

**IMPROVING STUDENTS' ABILITY IN USING DEGREES OF COMPARISON  
OF ADJECTIVE BY USING PICTURES AT GRADE VIII  
MTS NURUL JIHAD TEMBILAHAN HULU**

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**Abstract**

This research aims at describing about whether or not the pictures are able to improve students' ability in using degrees of comparison of adjective to 19 students of the grade VIII of MTs Nurul Jihad Tembilahan Hulu. In this research, the researcher conducted a research design by using CAR. The instruments used to understanding the different of pictures in form of multiple choice test, observation sheets, and interview. Based on the findings, the result of posttest on the first cycle gained 6 students (31.6%) who are able to pass the KKM by mean score 67.8. The score did not reach the criteria of successful. Meanwhile, the posttest on the second cycle gained 13 students (68.4%) who passed the KKM and derived mean score is 81.3, it has reached the criteria of successful. There was an improvement of the students' ability in using degrees of comparison of adjective from cycle one and cycle two as much as 13.5%. Thus, the researcher did not continue to the next cycle. In addition, students' responses to learning are generally positive. Most of them were interested and more able about the degrees of comparison of adjective. Not only by using pictures but also the ways in teaching learning able to improve students' ability in using degrees of comparison of adjective. Based on these findings, it can be concluded that the use of pictures and the ways in teaching learning process are able to improve students' ability in using degrees of comparison of adjective.

**Keywords:** *Ability, Degrees of Comparison of Adjective, Pictures*

**Abstrak**

Penelitian ini bertujuan untuk mendeskripsikan tentang apakah Media Gambar dapat meningkatkan kemampuan siswa dalam menggunakan tingkat perbandingan kata sifat. Terdapat 19 siswa di kelas VIII MTs Nurul Jihad Tembilahan Hulu sebagai partisipan. Dalam penelitian ini, peneliti menggunakan desain Penelitian Tindakan Kelas (PTK). Instrumen yang digunakan untuk memahami berbagai gambar dalam bentuk tes pilihan ganda, observasi, dan wawancara. Berdasarkan temuan, hasil akhir pada siklus pertama diperoleh 6 siswa (31,6%) yang mampu melewati KKM dengan nilai rata-rata 67,8. Nilai ini belum mencapai kriteria sukses. Sementara itu, hasil akhir pada siklus II diperoleh 13 siswa (68,4%) mampu mencapai KKM dan dengan nilai rata-rata 81,3. Hal ini dapat terlihat bahwa terdapat peningkatan kemampuan siswa dalam menggunakan tingkat perbandingan kata sifat dari siklus satu dan siklus dua sebanyak 13,5%. Dengan demikian, peneliti tidak melanjutkan ke siklus berikutnya. Selain itu, respon siswa

terhadap pembelajaran umumnya positif. Kebanyakan dari mereka tertarik dan lebih mampu memahami tentang tingkat perbandingan kata sifat. Tidak hanya dengan menggunakan gambar, tetapi juga cara-cara mengajar belajar yang lain juga dapat meningkatkan kemampuan siswa dalam menggunakan tingkat perbandingan kata sifat. Berdasarkan temuan ini, dapat disimpulkan bahwa penggunaan media gambar dalam proses belajar mengajar dapat meningkatkan kemampuan siswa dalam menggunakan tingkat perbandingan kata sifat.

**Kata Kunci:** Kemampuan, Tingkat Perbandingan Kata Sifat, Gambar

## 1. INTRODUCTION

Language learning is important for human's social development. As a language which is used by more than a half of population in the world, English holds the key as international language. In learning English that need attention is grammar, because grammar makes the listener reader to understand what we express.

Grammar is an important component in English because it is a powerful related to language skills. Grammar also has a lot of language elements; one of them is degrees of comparison of an adjective or adverb. The degrees of comparison describe different levels of quality, quantity or relation, which is used in written and spoken language. According to Eastwood (1994: 278) said that adjectives can have a comparative

form and a superlative form. It's means that, adjective that used to describe some quality of the person, place or thing that we are talking about.

