothesis (H_o) is accepted.\(^{49}\) It means that there are no significant differences between students’ achievement in learning degrees of comparison using visual media and without using visual media.

---

media.

Based on the calculation indicates that the value of $t_0$ is 2.577 and the value of df (80) on degree of significance of 5% is 1.99. Comparing the $t_0$ with value of degree of significance, the result is $t_0 > t_1 (2.577 > 1.99)$.

Since $t_0$ which is obtained from the result of calculation is higher than $t_1$, so the alternative hypothesis ($H_a$) is accepted and the null hypothesis is rejected. It means there are significant differences between students’ achievement in learning degrees of comparison using visual media and without visual media. So, using visual media is more effective and applicable in teaching degrees of comparison at Second Year of SMP PGRI I Ciputat.
CHAPTER V
CONCLUSION AND SUGGESTION

B. CONCLUSION

Based on the data described, the writer concludes that teaching degrees of comparison using visual media is more effective than teaching degrees of comparison without using media. It can be seen on the gained score which is obtained by two classes shows the experiment class get higher in gained score than control class (805 > 685).

The result of the analysis in the research shows the value of “t0” is higher than the value of “t” table of the significance 5% (2.577 > 1.99). It can be interpreted that there is a significant difference between the results of teaching degrees of comparison using visual media and teaching degrees of comparison without using visual media.

C. SUGGESTION

1. The writer suggests to the teachers to use visual media when they teach especially degrees of comparison because it is more effective.

2. English teacher needs to have well preparation in their classroom in choosing media properly when she/he teaches degrees of comparison in order to make students comprehend easily and not to make the students feel bored.

3. Teacher needs to be creative in conducting activities, he/ she does not only present and show the media, but also has to make varying activities into the individual, pair and group activity in order to avoid boredom of students.
4. Teachers should stimulate the students that learning English is interesting and fun.
BIBLIOGRAPHY


Haycraft, John. *an Introduction to English Language Teaching*, London: Longman.


**LESSON PLAN for EXPERIMENT CLASS**
A. Objectives

1. Terminal objective

   After completing the lesson students are able to use the comparison adjective correctly.

2. Enabling objective

   ▪ Students are able to find information the role of the comparison adjective based on the teaching aids (picture, flash card, real object and table).
   ▪ Students are able to make example the comparison adjective based on the teaching aids (picture, flash card, real object and table).
   ▪ Students are able to use comparative and superlative adjective in sentence based on the teaching aids (picture, flash card, real object and table).
   ▪ Students are able to different between comparative and adjective form.
   ▪ Students are able to read the sentence correctly.

B. Material, sources and teaching aids

1. Material  : Degrees of Comparison

2. Sources  
   - Ali Akhmadi & Ida Safrida, Smart Steps, (Bandung: Ganeca Exact), p.5
   - Penny Ur, Grammar Practice Activities, (Cambridge: Cambridge University Press), P.64
3. Teaching aids: Picture, Flash Card, Real object and Table.

C. Teaching Procedures

1st meeting (The teacher uses real object as a teaching aid)

1. Lead in stage

- Teacher greets the students.
- Teacher does socializing e.g. asking their health condition.
- Teacher checks the attendance list.
- Teacher asks three students to move in front of the class, consist of a tall and a fat boy (student A), a thin and a short boy (student B) and a tall and a thin boy (student C).
- Teacher gives little explanation about four examples above.

2. Teacher directs task 1

- Teacher asks the students to make another comparative and superlative example based on that real object.
- Students make some comparative and superlative examples based on that real object.
- Teacher points the student to read the comparative and superlative examples.
- Students read loudly some comparative and superlative examples.

3. Teacher directs feedback task 1

4. Teacher directs task 2

- Teacher shows other real objects, they are a pen, a pencil and a marker.
- Teacher asks the students to make another comparative and superlative example based on that real object.
- Students make some comparative and superlative examples based on that real object.
- Teacher points the student to read the comparative and superlative examples.
- Students read loudly some comparative and superlative examples.

5. Teacher directs feedback task 2
6. Teacher checks their mistakes. Then, she gives a conclusion about the material that she has been taught at that time.

2nd meeting (the teacher uses the picture aids).

1. Lead in stage
   - Teacher greets the students.
   - Teacher does socializing e.g. asking their health condition.
   - Teacher checks the attendance list.
   - Teacher divides the students into five groups.
   - Teacher gives three pictures for each group to make comparison adjective.
   - Teacher gives the example by showing three pictures to students.

