



THE EFFECT OF USING PICTURES TO STUDENT'S MASTERY  
IN LEARNING COMPARATIVE DEGREE  
AT GRADE VIII SMP NEGERI 5 PADANGSIDIMPUAN

**A THESIS**

*Submitted to State College for Islamic Studies (STAIN)  
Padangsidempuan as a Partial Fulfillment of Requirement  
for Degree of Islamic Educational Scholar (S.Pd.I) in  
English Program*

**By:**

**MISBAH HULJANNAH**

Reg. No. 09 340 0010

**ENGLISH EDUCATION STUDY PROGRAM**

**TARBIYAH DEPARTMENT  
STATE COLLEGE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2013**



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**By:**

**MISBAH HULJANNAH**

Reg. No. 09 340 0010

**Advisor I**

**Hj. Zulhanna, S.Ag., M.Pd**  
NIP. 19720702 199703 2 003

**Advisor II**

**Yusni Sinaga, M.hum.**  
NIP.19700715 200501 2 010

**ENGLISH EDUCATION STUDY PROGRAM**

**TARBIYAH DEPARTMENT  
STATE COLLEGE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
2013**

Hal : Skripsi  
An. Misbah Huljannah

Padangsidimpun, 13 Mei 2013  
Kepada Yth.  
Ketua STAIN Padangsidimpun  
Di-  
Padangsidimpun

Assalamu 'alaikum Wr. Wb

Setelah membaca, menelaah dan memberikan saran-saran perbaikan seperlunya terhadap skripsi an. Misbah Huljannah yang berjudul *The Effect of Using Pictures to Students' Mastery in Learning Comparative Degree at Grade VIII SMP Negeri 5 Padangsidimpun*, maka kami berpendapat bahwa skripsi ini telah dapat diterima untuk melengkapi tugas dan syarat-syarat mencapai gelar Sarjana Pendidikan Islam (S.Pd.I) dalam bidang Tadris Bahasa Inggris pada Jurusan Tarbiyah STAIN Padangsidimpun.

Seiring dengan hal diatas, maka saudara tersebut sudah dapat menjalani sidang munaqasyah untuk mempertanggungjawabkan skripsinya ini.

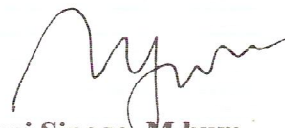
Demikian kami sampaikan, semoga dapat dimaklumi dan atas perhatiannya diucapkan terima kasih.

**Advisor I**



**Hj. Zulhimmah, S.Ag., M.Pd**  
**NIP. 19720702 199703 2 003**

**Advisor II**



**Yusni Sinaga, M.hum.**  
**NIP.19700715 200501 2 010**

## PERNYATAAN KEASLIAN SKRIPSI SENDIRI

Dengan nama Allah yang maha pengasih lagi maha penyayang. Saya yang bertanda tangan di bawah ini:

Nama : MISBAH HULJANNAH  
NIM : 09 340 0010  
Jurusan/Prodi : Tarbiyah/TBI-1  
Judul Skripsi : THE EFFECT OF USING PICTURES TO STUDENT'S MASTERY IN LEARNING COMPARATIVE DEGREE AT GRADE VIII SMP NEGERI 5 PADANGSIDIMPUAN

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini adalah benar-benar merupakan hasil karya saya sendiri, kecuali berupa kutipan-kutipan dari buku-buku bahan bacaan dan hasil wawancara.

Seiring dengan hal tersebut, bila dikemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini merupakan hasil jiplakan atau sepenuhnya dituliskan pada pihak lain, maka Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidimpuan dapat menarik gelar kesarjanaan dan ijazah yang telah saya terima.

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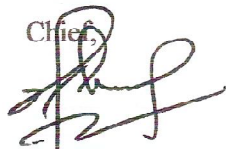
Saya yang menyatakan,



**MISBAH HULJANNAH**  
**Reg. No. 09 340 0010**

**EXAMINERS**  
**SCHOLAR MUNAQOSYAH EXAMINATION**

Name : MISBAH HULJANNAH  
Reg. No : 09 340 0010  
Thesis : THE EFFECT OF USING PICTURES TO STUDENTS' MASTERY IN LEARNING COMPARATIVE DEGREE AT GRADE VIII SMP NEGERI 5 PADANGSIDIMPUAN

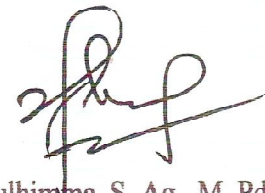
Chief,  


Hj. Zulhimma, S. Ag., M. Pd  
NIP. 19720702 199703 2 003

Secretary,



Rayendriani Fahmei Lubis, M. Ag  
NIP. 19710510 200003 2 001



Hj. Zulhimma, S. Ag., M. Pd  
NIP. 19720702 199703 2 003

Members,



Rayendriani Fahmei Lubis, M. Ag  
NIP. 19710510 200003 2 001



Eka Susti Harida, M. Pd  
NIP. 19750917 200312 2 002



Hamka, M. Hum  
NIP. 19840815 200912 1 005

Proposed:  
At : STAIN Padangsidimpuan  
Date : 21 May 2013  
Time : 09.00 until 12.30 Wib.  
Result/ Mark : 71.75 (B)  
Predicate : ~~Enough~~/Good/Very good/Cumlaude.\*  
\*) Coret yang tidak sesuai.



**KEMENTERIAN AGAMA**  
**SEKOLAH TINGGI AGAMA ISLAM NEGERI**  
**PADANGSIDIMPUAN**

---

**PENGESAHAN**

Skripsi berjudul: **THE EFFECT OF USING PICTURES TO STUDENTS' MASTERY IN LEARNING COMPARATIVE DEGREE AT GRADE VIII SMP NEGERI 5 PADANGSIDIMPUAN**

Ditulis oleh : **MISBAH HULJANNAH**  
N I M : **09 340 0010**

Telah dapat diterima untuk memenuhi salah satu tugas  
dan syarat-syarat dalam memperoleh gelar  
**Sarjana Pendidikan Islam (S. Pd. I)**

Padangsidimpuan, 21 Mei 2013

Ketua



  
Dr. H. Ibrahim Siregar, MCL.  
NIP. 19680704 200003 1 003

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This thesis is still so far from being perfect based on weakness of the researcher. Therefore, the researcher expects the constructive criticism and suggestions from the readers to improve this thesis.

Padangsidempuan, 13 May 2013

The Researcher



**MISBAH HULJANNAH**

**Reg. No: 09 340 0010**



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**Name : MISBAH HULJANNAH**  
**Reg.No : 09 340 0010**  
**Department : TARBIYAH**  
**Program : TADRIS BAHASA INGGRIS - 1**  
**Judul Skripsi : THE EFFECT OF USING PICTURES TO STUDENTS' MASTERY IN LEARNING COMPARATIVE DEGREE AT GRADE VIII SMP NEGERI 5 PADANGSIDIMPUAN**

### **ABSTRACT**

The problem in this research was the students at Grade VIII of SMP Negeri 5 Padangsidimpuan has problem on comparative degree material. When the students are asked to give the examples of comparative degree, most of students were fail and didn't know how to construct them in a sentence and their most difficulties were in using the formula of the comparative degree in a sentence and the pattern, where that using of syllable with add -er or more in the word. So, the researcher wanted to try with using pictures can improve students' mastery in learning comparative degree.

The research conducted by quantitative method and types of the research was experimental research. In collecting the data, the researcher used the instrument of the research, multiple choice test namely, the tests of 40 items tests. For pre-test was 20 items tests and also for post-test 20 items tests. The questions of pre-test and post-test are different. To analysis the data, the researcher used formulation of T-test. However, the hypothesis of research was "there was significant effect of using pictures to students' mastery in learning comparative degree at grade VIII SMP Negeri 5 Padangsidimpuan".

After calculating the data, the score experimental class is higher than control class, and from the calculation of  $t_o = 2,70$  and  $t_s = 2,009$ . It means that,  $t_o$  is higher than  $t_s$  ( $2,70 > 2,009$ ). So, there was significant effect of using pictures to students' mastery in learning comparative degree at grade VIII SMP Negeri 5 Padangsidimpuan". It means that, the hypothesis of the research was accepted.

## APPENDICES

### APPENDIX 1

#### INSTRUMENT OF PRE-TEST TO EXPERIMENT AND CONTROL CLASS

Choose the best answer (a, b, c, or d) for each number!

1. Fadilah's bag is 30 kilograms. Ainun's bag is 20 kilograms.
  - a. Fadilah's bag is as heavy as Ainun's bag
  - b. Fadilah's bag is heavier than Ainun's bag
  - c. Fadilah's bag is as heavier than Ainun's bag
  - d. Fadilah's bag is more heavier than Ainun's bag
2. Rahmat's score is 70. Anshori's score is 85.
  - a. Rahmat's score is higher than Anshori's score
  - b. Rahmat's score is more lower than Anshori's score
  - c. Rahmat's score is lower than Anshori's score
  - d. Rahmat's score is as high as Anshori's score
3. Ali's house is 2 Km from here, Rahman's house is 3,5 Km from here.
  - a. Ali's house is nearer than Rahman's house
  - b. Ali's house is as far as Rahman's house
  - c. Ali's house is more far than Rahman's house
  - d. Ali's house is more nearer than Rahman's house
4. English is easy. Mathematics is difficult.
  - a. English is more easy than mathematics
  - b. English is as easy than mathematics
  - c. English is more easier than mathematics
  - d. English is easier than mathematics
5. My ruler is 15 centimeters. Your ruler is 30 centimeters.
  - a. My ruler is more shorter than your ruler
  - b. My ruler is as shorter than your ruler

- c. My ruler is shorter than your ruler
  - d. My ruler is as short as than your ruler
6. Ridwan is 15 years old. Malik is 20 years old.
- a. Ridwan is as old as Malik
  - b. Ridwan is more young than Malik
  - c. Ridwan is more younger than Malik
  - d. Ridwan is younger than Malik
7. Annisa's book costs Rp 30.000,00. Rahma's book costs Rp 25.000,00.
- a. Annisa's book costs is more expensive than Rahma's book costs
  - b. Annisa's book costs is as expensive as Rahma's book costs
  - c. Annisa's book costs is expensiver than Rahma's book costs
  - d. Annisa's book costs is as cheap as than Rahma's book costs
8. Lukman's pens are three. Salim's pens are five.
- a. Lukman's pens are more than Salim's pens
  - b. Lukman's pens are fewer than Salim's pens
  - c. Lukman's pens are more fewer than Salim's pens
  - d. Lukman's pens are more few than Salim's pens
9. The price of this umbrella is Rp. 5000 and the price red one is Rp.7000
- a. The price of this umbrella is cheaper than the price red one
  - b. The price of this umbrella is expensiver than the price red one
  - c. The price of this umbrella is more expensive than the price red one
  - d. The price of this umbrella is more cheaper than the price red one
10. My father is 50 years old. Your father is 46 years old.
- a. My father is as older than your father
  - b. My father is as old as your father
  - c. My father is more older than your father
  - d. My father is older than your father