Ed Swick in Ira Ihsanudin (2013:6) assumed that adjectives can be transformed to the comparative and superlative forms. Sargeant (2007: 39) said that when we compare three or more people or things, use the superlative form and to compare two people or things, use the comparative form of an adjective.

According to Brinton (2000: 109) "degree, unlike the nominal categories that we have been discussing, is a category that relates to adjectives and adverbs". When we want to express the notion that a person, thing or situation has more or less of a quality, we can mark a

gradable adjective for comparative or superlative degree.

The degrees of comparison are known as the positive, the comparative, and the superlative. According to Kardimin in Nuraeni (2011: 12) to positive degree can be used to compare two things or person that has same quality. According to Eastwood (1999: 263) we normally use *the* before a superlative and use a phrase with *than* after a comparative.

In this research, the researcher used media in teaching learning process, this media is pictures. Pictures are helpful in education, so that many language teachers use it as media for presentation the lessons in the teaching learning process. According to Webster (1996: 67) "pictures are an image or likeness of an object, person or scenes on a flat surface, especially by painting, drawing or photography".

According to Hornby (2007: 1138), picture is descriptions. From the explanation above it can be seen that Pictures are useful to focus the students' attention to imagine on what the text says mind of what something is like. It means that using picture will make the children is

easier to remember and understand the new vocabulary that they get.

Moreover Kasihani in Rahayu define (2014 :8) "picture media is media that can be seen and touch by students, especially pictures, photo, real thing, map, miniature, and relief.

Based on Hill in Joklova (2009: 15) Pictures bring not only images of reality, but can also function as a fun element in the class. From the explanation above it can be seen that Pictures are useful to focus the students' attention to imagine on what the text says.

According to Finnochario (1982: 265) pictures are divided into three kinds as follow, they are:

1. Pictures of person and single object
2. Pictures of people engaged in activities presenting the relationship between individual's objects.
3. A series of six to ten pictures mounted on one chart of count noun (as piece as furniture) or mass noun (as food) or of support of work activities.

According to Klasek (1972) in Yusuf (2011: 1) states that pictures also have same advantages and

disadvantages. There are several advantages of pictures. First, the picture is inexpensive, familiar medium of communication. Moreover, picture can be arranged in sequence and can be adapted to many subjects. In addition, picture has a multiplicity of uses - by individual student, on bulletin boards and on flame board. Furthermore, picture can assist in the prevention of, and correction of, misconceptions. Besides, picture can translate word symbols, record events, explain process, extend experiences, draw comparison, show contrast, show continuity, focus attentions, and develop critical judgment.

Pictures have also disadvantage in teaching learning process. It can be caused by the size and distance or it is too small and the distance is too far.

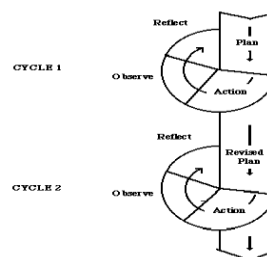
## 2. METHOD

This study is a Classroom Action Research. According to Bassey in Koshy (2005: 8) “Action research as an enquiry which carried out in order to understand, to

evaluated and then to change, in order to improve educational practice”. It means that, this research have purpose to understand, evaluated in order to improving the rules in teaching learning. This research was conducted at grade VIII of MTs Nurul Jihad Tembilahan Hulu on January up to February at second year students in their academic year 2015-2016. The total of students is 19 students.

The instruments that used in this research are pictures that are used as the multiple choice test that related degrees of comparison of adjective. According to Cresswel (2005: 154), instrument is a tool for measuring, observing, or documenting quantitative data.

The procedure of this research used planning, action, observing and reflection. According to Hopkin (1985) in Anggraeni (2007: 43), the procedure of conducting an action research design Protocol After Kemmis are described as follows:



For the collected the data, the researcher used quantitative and qualitative data. In quantitative, the researcher used written test form. The test do to find out the students' ability in using degrees of comparison of adjective and in qualitative data, the researcher used observation and interview, interview not do for all of the students, abut only five students without disturb teaching learning process.