2. Teacher directs task
   - Teacher asks each group to make more examples of comparative and superlative degree based on that pictures that they have been received.
   - Teacher asks each group to present their examples one by one while showing the picture in front of the class.
   - Teacher gives explanation about comparison of adjective through slide show.

3. Teacher directs feedback task

4. For making sure students comprehension, teacher gives the students exercises through homework
3rd meeting (the teacher uses flash card and table).

1. Lead in stage
   - Teacher greets the students.
   - Teacher does socializing e.g. asking their health condition.
   - Teacher checks the attendance list.
   - Teacher divides the students into nine groups.
   - Teacher gives some flash cards based on students' number in each group.

2. Teacher directs task 1
   - Teacher asks the students to make comparative degree based on the flash cards that they are received.
   - Students make some comparative adjectives examples based on the flash card that they are received.
   - Teacher points the students in each group to read loudly the example of comparative degree based on the flash card that they are received.

3. Teacher directs feedback task 1

4. Teacher directs task 2
   - Teacher draws the table in the blackboard.
   - Teacher gives two examples of comparison adjective based on the table.
   - Teacher asks the students to make others example of comparison adjectives based on the table.
   - Students write some examples of comparison adjective based on the table.
   - Teacher points the students to read loudly the example of comparison adjectives that they have been written.
5. Teacher directs feedback task 2
6. Teacher gives explanation about comparison adjective entirely
A. Objectives

1. Terminal objective
After completing the lesson students are able to use the comparison adjective correctly.

2. Enabling objective
   - Students are able to find information the role of the comparison adjective.
   - Students are able to make example the comparison adjective form.
   - Students are able to use comparative and superlative adjective in sentence.
   - Students are able to different between comparative and adjective form.
   - Students are able to read the sentence correctly.

B. Material, sources and teaching aids

1. Material : Degrees of Comparison
            - Ali Akhmadi & Ida Safrida, Smart Steps, (Bandung: Ganeca Exact), p.5
3. Teaching aids : Hand out

C. Teaching Procedures

1st -3rd meeting

1. Lead in stage
- Teacher greets the students.
- Teacher does socializing e.g. asking their health condition.
- Teacher checks the attendance list.
- Teacher writes patterns and some examples of comparison adjectives on the blackboard.
- Teacher gives explanation to the students to what she/he wrote.
- Teacher gives some examples of comparison adjectives.
- Teacher asks the students to make some examples and memorize the patterns of comparison adjectives.

2. Teacher directs task 1
   - Teacher gives the students hand out to do some exercises to what they have learned.
   - Students do some exercises.
   - Teacher points some students to write their answer on the blackboard.

3. Teacher feedback task 1

4. For making sure students comprehension, teacher gives the students exercises through homework
RESEARCH INSTRUMENT

Name : 
Date : 
Class :

Choose the correct answer for the following questions below by crossing a, b, c or d on the answer sheet!

1. Sinta is seventeen years old. Dewi is fifteen. So, Sinta is …………..than Dewi.
   a. old        b. as old as        c. older       d. the oldest

2. Indonesia is one of the………………countries in the world.
   a. beautiful      c. the most beautiful
   b. more beautiful d. as beautiful as

3. My jacket is too small. I need a….. size.
   a. larger    b. the largest  c. more larger  d. the most largest

4. If you go to Surabaya by an airplane, you will arrive……………..than by train.
   a. fast   b. the fastest    c. as fast as    d. faster

5. (Question for number 5 and 6)
   Tie : Rp. 7.500  Socks : Rp.10.000
   Shoes : Rp. 25.000  Belt : Rp. 15.000

   Based on the statement above, we know that shoes are … of all.
   a. the cheapest   b. cheaper    c. the most expensive
   d. more expensive

6. The tie is … than socks
   a. cheaper    b. the cheapest  c. more expensive  d. the most expensive

7. Andy has a small (S) sweater and Dino has a large (L) sweater, So Andy’s sweater is … than Dino’s.
   a. small   b. smaller    c. large      d. larger

8. Shakhrukh Khan is the one of …………..actress in India
   a. famous       c. more famous
   b. the most famous d. as famous as