11. Farida is 145 cm in height. Jamilah is 130 cm in height.
- Farida is shorter than Jamilah
  - Farida is taller than Jamilah
  - Farida is more taller than Jamilah
  - Farida is more shorter than Jamilah
12. Mr.Ikhwan's garden is 125 ha. Mr.yusuf's garden is 95 ha.
- Mr.Ikhwan's garden is larger than Mr.Yusuf's garden
  - Mr.Ikhwan's garden is more larger than Mr.Yusuf's garden
  - Mr. Ikhwan's garden is as larger than Mr. Yusuf's garden
  - Mr. Ikhwan's garden is as large as Mr. Yusuf's garden
13. Azhari is 40 kg weights. Syarif is 120 kg weights.
- Azhari is lighter than Syarif
  - Azhari is heavier than Syarif
  - Azhari is more heavier than Syarif
  - Azhari is more lighter than Syarif
14. Siti Khodijah is first champion in the classroom. Aisyah is third champion in the classroom.
- Siti Khodijah is more cleverer than Aisyah
  - Siti Khodijah is cleverer than Aisyah
  - Siti Khodijah is as clever as Aisyah
  - Siti Khodijah is as cleverer than Aisyah
15. Aziz 's house is three bedrooms. Rasyid's house is one bedroom.
- Azis's house is as big than Rasyid's house
  - Azis's house is more big than Rasyid house
  - Azis's house is bigger than Rasyid's house
  - Azis's house is more bigger than Rasyid's house

16. Ilham's mark is 95. Taufik's mark is 70.
- Ilham's mark is lower than Taufik's mark
  - Ilham's mark is higher than Taufik's mark
  - Ilham's mark is more higher than Taufik's mark
  - Ilham's mark is more lower than Taufik's mark
17. Pasha Ungu is a singer. Andi is a student.
- Pasha Ungu is more famous than Andi
  - Pasha Ungu is famouser than Andi
  - Pasha Ungu is more famouser than Andi
  - Pasha Ungu is as famous than Andi
18. Halimah's money is Rp. 1.500,00 and Sakdiah's money is Rp. 1.000,00.
- Halimah's money is fewer than Sakdiah
  - Halimah's money is more than Sakdiah
  - Halimah money is as few as than Sakdiah's
  - Halimah's money is more fewer than Sakdiah's money
19. The Nile river is 4,160 miles. The Amazon river is 4,000 miles
- The Nile river is as short than the Amazon river
  - The Nile river is shorter than the Amazon river
  - The Nile river is longer than the Amazon river
  - The Nile river is more long than the Amazon river
20. The populations of Jakarta are 30 million. The populations of Medan are 21 million.
- The population of Jakarta is more few than the population Medan
  - The population of Jakarta is fewer than the population Medan
  - The population of Jakarta is as few than the population of Medan
  - The population of Jakarta is more than the population of Medan

## **APPENDIX 2**

### **Key Answer of Pre-test**

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

### **APPENDIX 3**

#### Lesson Plan Experimental Class

School : SMP Negeri 5 Padangsidempuan

Subject : English

Class : VIII

Time : 4x40 minutes

Meeting : 2 meetings

---

#### A. Competence Standard

Understand and express meaning in short text functional that very simple in the forms of description, recount, and dialog for interact in daily life.

#### B. Basic Competence

Express meaning in short text functional that very simple as accurate, fluent and acceptance in daily life.

#### C. Indicator

1. Understanding the Comparative Degree Material
2. Making the sentences and completing the sentence.

#### D. Objectives

1. The Students are able to understand Comparative Degree Material
2. The Students are able to make the sentences and the complete sentences

E. Method : using pictures method

F. Source : Pictures from internet and English in Focus 2 for Junior High School Students Year VIII (SMP), publisher: PT.Erlangga.

G. Learning material : comparative degree

#### H. Teaching Learning Process

##### 1. Opening

- Greeting
- Absent
- Brainstorming

##### 2. Main activity

- The teacher prepare some pictures to students
- The teacher shows some pictures to students
- The teacher explains formulation and function of comparative degree based on pictures provided.
- The teacher ordered the students to look at pay attention to the pictures.
- The teacher ordered the students to say the differential of the pictures that seen, examples:

1. Picture 1

Teacher: “look at the pictures”! “what are the different of these picture”?

Students: “Leemin Hoo is more handsome than Tukul”.

2. Picture 2

Teacher: “look at the pictures”! “what are the different of these picture”?

Students: “Monika is happier than John”.

3. Picture 3

Teacher: “look at the pictures”! “what are the different of these picture”?

Students: “Ayu’s hair is darker than Ani’s hair”.

4. Picture 4

Teacher: “look at the pictures”! “what are the different of these picture”?

Students: “Big stone is heavier than Blue pillow”.

- The teacher asked the students in pair work to discuss about the different of the pictures given and write some sentences in comparative degree.
- The teacher gives some tests to the students
- The students collected their test and the teacher investigates the test.

3. Closing

- The teacher concludes the material.
- The teacher gives homework to the students.
- The teacher close the learning

I. Evaluation

Given the test comparative degree to the students by using pictures in form multiple choice test

Padangsidempuan, 3 April 2013

**Co-Teacher of SMP N 5 Padangsidempuan**

**Teacher**

**Hapsyah Sri Mei, S. Pd**

**Misbah Huljannah**

**NIP.**

**NIM: 09. 340 0010**

**Headmaster of SMP Negeri 5 Padangsidempuan**

**Drs. M. Idris**

**NIP. 19570625 198303 1 004**

Leemin Hoo



Tukul



Monica



John



Ayu



Ani



Big stone



Blue pillow





## **APPENDIX 4**

### Lesson Plan Control Class

School : SMP Negeri 5 Padangsidempuan

Subject : English

Class : VIII

Time : 4x40 minutes

Meeting : 2 meetings

---

#### A. Competence Standard

Understand and express meaning in short text functional that very simple in the forms of description, recount, and dialog for interact in daily life.

#### B. Basic Competence

Express meaning in short text functional that very simple as accurate, fluent and acceptance in daily life.

#### C. Indicator

1. Understanding the Comparative Degree Material.
2. Making the sentences and completing the sentences.

#### D. Objectives

1. The Students are able to understand Comparative Degree Material
2. The Students are able to make the sentences and to complete sentences

#### E. Method : Explanation method

F. Source : English in Focus 2 for Junior High School Students Year VIII (SMP),  
publisher: PT.Erlangga

#### G. Learning material : comparative degree

#### H. Teaching Learning Process

##### 1. Opening

- Greeting
- Absent
- Brainstorming

##### 2. Main activity

- The teacher explains about the function and formula of comparative degree
- The teacher makes some sentences (examples) of comparative degree on the blackboard. And ask the students to make their own sentence using comparative degree form and correct it if there any mistakes.
- The teacher gives some tests to the students.
- The students collected their test and the teacher investigates the test.

##### 3. Closing

- The teacher concludes the material.
- The teacher gives homework to the students.
- The teacher close the learning

I. Evaluation

Given the test comparative degree to the students in form multiple choice test

Padangsidimpuan, 3 April 2013

**Co-Teacher of SMP N 5 Padangsidimpuan**

**Teacher**

**Hapsyah Sri Mei, S. Pd**

**Misbah Huljannah**

**NIP.**

**NIM: 09. 340 0010**

**Headmaster of SMP Negeri 5 Padangsidimpuan**

**Drs. M. Idris**

**NIP. 19570625 198303 1 004**

## APPENDIX 5

### INSTRUMENT OF POST-TEST TO EXPERIMENTAL CLASS

Choose the best answer (a, b, c, or d ) for each number!

1.



Aisyah is 130 cm in height. Rahma is 125 cm in height.

- a. Aisyah is taller than Rahma
- b. Aisyah is more tall than Rahma
- c. Aisyah is as tall as Rahma
- d. Aisyah is more taller than Rahma

2. The Box



The box A is 2 cm. The box B is 5 cm.

- a. The box A is longer than the box B
- b. The box A is as long as the box B
- c. The box A is more small than the box B
- d. The box A is smaller than the box B

3.



19 years old 17 years old

Anisah is 19 years old. Fauziah is 17 years old.

- a. Anisah is as old as Fauziah
- b. Anisah is more old than Fauziah
- c. Anisah is older than Fauziah
- d. Anisah is more older than Fauziah

4. THE CARVIL

THE LOGGO

Rp 695.400,-

Rp 290.000,-



The Carvil is Rp 695.400,-. The Loggo is Rp 290.000,-

- a. The Carvil is more cheap than the Loggo
- b. The Carvil is more expensive than the Loggo
- c. The Carvil is cheaper than the Loggo
- d. The Carvil is expensiver than the Loggo

5. Ismail

Halimah

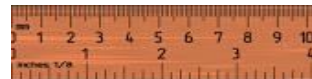


Ismail is reading a book. Halimah is sleeping.

- a. Ismail is lazier than Halimah
- b. Ismail is as lazy as Halimah
- c. Ismail is more diligenter than Halimah
- d. Ismail is more diligent than Halimah

6. The Ruler A

The Ruler B



The ruler A is 30 cm. The ruler B is 10 cm.

- a. The ruler A is more long than the ruler B
- b. The ruler A is longer than the ruler B
- c. The ruler A is as long as than the ruler B
- d. The ruler A is more longer than the ruler B

7. Ali's apple



Raihan's apple



Ali's apples are seven. Raihan's apples are three.

- a. Ali's apples are more than Raihan's apples
- b. Ali's apples are fewer than Raihan's apples
- c. Ali's apples are as more as Raihan's apples
- d. Ali's apples are as few as Raihan's apples

8. Mike Tyson



Taufik Hidayat



Mike Tyson is a boxer. Taufik Hidayat is a badminton player.

- a. Mike Tyson is as strong as Taufik Hidayat
- b. Mike Tyson is more strong than Taufik Hidayat
- c. Mike Tyson is stronger than Taufik Hidayat
- d. Mike Tyson is more stronger than Taufik Hidayat

9. **The Room A**



**The Room B**



The room A is tidy. The room B is messy.