Data analysis technique in quantitative data used two ways, such as data reduction, data display and data drawing conclusion. Data reduction is the process of selecting data which are relevant, important, meaningful, and the data which is not useful in order to explain about what is going to be analyzed. In addition data display is data by making or describing them into graph, chart, or network. Meanwhile data drawing conclusionis the gist of analysis that gives statement about the effect of classroom action research. In addition, technique of analyzing the quantitative data use two ways such as, multiple choices test and observation sheets.

### 3. DISCUSSION

This research was conducted in the design of classroom action research. This research strived to answer the research question. To answer the research question, the researcher had conducted the research for two cycles. Each cycle each consisted of three meetings. During cycle I and cycle II, the collaborator helped the researcher to collect qualitative data by using observation sheets, field notes and interview. At very end of each cycles, the researcher administered post test.

Before do the test, the researcher do try out in MTs Sabilal Mutadin at grade VIII A to 31 students. The try out was necessary to know if the test was valid and reliable. The try out consist of 50 questions. The test involved three indicators.

The result of try out showed that there was ten items should be revised because one were categorized difficult that level were above 0.29 or less than 0.30 and nine were categorized easy that level are bigger than 0.70.

The first meeting of cycle I was on conducted on January 21<sup>th</sup> 2016. Then, the last meeting of this cycle was conducted on January 28<sup>th</sup> 2016. After teaching degrees of comparison by using pictures, the researcher got the data of students' posttest which 2 students (10.5%) were categorized as having very good in using degrees of comparison of adjective. Then, 7 students (36.8%) were categorized as having good, and 9 or 47.7% of the students were categorized as having enough in using degrees of comparison of adjective. Then, only one or 5.3% of the students were categorized as having poor. Therefore, the researcher concluded that it was necessary to continue to cycle II.

Based on the result and field notes of the research, the observation result of students' response on the first meeting was 69.4%. It had increased as much as 9.4% on the second meeting become 78.8%. The average of observation in this cycle was 74.1%. The teaching and learning process was well and generally positive.

Previously, the researcher do in cycle two Cycle II which conducted

at January 30<sup>th</sup> – February 6<sup>th</sup>, 2016 with the result the students' ability in using degrees of comparison of adjective scores were higher than in test in cycle I. The mean of students' ability in using degrees of comparison of adjective test result was 82.6. The score had successfully reached the KKM was 75 and there were 12 students reached KKM, it had improved if compared with cycle before. From this reason, the researcher found the answer of the research question and the researcher did not continue the cycle of this research.

Based on the observation sheets of students, there was an improvement of the students' activities from meeting 1 to meeting 2 as much as 0.8%. The average of percentage from two meetings of this cycle was 87.7%.

From the interview result, the researcher also concluded that learning degrees of comparison of adjective by using pictures made them easy to understand about the comparison. They realized that they were motivated, and interested to learning English.

#### 4. CONCLUSION

Based on the result of the research findings describe in the previous chapters, there was an improvement from students' mean score where the first cycle and second cycle as much as 13.5%. Meanwhile, from the observation result, the students' participation in learning activity also showed improvement. It can be seen from their mean score activity on the first cycle and the last cycle as much as 13.6%. From this percentage, it showed that students become more enthusiastic and active in learning degrees of comparison of adjective. By using pictures, and the way to teach by the teachers, they become easier in using degrees of comparison of adjective. Furthermore, the researcher concluded that the use of pictures is able to improve students' ability in using degrees of comparison of adjective.

Based on the research finding above, the researchers will assert their suggestions to the following people: *Firstly*, It is suggested to English teacher in order to try this kind of media in teaching and use it creatively. Besides, teacher can also

use pictures in teaching not only in teaching degrees of comparison but also for other materials. *Secondly*, it is suggested to students in order to seriously learn English, especially degrees of comparison. This material is very important to be understood, because it is always used for every day conversation and also in many texts. *Lastly*, it is also suggested to other researcher, in order to conduct a research relating to the use of pictures and develop its use. Besides, this picture can also be researched together with other media or techniques of teaching.

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