9. Ali is ……………students in SMP PGRI I Ciputat.
10. Look at the table below!(Question for number 10-11)

<table>
<thead>
<tr>
<th>Things</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCD</td>
<td>Rp. 500,000</td>
</tr>
<tr>
<td>TV</td>
<td>Rp. 1,000,000</td>
</tr>
<tr>
<td>Computer</td>
<td>Rp. 1,500,000</td>
</tr>
</tbody>
</table>

Andi : Is television cheaper than VCD?
Subhi : No, TV is ........... than VCD
a. more expensive  c. as expensive as
b. the most expensive  d. cheaper

11. VCD is ........... than computer
a. More expensive  c. as expensive as
b. The most expensive  d. cheaper

12. Dini : Do you know how tall elephant and rhinoceros are?
Ani : Yes, elephant is about 2 meters and rhinoceros is about 1 meter
Dini : So, ..................
  a. elephant is taller than rhinoceros
  b. elephant is shorter than rhinoceros
  c. rhinoceros is taller than elephant
  d. rhinoceros is bigger than elephant

13. Donna is fifteen years old. Deni is fourteen years old. So, Deni is ............ Donna.
  a. young  b. as young as  c. younger than  d. the youngest

14. Kalimantan is ............ island in Indonesia.
  a. the biggest  b. bigger  c. big  d. as big as

15. Look at the table below!(Question for number 15-17)

<table>
<thead>
<tr>
<th>Name</th>
<th>Height</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tina</td>
<td>176 cm</td>
<td>50 kg</td>
</tr>
<tr>
<td>Tini</td>
<td>154 cm</td>
<td>35 kg</td>
</tr>
<tr>
<td>Toni</td>
<td>172 cm</td>
<td>35 kg</td>
</tr>
</tbody>
</table>

Based on the table Tini is ............ than Tina
a. short  b. the shortest  c. taller  d. shorter

16. Tina is ............ of all.
a. thin  b. the thinnest  c. the fattest  d. fatter

17. A : Do you think Tina is shorter than Tini?
B : No, Tina is ............ than Tini
  a. taller  b. tall  c. shorter  d. short

18. Blackboard A : 2x3 m. Blackboard B: 3x5 m. So…
a. blackboard A is bigger than blackboard B  
b. blackboard A is as bigger as blackboard B  
c. blackboard B is bigger than blackboard A  
d. blackboard B is smaller than blackboard A

19. Lizard is a tame animal, it eats leaves and bugs and it never disturb human. Snake is a wild animal, it is a carnivore animal, which is eat another small animal and it is dangerous.  
Based on the text above, we know that …  
a. snake is less dangerous than lizard  
b. snake is as dangerous as lizard  
c. snake is more dangerous than lizard  
d. lizard is more dangerous than snake

20. Hello! My name is Sarah. My school is in SMP 12 Jakarta. In my school have many subjects like IPA, English, Math, biology, etc. English is my favorite subject, because learning English makes me fun and enjoy and Math is boring subject, because it is difficult and so many formula.  
Based on paragraph above, we know that Sarah is ……English than Math  
a. the most interested in  
b. more interested in  
c. interested in  
d. the interested in
Answer key:

1. C
2. C
3. A
4. D
5. C
6. A
7. B
8. B
9. C
10. A
11. D
12. A
13. C
14. A
15. D
16. C
17. A
18. C
19. C
20. B
APPENDICES
ENDORSEMENT SHEET

The Examination Committee of the Faculty of Tarbiyah and Teachers Training certifies that the 'Skripsi' (Scientific Paper) entitled "Teaching Degrees of Comparison Using Visual Media", written by Susilawati, student’s registration number: 104014000345, was examined by the Committee on March 2nd 2009, and was declared to have passed and, therefore, fulfilled one of the requirements for the academic title of 'S.Pd. (Bachelor of Arts)' in English Language Education at the Department of English Education.

Jakarta, March 2nd, 2009

EXAMINATION COMMITTEE

CHAIRMAN : Drs. Syauki, M.Pd. (_________________)  
NIP. 150 246 289

SECRETARY : Neneng Sunengsih, S.Pd. (_________________)  
NIP. 150 293 232

EXAMINERS : 1. Drs. Nasrun, M.Pd. (_________________)  
NIP. 150 041 070

2. Drs. Mas’ud Mada, MPd (_________________)  
NIP. 150 012 951

Acknowledged by:  
Dean of Tarbiyah and Teachers Training Faculty

Prof. Dr. Dede Rosyada, MA  
NIP. 150 231 356