- a. The room A is dirtier than the room B
- b. The room A is tidier than the room B
- c. The room A is more cleaner than the room B
- d. The room A is more tidy than the room B

10. The chair X



The chair Y



CH.016  
Mini Chair  
(12x15x31) cm

The Chair X is sofa. The Chair Y is wood chair.

- a. The chair X is more bad than the chair Y
- b. The chair X is worse than the chair Y
- c. The chair X is more comfortable than the chair Y
- d. The chair X is more comforter than the chair Y

11. An elephant



A mouse



An elephant is big. A mouse is small.

- a. An elephant is more bigger than a mouse
- b. An elephant is as big as a mouse
- c. An elephant is smaller than a mouse
- d. An elephant is bigger than a mouse

12. The Coffee



The Mineral Water



The coffee is hot. The mineral water is cold.

- a. The coffee is as hot as the mineral water
- b. The coffee is hotter than the mineral water
- c. The coffee is more hot than the mineral water
- d. The coffee is more hotter than the mineral water

13. The Cobra Snake



The Earth Worm



The cobra snake is dangerous. The earth worm is not dangerous.

- a. The cobra snake is not more dangerous than earth worm
- b. The cobra snake is dangerouser than earth worm
- c. The cobra snake is more dangerous than earth worm
- d. The cobra snake is more dangerouser than the earth worm

14. The Room X



The Room Y



The room X is very dirty. The room Y is very clean.

- a. The room X is dirtier than the room Y
- b. The room X is more dirty than the room Y
- c. The room X is more cleaner than the room Y
- d. The room X is cleaner than the room Y

15. The Alvokat Juice



The Mineral Water



The alvokat juice is delicious. The mineral water is not delicious.

- a. The alvokat juice is more deliciouser than the mineral water
- b. The alvokat juice is not more delicious than the mineral water
- c. The alvokat juice is deliciouser than the mineral water
- d. The alvokat juice is more delicious than the mineral water



16. Mr. Yusuf's house



Mr. Budi's house



Mr. Yusuf's house is beautiful. Mr. Budi's house is not good.

- a. Mr. Yusuf's house is not more beautiful than Mr. Budi's house
- b. Mr. Yusuf's house is beautifuler than Mr. Budi's house
- c. Mr. Yusuf's house is more beautifuler than Mr. Budi's house
- d. Mr. Yusuf house is more beautiful than Mr. Budi's house

17. Mr. Lukman



Mr. Adi



Mr. Lukman is very fat. Mr. Adi is thin.

- a. Mr. Lukman is more fat than Mr. Adi
- b. Mr. Lukman is more fatter than Mr. Adi
- c. Mr. Lukman is fatter than Mr. Adi
- d. Mr. Lukman is as fat as Mr. adi

18. Mr. Maher Zain



Mr. Saiful



Mr. Maher Zain is a handsome young man. Mr. Saiful is a toothless grandfather.

- a. Mr. Maher Zain is handsomer than Mr. Saiful
- b. Mr. Maher Zain is more handsome than Mr. Saiful

- c. Mr. Maher Zain is more handsomer than Mr.Saiful
- d. Mr.Maher Zain is as handsome as than Mr.Saiful

19. Wahyudi



Rizki



Wahyudi is laughing. Rizki is crying.

- a. Wahyudi is happier than Rizki
- b. Wahyudi is more sad than Rizki
- c. Wahyudi is more sadder than Rizki
- d. Wahyudi is as happier as Rizki

20. Mr.Marzuki's house



Mr.Ridho's house



Mr.Marzuki's house has the roof leak. Mr.Ridho's house has the roof well

- a. Mr.Marzuki's house is more bad than Mr.Ridho's house
- b. Mr.Marzuki's house is badder than Mr.Ridho's house
- c. Mr.Marzuki's house is worse than Mr.Ridho's house
- d. Mr.Marzuki's house is more worse than Mr.Ridho's house

## **APPENDIX 6**

### **INSTRUMENT OF POST-TEST TO CONTROL CLASS**

Choose the best answer (a, b, c, or d ) for each number!

1. Aisyah is 130 cm in height. Rahma is 125 cm in height.
  - a. Aisyah is taller than Rahma
  - b. Aisyah is more tall than Rahma
  - c. Aisyah is as tall as Rahma
  - d. Aisyah is more taller than Rahma
2. The box A is 2 cm. The box B is 5 cm.
  - a. The box A is longer than the box B
  - b. The box A is as long as the box B
  - c. The box A is more small than the box B
  - d. The box A is smaller than the box B
3. Anisah is 19 years old. Fauziah is 17 years old.
  - a. Anisah is as old as Fauziah
  - b. Anisah is more old than Fauziah
  - c. Anisah is older than Fauziah
  - d. Anisah is more older than Fauziah
4. The Carvil is Rp 695.400,-. The Loggo is Rp 290.000,-
  - a. The Carvil is more cheap than the Loggo
  - b. The Carvil is more expensive than the Loggo
  - c. The Carvil is cheaper than the Loggo
  - d. The Carvil is expensiver than the Loggo
5. Ismail is reading a book. Halimah is sleeping.
  - a. Ismail is lazier than Halimah
  - b. Ismail is as lazy as Halimah
  - c. Ismail is more diligenter than Halimah
  - d. Ismail is more diligent than Halimah

6. The ruler A is 30 cm. The ruler B is 10 cm.
  - a. The ruler A is more long than the ruler B
  - b. The ruler A is longer than the ruler B
  - c. The ruler A is as long as than the ruler B
  - d. The ruler A is more longer than the ruler B
  
7. Ali's apples are seven. Raihan's apples are three.
  - a. Ali's apples are more than Raihan's apples
  - b. Ali's apples are fewer than Raihan's apples
  - c. Ali's apples are as more as Raihan's apples
  - d. Ali's apples are as few as Raihan's apples
  
8. Mike Tyson is a boxer. Taufik Hidayat is a badminton player.
  - a. Mike Tyson is as strong as Taufik Hidayat
  - b. Mike Tyson is more strong than Taufik Hidayat
  - c. Mike Tyson is stronger than Taufik Hidayat
  - d. Mike Tyson is more stronger than Taufik Hidayat
  
9. The room A is tidy. The room B is messy.
  - a. The room A is dirtier than the room B
  - b. The room A is tidier than the room B
  - c. The room A is more cleaner than the room B
  - d. The room A is more tidy than the room B
  
10. The Chair X is sofa. The Chair Y is wood chair
  - a. The chair X is more bad than the chair Y
  - b. The chair X is worse than the chair Y
  - c. The chair X is more comfortable than the chair Y
  - d. The chair X is more comforter than the chair Y

11. An elephant is big. A mouse is small.
- An elephant is more bigger than a mouse
  - An elephant is as big as a mouse
  - An elephant is smaller than a mouse
  - An elephant is bigger than a mouse
12. The coffee is hot. The mineral water is cold.
- The coffee is as hot as the mineral water
  - The coffee is hotter than the mineral water
  - The coffee is more hot than the mineral water
  - The coffee is more hotter than the mineral water
13. The cobra snake is dangerous. The earth worm is not dangerous.
- The cobra snake is not more dangerous than earth worm
  - The cobra snake is dangerouser than earth worm
  - The cobra snake is more dangerous than earth worm
  - The cobra snake is more dangerouser than the earth worm
14. The room X is very dirty. The room Y is very clean.
- The room X is dirtier than the room Y
  - The room X is more dirty than the room Y
  - The room X is more cleaner than the room Y
  - The room X is cleaner than the room Y
15. The alvokat juice is delicious. The mineral water is not delicious.
- The alvokat juice is more deliciouser than the mineral water
  - The alvokat juice is not more delicious than the mineral water
  - The alvokat juice is deliciouser than the mineral water
  - The alvokat juice is more delicious than the mineral water

16. Mr. Yusuf's house is beautiful. Mr. Budi's house is not good
- Mr. Yusuf's house is not more beautiful than Mr. Budi's house
  - Mr. Yusuf's house is beautifuler than Mr. Budi's house
  - Mr. Yusuf's house is more beautifuler than Mr. Budi's house
  - Mr. Yusuf house is more beautiful than Mr. Budi's house
17. Mr. Lukman is very fat. Mr. Adi is thin.
- Mr. Lukman is more fat than Mr. Adi
  - Mr. Lukman is more fatter than Mr. Adi
  - Mr. Lukman is fatter than Mr. Adi
  - Mr. Lukman is as fat as Mr. adi
18. Mr. Maher Zain is a handsome young man. Mr. Saiful is a toothless grandfather.
- Mr. Maher Zain is handsomer than Mr. Saiful
  - Mr. Maher Zain is more handsome than Mr. Saiful
  - Mr. Maher Zain is more handsomer than Mr. Saiful
  - Mr. Maher Zain is as handsome as than Mr. Saiful
19. Wahyudi is laughing. Rizki is crying.
- Wahyudi is happier than Rizki
  - Wahyudi is more sad than Rizki
  - Wahyudi is more sadder than Rizki
  - Wahyudi is as happier as Rizki
20. Mr. Marzuki's house has the roof leak. Mr. Ridho's house has the roof well
- Mr. Marzuki's house is more bad than Mr. Ridho's house
  - Mr. Marzuki's house is badder than Mr. Ridho's house
  - Mr. Marzuki's house is worse than Mr. Ridho's house
  - Mr. Marzuki's house is more worse than Mr. Ridho's house

## **APPENDIX 7**

### **Key Answer of Post-test**

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

## APPENDIX 8

**Table**

The Score pre-test and post- test of Experimental Class

No	Students Initial	Pre- test	Post-test	$Y_1$	$Y_1^2$
1.	AD	70	85	15	225
2.	AE	60	65	5	25
3.	AH	80	85	5	25
4.	AW	70	75	5	25
5.	BS	55	60	5	25
6.	DF	65	75	10	100
7.	DI	70	80	10	100
8.	ES	70	75	5	25
9.	FR	65	70	5	25
10.	HA	75	80	5	25
11.	HS	60	65	5	25
12.	IF	65	80	15	225
13.	IL	65	70	5	25
14.	MA	60	65	5	25
15.	MP	65	70	5	25
16.	MS	70	75	5	25
17.	NA	55	60	5	25



18.	NM	70	75	5	25
19.	NW	55	60	10	100
20.	PF	70	75	5	25
21.	R	75	85	10	100
22.	RA	70	75	5	25
23.	RD	80	85	5	25
24.	RG	70	75	10	100
25.	RS	80	85	5	25
26.	SR	65	70	5	25
	Total	1755	1920	175	1425

## APPENDIX 9

### The Experimental Class

1. Maximal and minimum score were gotten by setting the variable score from low score to high score.

60	60	60	65
65	65	70	70
70	70	75	75
75	75	75	75
75	75	80	80
80	85	85	85
85	85		

2. High score = 85
3. Low score = 60
4. Range = high score – low score = 85 – 60 = 25
5. The total of classes (BK)  $= 1 + 3,3 \log n$   
 $= 1 + 3,3 \log (26)$   
 $= 1 + 3,3 (1,41)$   
 $= 1 + 4,65 = 5,65$
6. Interval (i)  
 $i = 5$

$$7. \text{ Mean Score (x)} = \frac{M=X_1+X_2+X_3+X_4+\dots}{N}$$

NO	NILAI	FREQUENCY
1	85	5
2	80	3
3	75	8
4	70	4
5	65	3
6	60	3
TOTAL	435	26

$$M = \frac{X_1+X_2+X_3+X_4+X_5+X_6}{N}$$

$$= \frac{425+240+600+280+195+180}{26} = \frac{1920}{26} = 73,84$$

7. Median

$$Me = \frac{75+70}{2} = 72,5$$

8. Mode = 75

**APPENDIX 10****Table**

The Score pre-test and post- test of Control Class

No	Students Initial	Pre- test	Post-test	$Y_2$	$Y_2^2$
1.	AS	80	85	5	25
2.	AH	60	65	5	25
3.	AM	70	75	5	25
4.	AN	75	85	10	100
5.	AZ	70	75	5	25
6.	BA	65	65	0	0
7.	CH	65	70	5	25
8.	DP	70	75	5	25
9.	EF	75	80	5	25
10.	FA	55	60	5	25
11.	HB	65	70	5	25
12.	HE	80	85	5	25
13.	LR	70	75	5	25
14.	M	60	65	5	25
15.	MK	70	75	5	25
16.	NH	65	70	5	25
17.	NR	55	60	5	25

18.	OS	65	70	5	25
19.	PB	70	80	10	100
20.	PS	65	70	5	25
21.	RY	70	75	5	25
22.	SJ	65	70	5	25
23	SM	70	75	5	25
24.	SV	70	80	10	100
25.	YE	65	65	0	0
26	YI	70	75	5	25
		1760	1895	135	825

## APPENDIX 11

### The Control Class

1. Maximal and minimum score were gotten by setting the variable score from low score to high score.

60	60	65	65
65	65	70	70
70	70	70	70
75	75	75	75
75	75	75	75
80	80	80	85
85	85		

2.High score = 85

3.Low score = 60

4.Range = high score – low score = 85–60= 25

5.The total of classes (BK) =  $1 + 3,3 \log n$

$$= 1 + 3,3 \log (26)$$

$$= 1 + 3,3 (1,41)$$

$$= 1 + 4,65$$

$$= 5,65$$

6. Interval (i)

$$i=5$$

7. Mean Score ( $\bar{x}$ ) =  $M = \frac{X_1 + X_2 + X_3 + X_4 + \dots}{N}$

NO	NILAI	FREQUENCY
1	85	3
2	80	3
3	75	8
4	70	6
5	65	4
6	60	2
TOTAL	435	26

$$M = \frac{X_1 + X_2 + X_3 + X_4 + X_5 + X_6}{N}$$

$$= \frac{255 + 240 + 600 + 420 + 260 + 120}{26} = \frac{1895}{26} = 72,88$$

8. Median

$$Me = \frac{75 + 70}{2} = 72,5$$

9. Mode = 75

**APPENDIX 12**

**PERCENTAGE POINTS OF THE T DISTRIBUTION**

Tail Probabilities

**One Tail**                    **0.10**   **0.05**   **0.025**   **0.01**   **0.005**   **0.001**   **0.0005**  
**Two Tails**       **0.20**   **0.10**   **0.05**   **0.02**   **0.01**   **0.002**   **0.001**

		-----+-----								
D	1	3.078	6.314	12.71	31.82	63.66	318.3	637		1
E	2	1.886	2.920	4.303	6.965	9.925	22.330	31.6		2
G	3	1.638	2.353	3.182	4.541	5.841	10.210	12.92		3
R	4	1.533	2.132	2.776	3.747	4.604	7.173	8.610		4
E	5	1.476	2.015	2.571	3.365	4.032	5.893	6.869		5
E	6	1.440	1.943	2.447	3.143	3.707	5.208	5.959		6
S	7	1.415	1.895	2.365	2.998	3.499	4.785	5.408		7
	8	1.397	1.860	2.306	2.896	3.355	4.501	5.041		8
O	9	1.383	1.833	2.262	2.821	3.250	4.297	4.781		9
F	10	1.372	1.812	2.228	2.764	3.169	4.144	4.587		10
	11	1.363	1.796	2.201	2.718	3.106	4.025	4.437		11
F	12	1.356	1.782	2.179	2.681	3.055	3.930	4.318		12
R	13	1.350	1.771	2.160	2.650	3.012	3.852	4.221		13
E	14	1.345	1.761	2.145	2.624	2.977	3.787	4.140		14
E	15	1.341	1.753	2.131	2.602	2.947	3.733	4.073		15
D	16	1.337	1.746	2.120	2.583	2.921	3.686	4.015		16
O	17	1.333	1.740	2.110	2.567	2.898	3.646	3.965		17
M	18	1.330	1.734	2.101	2.552	2.878	3.610	3.922		18
	19	1.328	1.729	2.093	2.539	2.861	3.579	3.883		19
	20	1.325	1.725	2.086	2.528	2.845	3.552	3.850		20
	21	1.323	1.721	2.080	2.518	2.831	3.527	3.819		21
	22	1.321	1.717	2.074	2.508	2.819	3.505	3.792		22
	23	1.319	1.714	2.069	2.500	2.807	3.485	3.768		23
	24	1.318	1.711	2.064	2.492	2.797	3.467	3.745		24
	25	1.316	1.708	2.060	2.485	2.787	3.450	3.725		25
	26	1.315	1.706	2.056	2.479	2.779	3.435	3.707		26
	27	1.314	1.703	2.052	2.473	2.771	3.421	3.690		27
	28	1.313	1.701	2.048	2.467	2.763	3.408	3.674		28
	29	1.311	1.699	2.045	2.462	2.756	3.396	3.659		29
	30	1.310	1.697	2.042	2.457	2.750	3.385	3.646		30
	32	1.309	1.694	2.037	2.449	2.738	3.365	3.622		32
	34	1.307	1.691	2.032	2.441	2.728	3.348	3.601		34
	36	1.306	1.688	2.028	2.434	2.719	3.333	3.582		36
	38	1.304	1.686	2.024	2.429	2.712	3.319	3.566		38
	40	1.303	1.684	2.021	2.423	2.704	3.307	3.551		40
	42	1.302	1.682	2.018	2.418	2.698	3.296	3.538		42



44		1.301	1.680	2.015	2.414	2.692	3.286	3.526		44
46		1.300	1.679	2.013	2.410	2.687	3.277	3.515		46
48		1.299	1.677	2.011	2.407	2.682	3.269	3.505		48
50		1.299	1.676	2.009	2.403	2.678	3.261	3.496		50
55		1.297	1.673	2.004	2.396	2.688	3.245	3.476		55
60		1.296	1.671	2.000	2.390	2.660	3.232	3.460		60
65		1.295	1.669	1.997	2.385	2.654	3.220	3.447		65
70		1.294	1.667	1.994	2.381	2.648	3.211	3.435		70
80		1.292	1.664	1.990	2.374	2.639	3.195	3.416		80
100		1.290	1.660	1.984	2.364	2.626	3.174	3.390		100
150		1.287	1.655	1.976	2.351	2.609	3.145	3.357		150
200		1.286	1.653	1.972	2.345	2.601	3.131	3.340		200

---

<b>Two Tails</b>	<b>0.20</b>	<b>0.10</b>	<b>0.05</b>	<b>0.02</b>	<b>0.01</b>	<b>0.002</b>	<b>0.001</b>
<b>One Tail</b>	<b>0.10</b>	<b>0.05</b>	<b>0.025</b>	<b>0.01</b>	<b>0.005</b>	<b>0.001</b>	<b>0.0005</b>

**Tail Probabilities**

*This table was calculated by APL programs written by William Knight. The format of the table is adapted from a table constructed by Drake Bradley, Department of Psychology, Bates College, Lewiston-Ashburn, Maine, U.S.A. <http://www.math.unb.ca/~knight/utility/t-table.htm> Accessed on Wednesday/ 10th April 2013 at 09:27 p.m*

## CURRICULUM VITAE

Name : Misbah Huljannah  
Registration Number : 09 340 0010  
Place / Date of Birth : Panyabungan, 19<sup>th</sup> December 1990  
Sex : Female  
Address : Gg. Pokat, Lingk.VI, Panyabungan II.  
Fathers' Name : Bahrum Pulungan  
Mothers' Name : Kholidah Nasution

### Educational Background:

Primary School : at SDN 142571 Panyabungan (2003)  
Junior High School : at SMP Negeri 1 Panyabungan (2006)  
Senior High School : at MAN Panyabungan (2009)  
Institute : at Educational English Department of Tarbiyah Faculty at  
STAIN Padangsidempuan (2013)

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Problem

Language has an important position in our life; it is a tool for human beings to interact. In each nation has a national language as unifier the nations. As in the Holy Qur'an in the suroh Ibrahim verse 4 said <sup>1</sup>:

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ  
مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ ﴿٤﴾

Meaning: And We sent not a messenger except with the language of his people, in order that he might make (the message) clear for them. Then Allah misleads whom He wills and guides whom He wills. And He is the All-Mighty, the All-Wise.<sup>2</sup>

From the verse above a conclusion can be taken that language is used to communicate or to interact in this life. In this research, the researcher uses English language to students in conveying the knowledge.

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<sup>1</sup> Q.S. Ibrahim / 14: 4.

<sup>2</sup> Muhammad Muhsin Khan, *Interpretation of The meaning of The Noble Qur'an in English Language*, (Al-Madinah Al-Munawarah: Islamic University, 1994), P. 381.

One of the most popular languages is English, because it is one of the international languages as used by many people in the world such as in technology, economy, social and politics.

For Indonesian people, English is a foreign language. It learnt starting from primary school up to university level. Indonesian government realizes that teaching English at these levels become very important and need much concern. According to the curriculum of English in junior high school, there are many subjects of materials must be taught. The material such as: grammar and vocabulary as supporter to master the four skills in language (listening, speaking reading, and writing), and others material.

In this research, the researcher focused on grammar. In mastering grammar interrelated mastering of sentence (in this matter about tenses), parts of speech, determiners, gerund, question tag, degrees of comparison, and so on. In junior high school level at eight grade has been introduced with degrees of comparison. Here, the researcher discussed one of the degrees of comparison, it's about comparative degree.

Based on an interviewed between the researcher and one of the English teacher in SMP Negeri 5 Padangsidempuan said that there were many students considered that learning grammar was a hard and be bored subject. And, the teacher did not use method in learning grammar, especially on comparative degree.<sup>3</sup> That's

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<sup>3</sup> Hapsyah Sri Mei. One of the English Teachers in SMP Negeri 5 Padangsidempuan, *Personal Interview*, 11 September 2012.

why the students were not so interest to learn it. Also, reinforced on interviewed between the researcher and the students, the students said that the changing of the formula made them difficulty and feel bored.<sup>4</sup> Therefore, most of students found difficulties in learning grammar and no exception to the comparative degree and it was visible from students' score were lower than or equal to 75,<sup>5</sup> the minimum standard of mastery learning in this school.

As a result, when the students are asked to give the examples of comparative degree, most of students were fail and didn't know how to construct them in a sentence. Their most difficulties were in using the formula of the comparative degree in a sentence and the pattern, where that using of syllable with add -er or more in the word.

The researcher thinks that by using picture, the students can form a sentence. From the using pictures highly expected the students feel more comfortable and more interested and not lazy to study on comparative degree material. So, in this research the researcher will try to use pictures to improve students' understanding on comparative degree material.

Based on the background above, the researcher wants to conduct a research about "The Effect of Using Pictures to Students' Mastery in Learning Comparative Degree at Grade VIII SMP N 5 Padangsidempuan".

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<sup>4</sup> The students of class VIII<sub>7</sub> and VIII<sub>8</sub> in SMP Negeri 5 Padangsidempuan, 12 September 2012.

<sup>5</sup> Hapsyah Sri Mei. *Op.Cit.*

## **B. The Identification of the Problem**

Based on the background above, the researcher has identified the problems of the research are the students on grade VIII SMP N 5 Padangsidempuan:

1. Learning grammar was a hard and be bored subject. That's why the students were not so interest to learn it.
2. The changing of the formula made them difficulty and feel bored.
3. Most of students found difficulties in learning grammar and no exception to the comparative degree and it was visible from students' score were lower than or equal to 75, the minimum standard of mastery learning in this school.
4. When the students are asked to give the examples of comparative degree, some students were fail and didn't know how to construct them in a sentence. Their most difficulties were in using the formula of the comparative degree in a sentence and the pattern, where that using of syllable with add -er or more in the word.

## **C. The Limitation of the Problem**

Substantively, there were many problems that faced by the students in learning grammar, but cause of the limitation of the researcher in time, fund, and knowledge the researcher focused the problem on comparative degree about adjective comparison. So, the researcher limited this research on using pictures in learning comparative degree at grade VIII SMP N 5 Padangsidempuan.

#### **D. The Formulation of the Problem**

Based on the background explain above, the problem of the research is formulated as follow: “is there significant effect of using pictures to students’ mastery in learning comparative degree?”.

#### **E. The Purpose of the Research**

Based on the above question, the purpose of the research is to know the significant effect of using pictures to the students’ mastery in learning comparative degree.

#### **F. The Significances of the Research**

The result of the research expected to be useful for:

1. For the headmaster of SMP Negeri 5 Padangsidimpuan, to give the direction to the English teacher about the English teaching media which one is suitable to the students’ situation and materials of studying that can improve the students’ comparative degree mastery in English.
2. For the English teachers of SMP Negeri 5 Padangsidimpuan, to think whether the using pictures can solve the students’ problems in learning comparative degree.
3. Next researcher, to help the other researchers who will conduct further research in the same topic or method. It can give them information about teaching method, especially pictures method. So that, it make them easier in their research.

## G. The Key Terms of Terminology

### 1. Using Pictures

Using is the act of using something; the state of being used.<sup>6</sup> Picture is a painting or drawing, etc that shows a scene, a person or a thing.<sup>7</sup> Picture is visual representation or an image that can illustrate or explain the text. So, using picture as media of learning that can illustrate or explain the text through pictures.

### 2. Students' Mastery in Learning Comparative Degree

- a) Student is a person who is studying at a university or college.<sup>8</sup>
- b) Mastery is masterly ability, expert skill or knowledge.<sup>9</sup>
- c) Learning is the process of learning something.<sup>10</sup>
- d) Comparative is the form of an adjective or adverb that expresses more in amount, degree or quality.<sup>11</sup>
- e) Degree is one of the forms or sets of forms used in the comparison of an adjective or adverb.<sup>12</sup>

So, students' mastery in learning comparative degree is a person who has expert skill or knowledge on comparative degree material.

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<sup>6</sup> A.S. Hornby. *Oxford Advanced Learner's Dictionary, Sixth edition*, (New York: Oxford University Press, 2000), P.1489.

<sup>7</sup> *Ibid*, p. 991.

<sup>8</sup> *Ibid*, p.1344.

<sup>9</sup> Victoria Neufeldt & David B Guralnik. *Webster's New World College Dictionary, third edition*, (New York: A Simon & Schuster Macmilan Company, 1988), p. 833.

<sup>10</sup> A.S. Hornby, *Op. Cit*, p. 763.

<sup>11</sup> A.S. Hornby, *Op. Cit*, p. 259.

<sup>12</sup> Merriam – Webster. 2013. *Degree: Definition and more fom the free Merriam – Webster Dictionary*, (<http://www.merriam-webster.com/dictionary/degree>, accessed on January 4, 2013 at 10.40 a.m.)





## CHAPTER II

### THE THEORETICAL DESCRIPTION

#### A. The Theoretical Description

##### 1. Using Media in Learning

Picture is one of classification of education media in the education. Marianne-Celce-Murcia and Sharon Hilles said “using pictures to teaching grammar can be affective for presentation and structured practice”.<sup>1</sup> It means comparative degree is one of the parts degrees of comparison and included parts of grammar. So, learning comparative degree using pictures can be affective. There are some opinions of experts about media, are:

In Sadiman’s book “Gagne stated that media are the various types of components in the environment can stimulate students to learn. While, Briggs found that the media is all the physical tools can present the message and stimulate students to study”.<sup>2</sup>

Another definition proposed by Sadiman stated that “media is anything that can be used to deliver a message from the sender to the

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<sup>1</sup> Marianne Celce Murcia and Sharon Hilles, *Technique and Resources in Teaching Grammar*, (New York: Oxford University Press, 1998), p.75.

<sup>2</sup> Arief S.Sadiman. dkk. *Media Pendidikan, Pengertian Pengembangan dan Pemanfaatannya* , (Jakarta: Rajawali Pers,20 10), p. 6.

recipient, so that can stimulate thoughts, feelings, concerns, and interests of students in such a way that the learning process occurs”.<sup>3</sup>

Asosiasi Pendidikan Nasional (National Education Association/ NEA) defines media are forms of communication both printed and audio-visual equipment as well as equipment. Media should be manipulated, can be seen, heard and read.<sup>4</sup>

The researcher supported the opinion of Sadiman that media as a learning tool. This mean that the media is a tool that teachers use to motivate students to learn, clarify information / teaching message. Until, using media can stimulate the students to learn.

There are three kinds of media, first; graphical medium included picture/photo, sketch, diagram, chart, graphs, cartoon, poster, map/globe, and flannel board. Second; audio medium included radio, magnetic tape recording, and language laboratory. And third; still projected medium included slide, film strip, overhead projector, opaque projector, microfiche, film, loop film, television, video.<sup>5</sup>

So, here the researcher uses picture media in learning comparative degree. And picture is one of the parts of graphical medium.

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<sup>3</sup> *Ibid*, p.7.

<sup>4</sup> *Ibid*.

<sup>5</sup> *Ibid*, p. 28.

## 2. Using Pictures as Media

### a. Definition of Picture

Media of learning can to increase and stimulate activities of learning. Teaching learning process will be more effective, where the teacher use media of learning, example using picture.

Harmer said: Teachers have always used pictures or graphics- whether drawn, taken from books, newspaper and magazines, or photograph- to facilitate learning. Pictures can be in the form of flashcards (smallish cards which we can hold up for our students to see) large wall pictures (big enough for everyone to see details), cue cards (small cards which students use in pair or group work), photographs, or illustration (typically in a textbook). Some teachers also use projected slides, images from an overhead projector. Teachers also draw pictures on the board to help with explanation and language work.<sup>6</sup>

Sakiah from Jack C Richards-John Platt, Heidi Platt in Longman Dictionary that pictures are a set of pictures chronologically ordered.<sup>7</sup> Each picture presents certain language items. The students will study language through understanding the message in each picture. At the end of the last picture, the learner will get the story completed including the meaning. According to Raflex, “picture is a visual representation or image painted, drawn, photographed or otherwise rendered on a flat surface”.<sup>8</sup>

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<sup>6</sup> Jeremy Harmer. *The Practice English Language Teaching*, (England: Longman, 2003), p.134.

<sup>7</sup>Sakiah “ An Analysis on the Students’ Ability in Writing Narrative Based on Pictures of the Grade VII at MTSs Mardiyah Islamiyah Panyabungan”, A *Thesis*, UMTS Padangsidempuan, 2010, p. 26.

<sup>8</sup> Raflex. 2000. *Picture - Definition of Picture*, (<http://www.the-freedictionary.com/picture>, Accessed on January 24, 2013 at 10.30 a.m.).

Asnawir & Usman said that picture is the effective visual tool because can be visualized something that will be clarified more concrete and realistic. Information sending can be understood easily because the product can be a model more approach the fact through picture that visualized to the children and outcomes that receipt by the children will be same.<sup>9</sup>

Another definition is proposed by Sadiman that “Picture/photo is media most general to use. It is general language, that can understood and comfort in everywhere. So, There is China’s aphorism said that a picture tell many than a million words”.<sup>10</sup>

Meanwhile, Sakiah from Wright states that picture media have been used for centuries to help students understand various aspects of foreign language. The pictures have motivated students, made the subject they are dealing with is clear.<sup>11</sup>

The students can make a sentence related to the picture that given by the teacher as long as they can. There are many advantages of using pictures. According to Goodman, “pictures are often neglected, whereas

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<sup>9</sup>H.Asnawir & M.Basyiruddin Usman. *Media Pembelajaran*, (Jakarta: Delia Citra Utama, 2002), p.47.

<sup>10</sup>Arief S Sadiman, *Op. Cit.*, p.29.

<sup>11</sup> Sakiah, *Op. Cit.*, p.14.

they are also get the scene or context, they inform us, they interest us, and they are key resources”.<sup>12</sup>

Next is the explanation based on Asnawir & Usman, the researcher is be in agreement with them state that picture is a visual scene that gives message or information in understanding a material. Pictures are used in learning comparative degree the students can make sentences, and it can develop students’ competence. By pictures, hopefully students are motivated and more comfortable to study till can understand and remember comparative degree material.

#### **b. Types of Pictures**

As one media picture are more common used in teaching learning process. There are two types of picture:

- 1) Picture of an individual person or thing, may be used mainly at the elementary level, to introduce or test vocabulary items. E.g a man, a car.
- 2) Pictures of situation in which person and object are “in action” between objects and people can be perfect teaching aids for introducing or interviewing grammatical or structures.<sup>13</sup>

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<sup>12</sup> J. Goodman. 2006. *Picture Stories in the Communicate Classroom*, (<http://www.Teachingenglish.org.uk/indeks.Shtml>, accessed on February 6, 2013 at 11.00 a.m.).

<sup>13</sup> Irham Rasydi Harahap “The Effect of Picture Sequences toward Grade XI Students’ Speaking Skill at SMK N 1 Padangsidempuan”, *A Proposal*, STAIN Padangsidempuan, 2012, p. 26.

Meanwhile, in Sakiah from Wright the types of picture can be seen as follows:

- 1) Picture as single object, it is related to general things to talk about, such as food, naming, preference, etc.
- 2) Picture of person, picture of person invites the students to speculate who they are.
- 3) Picture of famous people, it shows the general things of famous people, like their achievement.
- 4) Picture of several people, it shows general things of person which speech and bubbles cut out or sticky paper can be stuck on the picture.
- 5) Picture of people in action, it shows everyday activity, describing on what happening of such events.
- 6) Picture of place, it shows home landscape. View and soon.
- 7) Picture of history, it shows an illustrating of scenes custom and object from such event.
- 8) Picture of the news, it shows some identification of an incident, what happened, here and to whom.
- 9) Picture of the maps and symbols, this type can be found in the road traffic booklets, holiday brochures, etc.
- 10) Explanatory picture, it shows some process of making something.<sup>14</sup>

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<sup>14</sup> Sakiah, *Op. Cit.*, p.15.

Here, researcher chose number two type of two types of picture, because it has correlation with grammatical, it is about degrees comparison to make sentences from the picture.

### **c. The Advantages and Disadvantages of Using Picture**

Vernon S. Gerlach in Sakiah, there are some advantages of using pictures:

- 1) They are inexpensive and widely available.
- 2) They provide common experiences for an entire group.
- 3) The visual detail make it possible to study subject, which would turn back to be impossible.
- 4) They can help you to prevent and correct disconcertion.
- 5) They offer a stimulus to further study, reading and research visual evidence is power tool.
- 6) They help to focus attention and to develop critical judgment.
- 7) They are easily manipulated.<sup>15</sup>

There are some disadvantages of pictures used in teaching and learning process, such as:

- 1) Students pay attention on the picture more than on learned material
- 2) It takes time and cost much to provide attractive pictures

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<sup>15</sup> *Ibid*, p. 30-31.



- 3) Small and unclear pictures may arouse problems in the teaching learning process since the students may misunderstand about the pictures.<sup>16</sup>

Possible ways to overcome them are:

- 1) The Teacher should avoid using pictures or photographs attract more attention to them than to the activity. She also should control the students. Activities including their attention during the teaching learning process.
- 2) The teacher should make or choose attractive simple pictures to avoid wasting time and money.
- 3) The teacher should make or choose big and clear enough pictures in order to avoid misunderstanding about the pictures.

#### **d. The Pictures Selection**

As mentioned formerly, the roles of instructional media are really important in teaching learning process. However, the use of picture as instructional media needs to be carefully made and planned. The teacher should follow some considerations in using picture, in order to use it effectively and efficiently in language learning since it can be used to enhance learning if it is used appropriately.

Teacher should be selective in choosing the appropriate picture used in comparative degree material. Wright proposes three among five

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<sup>16</sup> *Ibid*, p. 32.

basic considerations in selecting media. First, it should be easy to prepare. Second, it should be easy to organize in the classroom. Last, it should be interesting to the students and the teacher. Furthermore, Callahan and Clark mention that there are several criteria for selecting pictures: (1) the pictures should be suitable for the purpose; (2) the pictures should make an important contribution to the lesson; (3) the pictures should be easy to understand; and (4) the pictures should be easily visible to the entire class.<sup>17</sup>

The researcher thought that with using picture, directly the students can make sentence from the picture on comparative degree material until they feel more comfortable and more interested and not lazy to study. They also be easier understand the lesson. In this writing, the researcher tried to use pictures in developing their knowledge about comparative degree.

In this research, the researcher takes the opinion that conveyed by Vernon in Sakiah<sup>18</sup> about the advantages of picture in number five and number six said that picture media offer a stimulus to further study, reading and research visual evidence is power tool. It means, the using of pictures in teaching English can raise the students' motivation and interest

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<sup>17</sup> *Ibid.*

<sup>18</sup> *Ibid.*, p. 30-31.

in English learning activities, especially on comparative degree material. Besides interesting, pictures provide information that can be used in many learning English activities.

Picture media also help to focus attention and to develop critical judgment. It means, through pictures presentation, the students can different it directly without use imagination and it will be easier for them to understand and remember it. So, pictures can help the students get a better English proficiency.

### **3. Students' Mastery in Learning Comparative Degree**

#### **a. Definition of Comparative Degree**

Comparative derived from “compare” that means to form the comparative and superlative degrees of (an adjective or adverb).<sup>19</sup> Compare get suffix –ative have meaning added to verbs to form adjectives meaning showing the ability to perform the activity represented by the verb.<sup>20</sup> So, compare + suffix -ative become comparative, it is a suffix adjective form.<sup>21</sup> Based on germinal word of comparative that has

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<sup>19</sup> Victoria Neufeldt & David B Guralnik. *Op.Cit.*, p.283.

<sup>20</sup> Houghton Mifflin. 2013. *-ative suffix - definition in British English Dictionary & Thesaurus-Cambridge Dictionary* (<http://dictionary.cambridge.org/dictionary/british/ative>, accessed on January 12, 2013 at 12.30 p.m.).

<sup>21</sup> Jayanthi Daksina Murthy. *Contemporary English grammar*, (New Delhi: Book Palace, 2003), p. 351.

explained so, the researcher can conclude that comparative is used to state comparison between two things, persons or events.

This case also is supported by Jack C Richards-John Platt, Heidi Platt that comparative is “the form of an adjective or adverb which is used to show comparison between two things. In English, the comparative is formed with formed the suffix –er or with more”.<sup>22</sup>

According to Victoria Neufeldt & David B.Guralnik as designating or of the second degree of comparison of adjective and adverb, expressing a greater degree of a quality or attribute than that expressed in the comparative degree: usually indicated by the suffix –er (harder) or by the use of more with the comparative form (more honest).<sup>23</sup>

While, according to Merriam comparative is “being such in comparison with on expressed or implied standard or absolute”.<sup>24</sup> Comparative may also be defined as “the form of an adjective or adverb that expresses more in amount, degree or quality”.<sup>25</sup>

Next was the explanation based on Jack C Richards-John Platt, Heidi Platt, the researcher is be in agreement with them state that comparative is compare between two things, persons or events.

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<sup>22</sup> Jack C Richards, et. al. *Longman Dictionary of Language teaching and Applied Linguistics*, (London: Longman, 1992), p. 67.

<sup>23</sup> Victoria Neufeldt & David B Guralnik. *Op.Cit.*, p.283.

<sup>24</sup> A Merriam. *Op. Cit.*, p.154.

<sup>25</sup> A.S. Hornby. *Loc.Cit.*

A.S Hornby in *Oxford Dictionary* states that degree is “the amount or level of something”.<sup>26</sup> And according to Victoria Neufeldt & David B Guralnik say that degree is “a grade of comparison of adjective and adverb”.<sup>27</sup> While, A Merriam says that degree is “relative size or character of the parts or components in a complex whole compared with other like things”.<sup>28</sup>

Here, the researcher supports the opinion of Victoria Neufeldt & David B Guralnik said that degree is a grade of comparison of adjective and adverb. It gave explanation more about comparison in adjective and adverb form. But here, the researcher just discusses comparison in adjective.

So, the researcher connects between comparative and degree became comparative degree. According to Mun. Fika, Sam. S. Warib and Sam. A. Soesanto said that comparative degree is “a word that used to compare character of noun with other noun. And to state two nouns other if compared with character”.<sup>29</sup> Azar and Hagen refers to “the use of –er or more is called the comparative form”.<sup>30</sup> Comparative may also be defined

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<sup>26</sup>A.S. Hornby. *Op. Cit.*, p. 349.

<sup>27</sup> Victoria Neufeldt & David B Guralnik. *Op. Cit.*, p.363.

<sup>28</sup> A Merriam. *Op. Cit.*, p. 210.

<sup>29</sup> Mun. Fika, et. all. *Complete English Grammar*, (Surabaya: Apollo, 1991), p.111.

<sup>30</sup> Betty Schramper Azar & Stacy A. Hagen. *Basic English Grammar, Third Edition* , (Pearson Longman, 2006), p.454.

as “an adjective used to compare two persons or things or the qualities are known as comparative degree”.<sup>31</sup>

Meanwhile, Wren and Martin say that the comparative degree of an adjective denotes “a higher degree of the quality than the positive, and is used when two things (or sets of things) are compared”.<sup>32</sup> So, comparative degree denotes a greater amount of a quality relate to something else.

Based on definition the researcher has mentioned above, so the researcher concludes that comparative degree is comparative is used to state comparison between two things, persons or events. How does the way to explain the different of object or events that is comparative degree. And, the use of –er or more is called the comparative form. The formula of comparative degree to short syllables as follow:

Subject + to be + adjective + er + than + subject
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Example :

1. The man is fatter than the woman.
2. Jessica’s umbrella is cheaper than his umbrella.
3. John is older than Mary.

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<sup>31</sup> Jayanthi Daksina Murthy. *Op. Cit.*, p. 36.

<sup>32</sup> Wren and Martin. *High School English Grammar and Composition*, (New York: Prasada Rao, 1996), p.21.

4. A giraffe's neck is thinner than an elephant's neck.
5. My little finger is smaller than my middle finger.
6. Yudi's pen is longer than mine.
7. The stone is heavier than the pillow.

The formula of comparative degree to long syllables as follow:

Subject + to be + more + adjective + than + subject

Example:

1. This chair is more comfortable than that chair.
2. Go by plane is more expensive than by bus.
3. Mr. Jack's house is more beautiful than Mrs. Julie's house.
4. The cobra snake is more terrible than earth worm.
5. Racing motorcycle is more dangerous than climbing mountain.
6. Meat ball is more delicious than Sate.
7. George is more diligent than Tina.

#### **b. Formation of comparative**

There are several ways to form regular comparative adjective as follows<sup>33</sup>:

1. Adjective of one syllable, add -er

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<sup>33</sup> Windi Novita. *Basic English Grammar*, (Jakarta: Gama Press, 2000), p. 89-94.

Positive	comparative
Cheap	cheaper
Rich	richer
Short	shorter
Great	greater
Near	nearer
Small	smaller
Tall	taller
Young	younger
Strong	stronger
Long	longer

2. Adjective of syllable end –e, add –r only

Positive	comparative
Wide	wider
Wise	wiser
Large	larger
Simple	simpler
True	truer
Brave	braver
Nice	nicer
Fine	finer



Noble	nobler
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Polite	politer
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3. Adjective of one syllable and two of the last words are consonant –vowel, double the last consonant and add –er. “When the adjective ends in a single consonant letter with a single vowel letter before it, this consonant letter is doubled in writing”.<sup>34</sup>

Positive	comparative
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Big	bigger
-----	--------

Thin	thinner
------	---------

Hot	hotter
-----	--------

Fat	fatter
-----	--------

Fit	fitter
-----	--------

Red	redder
-----	--------

Wet	wetter
-----	--------

4. Adjective of syllables end –y, before –y is consonant, we change the – y into i, and then add –er. “When the adjective ends in a consonant + y the y is changed to *i*”.<sup>35</sup>

Positive	comparative
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Pretty	prettier
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Dry	drier
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<sup>34</sup> C.E. Eckersley. *Essential English for Foreign- Students, Book One*, (London: Longmans, Green and Co Ltd, 1965), p. 150.

<sup>35</sup> *Ibid.*

Dirty	dirtier
Easy	easier
Busy	busier
Noisy	noisier
Lazy	lazier
Heavy	heavier
Happy	happier
Wry	wrier

5. Adjective of syllables end -y, before -y is vowel, we don't change -y into i, and add -er only

Positive	comparative
Coy	coyer
Gay	gayer
Grey	greyer
Lay	layer

6. Adjective of two syllable and add more

Positive	comparative
Famous	more famous
Nervous	more nervous
Passive	more passive
Modern	more modern

Modest	more modest
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Some two- syllable adjectives use **-er/-est** or **more/most**: “able, angry, clever common, cruel, friendly, gentle, handsome, narrow, pleasant, polite, quiet, simple, sour”.<sup>36</sup> Example:

Positive	comparative
Clever	cleverer, more clever
Friendly	friendlier, more friendlier
Gentle	gentlier, more gentlier

7. Adjective of three or more syllable and add more

Positive	comparative
Beautiful	more beautiful
Difficult	more difficult
Diligent	more diligent
Expensive	more expensive
Different	more different
Terrible	more terrible
Useful	more useful
Serious	more serious
Readable	more readable

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<sup>36</sup> Betty Schramper Azar. *Fundamentals of English Grammar*, (Jakarta Binarupa Aksara, 1993), p. 332.

Note: We can also use **of the two** to compare two things without using **than**.<sup>37</sup> Example:

Marcella is the prettier of the two celebrities

Paulina is the smarter of the two girls

Besides regular comparative form like the above examples, there is also irregular comparative form as follows:

Irregular comparative forms<sup>38</sup>:

Positive	comparative
Late	latter
	Later
Old	elder
	Older
Far	farther
	Further
Bad	worse
Good	better
Many	more
A little	less

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<sup>37</sup> Slamet Riyanto, et. all. *A Handbook of English Grammar, An Effective Way to Master English*, (Yogyakarta: Pustaka Pelajar, 2010), p. 344.

<sup>38</sup> *Ibid*, p.95.

Some rules that concerned in comparative irregular forms are:

1. Later refer to time. Latter refer to position

Example:

He is *later* than I expected.

The *latter* chapters are lacking in interest.<sup>39</sup>

They will take a *later* train.

I will take the *latter* book.<sup>40</sup>

2. Elder is used when we are talking about members of family.<sup>41</sup> Elder imply seniority rather than age. They are chiefly used for comparisons within a family but elder is not used with *than*.<sup>42</sup> Older is used of both persons and things.<sup>43</sup>

Example:

William is my *elder* brother.

John is *older* than his brother.

My *elder/older* sister is a teacher.

3. Farther means more distant or advanced. Further means additional, the difference between distance and time.<sup>44</sup>

Example:

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<sup>39</sup> Wren and Martin. *Op. Cit.*, p. 23.

<sup>40</sup> Windy Novia. *Op. Cit.*, p. 96.

<sup>41</sup> Raymond Murphy. *Grammar in Use Reference Practice for Intermediate Students of English*, (Australia:Cambridge University Press,1998), p.196.

<sup>42</sup> A.J. Thomson & A. V. Martinet. *A Practical English Grammar*, (Oxford University Press, 1995), p. 37.

<sup>43</sup> Wren and Martin. *Loc. Cit.*, p. 23.

<sup>44</sup> *Ibid*, p. 23.

Surabaya is *farther* than Yogyakarta if you go from Bandung.

I must have a reply without *further* delay.

Using **more** with nominal in comparative forms:

Example :

- a) Would you like *more* coffee?
- b) Not everyone is here. I expect *more* people to come later.

Explanation:

Coffee and people are nouns. Which **more** is used with nouns.

Its often has additional meaning. It doesn't need **than**.

There are *more* people in China than there are in the United States.

Explanation:

*More* is also used with nouns to make complete comparisons by using than.

- c) Do you have enough coffee, or would you like some *more*?

Explanation:

When the meaning is clear, the noun may be omitted and **more** used by itself.<sup>45</sup>

- d) We can also use more without a following adjective<sup>46</sup>

Example:

Alice has a lot of intelligence, Mary has more than Alice.

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<sup>45</sup> Betty Schramper Azar. *Op. Cit.*, p. 336.

<sup>46</sup> Robert Krohn. *English Sentence Structure*, (the United States of America: the University of Michigan, 1971), p.168.

### c. The Rules of Comparative Degree

Comparative; degree of comparison more, it just add “er” if word is one syllable, and if the word consist of two syllable use “more”.<sup>47</sup> The comparative (-er/more) compares two things or people.<sup>48</sup>

1) After **than** and as it is more usual to say **me/him/ her/ them/ us** when there is no verb. Compare these sentences<sup>49</sup>:

You are taller **than I am** but: you are taller **than me**

They have more money **than we have** but: they have more money **than us**.

**Table I**

<ol style="list-style-type: none"> <li>1. I'm older <i>than my brother</i> (is)</li> <li>2. I'm older <i>than he</i> is</li> <li>3. I'm older <i>than him</i>. (informal)</li> </ol>	<p>In informal English, a subject pronoun (<i>e.g., he</i>) follows <b>than</b>, as in (2). In everyday, informal spoken English, an object pronoun (<i>e.g., him</i>) often follows <b>than</b>, as in (3).</p>
<ol style="list-style-type: none"> <li>4. Tom is <b>much/ a lot/ far</b> <i>older</i> than I am. INCORRECT: Tom is very older than I am.</li> <li>5. Ben is <b>a little (bit)</b> <i>older</i> than me.</li> </ol>	<p><b>Very</b> often modifies adjectives and adverbs: <i>e.g., Tom is very old</i>. However, <b>very</b> is not used to modify comparative adjectives and adverbs. Instead, they are often modified by <b>much, a lot, or far</b>, as in (4). Another common modifier is <b>a little/ a little bit</b>, as in (5).<sup>50</sup></p>

<sup>47</sup> Raymond Murphy. *Op. Cit.*, p. 194.

<sup>48</sup> Betty Schramper Azar & Stacy A. Hagen. *Op. Cit.*, p. 461.

<sup>49</sup> Raymond Murphy & Roann Altman. *Grammar in Use Reference Practice for Intermediate Students of English*, (Cambridge University Press, 2007), p. 198.

<sup>50</sup> Betty Schramper Azar. *Op. Cit.*, p. 334.

2) Sometimes you can see two comparatives together. For example: **harder and harder, more and more, more and more difficult**. We use this structure to say that something is changing continuously:

- (a) It's becoming **harder and harder** to find a job.
- (b) Your English is improving. It's getting **better and better**.
- (c) It's becoming **more and more difficult** to find a job.
- (d) These days **more and more** people are learning English.

3) Note the structure **the + comparative the better**. For example:

“What time shall we leave?” “**The sooner the better**”. (it will be best if we leave as soon as possible).

“what size box do you want?” “**The bigger the better**”. (it will be best if the box is as big as possible).

We also use **the ...the ...** (with two comparatives) to say that the one thing depends on another thing:

- (a) **The warmer** the weather, **the better** I feel
- (b) **The earlier** we leave, **the sooner** will arrive
- (c) **The more expensive** the hotel, **the better** the service
- (d) **The more** you have, **the more** you want.<sup>51</sup>

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<sup>51</sup>*Ibid*, p. 196.



## B. The Review of Related Finding

The researcher reviewed some findings as follows:

First, Sakiah in 2005 did a research in descriptive qualitative research. The title is “An Analysis on the Students’ Ability in Writing Narrative based on Pictures of the Grade VII at MTsS Mardiyah Islamiyah Panyabungan”. The result of her research found that pictures are a good media in writing ability. Then, the conclusions are: the students achievement in writing narrative based on pictures is 7,2.<sup>52</sup>

Second, Rahma Ariani Siregar in 2012 did a research in experimental quantitative method. The title is “The Effect of Using Pictures on Teaching Present Continuous Tense at Grade VIII MTsS PPDM Kotapinang”. The result of her research found that there was a significant effect of using pictures on teaching present continuous tense.<sup>53</sup>

The last, Nuraisyah in 2012 did a research in classroom action research (CAR) method. The title is “Improving Students’ Writing Ability through Pictures at Seventh Grade of SMP N 5 Padangsidempuan”. The result of her research was: it was found that 77,94. It can be said that the implementation of

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<sup>52</sup> Sakiah “An Analysis on the Students’ Ability in Writing Narrative Based on Pictures of the Grade VII at MTsS Mardiyah Islamiyah Panyabungan”, *A Thesis*, UMTS Padangsidempuan, 2005.

<sup>53</sup> Rahma Ariani Siregar “The Effect of Using Pictures on Teaching Present Continuous Tense at Grade VIII MTsS PPDM Kotapinang”, *A Thesis*, STAIN Padangsidempuan, 2012.

picture successfully improved the students' writing ability in SMP N 5 Padangsidempuan.<sup>54</sup>

Based on those researched, the researcher concluded that picture have significant effect to increase students mastery in learning comparative degree, therefore it's important to research.

### **C. The Conceptual Framework**

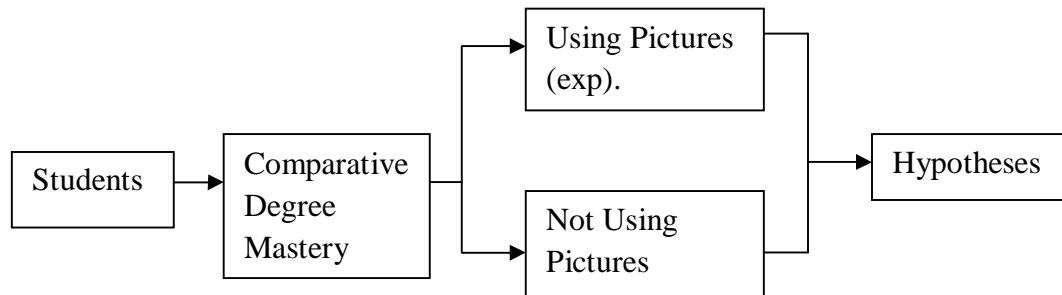
Comparative degree is compares two things or people. Picture is the medium reproduction original form in the two dimension, the picture is visual instruction material that effective because can visualization that explain with more concrete and realistic. Therefore, to solve this problem, the teacher must use a new method which can attract the students' attention on learning comparative degree.

Pictures, as mentioned formerly, are able to help students visualize the abstract concept to be transferred into concrete, so that it will be easier for them to understand and remember it. Pictures can motivate the students to more active in the class.

Thereby, using pictures in learning comparative degree will increase students' mastery on comparative degree material.

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<sup>54</sup> Nuraisyah "Improving Students' Writing Ability through Pictures at Seventh Grade of SMP N 5 Padangsidempuan", *A Thesis*, STAIN Padangsidempuan, 2012.



#### D. The Hypotheses

In quantitative studies, hypotheses are “predictions the researcher holds about the relationship among variables”.<sup>55</sup> The researcher has the hypotheses of this research that “there was significant effect of using pictures to students’ mastery in learning comparative degree at SMP Negeri 5 Padangsidimpuan”.

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<sup>55</sup> John W. Creswell. *Research Design: Qualitative, Quantitative and Mixed Methods Approaches-second edition*, (United State of America: Sage Publications, Inc, 2003), p. 108.



## CHAPTER III

### RESEARCH METHODOLOGY

#### **A. The Place and Time of the Research**

This research has been conducted at SMP Negeri 5 Padangsidempuan. It located on Jln. Perintis Kemerdekaan no. 65. The researcher selected this school because the researcher wanted knowing about the ability of students in mastering comparative degree and the researcher interested in the existence of this school. This research was started from November up to April 2013. So, this research was about 5 (five) months.

#### **B. The Research Design**

The researcher used experimental method in doing this research. L.R. Gay and Peter Airasian say the experiment research controls the independent variable in fact. The experimental is the quantitative approach that provides the greatest degree of control over the research procedures. Experimental research is the only type of research that can test hypotheses to establish cause and effect relationships.<sup>1</sup>

From the quotation above, the researcher concluded that the experimental research was a kind of research which has aim to know causal effect relationship between one variable or more with another variables.

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<sup>1</sup> L. R Gay & Peter Airasian. *Educational Research*, (New Jersey: Prentice Hall, 2000), p. 367.

## C. The Population and Sample

### 1) Population

In conducting the research needed the population as what Gay noted, “population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalize”.<sup>2</sup> From the definition above, it can be concluded that the population was the entire subject under study. The students were at grade VIII Junior High School Negeri 5 Padangsidimpuan, but the class VIII-1 did not include the population because it is a superior class. Thus, the population amounted to 305 students. For more details can be noted in the table below:

**Table II**

Population of Eight Grade Students

No	Class	Number of students
1	VIII <sub>2</sub>	29
2	VIII <sub>3</sub>	28
3	VIII <sub>4</sub>	31
4	VIII <sub>5</sub>	27
5	VIII <sub>6</sub>	27
<b>6</b>	<b>VIII<sub>7</sub></b>	<b>26</b>
<b>7</b>	<b>VIII<sub>8</sub></b>	<b>26</b>

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<sup>2</sup> *Ibid*, p. 122.

8	VIII <sub>9</sub>	30
9	VIII <sub>10</sub>	29
10	VIII <sub>11</sub>	26
11	VIII <sub>12</sub>	26
Total		305

## 2) Sample

According to Arikunto says: “Sample adalah sebagian atau wakil populasi yang diteliti”.<sup>3</sup> (sample is a part or representative of population that is observed). Based on this quotation, the sample was a population selected for this research. The population in this research was big enough so it needed to be classified into classes or groups. Therefore, in this sample the analysis was not for individual but groups or classes consist of several individuals. The suit sample is used in this research was cluster sample. Cluster sampling is “most useful when the population is very large or spread out over a wide geographic area. Cluster sampling randomly selects groups, not individuals”.<sup>4</sup> It means that in this research the sample had been taken 52 students from the population by cluster sampling. The trick to using a lottery, ordinal, random number table or computer. In this research used lottery to choose sample, In

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<sup>3</sup> Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: PT Rineka Cipta, 2002), p.131.

<sup>4</sup> L. R Gay & Peter Airasian. *Op. Cit*, p. 129.

this research, the researcher took sample from two class, those are “VIII<sub>7</sub> and VIII<sub>8</sub>”. It can be seen the table follow:

**Table III**  
Sample of Research

Experimental Group	Control Group
VIII <sub>7</sub> = 26 students	VIII <sub>8</sub> = 26 students

#### **D. Instrumentation of Research**

A researcher must have an instrument in the research because a good instrument can go guarantee for taking the valid data. Suharsimi Arikunto says, instrument of research is “a tool or facility is used by the researcher in collecting data, so that the processes are easier and better the result that means more accurate, complete, and systematic until be easier to data processing”.<sup>5</sup>

This research used administrating a test. That was multiple choice tests. Test is some of question or view and other tool used for measure skill, knowledge, and intelligence ability. In this research, the test consists of 40 questions about comparative degree. For pre-test consists of 20 questions and also for post-test consists of 20 questions, the tests are given to the both classes. The pre-test questions and the post-test questions are different. To find out the scores of the students answer, the researcher gave 5 score for each items. Thus, the maximum score of the test was 100.

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<sup>5</sup> Suharsimi Arikunto. *Op. Cit*, p. 136.



In this research, the researcher gave the pre-test and post-test to experimental and control class. It can be seen from the following table:

**Table IV**  
Instrumentation

Class	Pre-Test	Treatment	Post-Test
Experimental Class	√	√	√
Control Class	√	X	√

#### **E. Validity of Instruments**

In this research, the researcher used content validity to establish the validity of the instrument. The researcher took content validity as the instrument because content validity refers to the extent to which instrument represents the content of interest. In order to have content validity, a measure must adequately sample both the topics and the cognitive processes included in the content universe under consideration. In this case the researcher used comparative degree test as the starting point of making the test.

In starting the research, the researcher has validated the comparative test. The comparative degree test means to analyze the items of the test comprehensively, and the basic question is: 'Do the items of the test measure what is supposed to measure?'. In this case, because the test of function is to

measure the students' mastery in learning comparative degree, so the test should test comparative degree itself. This process of analysis has showed the content validity of the test, in other words, the researcher concluded that the comparative degree test has been valid. So that, the instrument used by researcher was valid.

#### **F. Procedures of the Research**

The next step of this research was collecting the data. The function of data collecting is to determine the result of the research. In collecting data, the researcher used some steps. They were:

a) Pre-test

The pre test is conducted to find out the homogeneity of the sample. The function of the pre-test is to find the main scores of the using pictures class and conventional class before the researcher gave treatment. In this case, the researcher had some procedures, there were:

- (1) The researcher prepared some questions about comparative degree, 20 questions to control class and 20 questions to experiment class.
- (2) The researcher gave the paper of question to students.
- (3) The researcher explained what the students did.
- (4) The students given 60 minute to answer the questions.
- (5) The students answered the question.
- (6) Collected their paper test to the researcher.

(7) The researcher checked the answer of students and found the mean score of using pictures method and conventional method.

b) Treatment

After giving the pre-test, the students are given the treatment. The experimental class received the treatment through teaching by using pictures method, while the control class by using explanation method.

c) Post-test

After giving treatment, the researcher conducted a post test which the different test with the pre-test, and has been conducted in the previous of the research. This post test was the final test in the research, especially measuring the treatment, whether was significant or not. After conducting the post test, the researcher analyzed the data. The researcher found the effect of using pictures to students' mastery in learning comparative degree in experimental class. The researcher had procedures, there were:

- (1) The researcher prepared some questions about comparative degree, 20 questions by using picture and 20 questions without using picture
- (2) The researcher gave the paper of question to students.
- (3) The researcher explained what the students did.
- (4) The students given 60 minute to answer the questions.
- (5) The students answered the question.
- (6) Collected their paper test to the researcher.

(7) The researcher checked the answer of students and found the mean score of using pictures method and explanation method.

### G. Technique of Data Analysis

In experimental research the most suitable analysis was using the statistical process. Actually, in this research the researcher used Arikunto's opinion using T-test in his book, it can be seen as follow:

$$T_{\text{test}} = \frac{M_x - M_y}{\sqrt{\frac{(\sum X^2 + \sum y^2)}{n_x + n_y - 2} \left( \frac{1}{n_x} + \frac{1}{n_y} \right)}} \quad 6$$

Where :

M = the average score by the groups

N = the number of subjects

X = Deviation of mark  $x_2$  and  $x_1$

Y = Deviation of mark  $y_2$  from mean  $y_1$

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<sup>6</sup> *Ibid.* p. 280.

To know the category how far the effect of using pictures to students' mastery in learning comparative degree, it would be interpreted in the table below:

**Table V**

The Table coefficient Effect of interpretation<sup>7</sup>

<b>Coefficient interval</b>	<b>Criteria</b>
0,80 – 1,000	Very high
<b>0,60 – 0,799</b>	<b>High</b>
0,40 – 0,599	Enough
0,20 – 0,399	Low
0,00 – 0,199	Very low

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<sup>7</sup>Riduwan, *Belajar Mudah Penelitian Guru- Karyawan Penelitian Pemula, Cetakan I*, (Bandung: Alfabeta, 2005), p.138.

**CHAPTER IV**  
**DATA ANALYSIS**

As mentioned in earlier chapter, in order to evaluate the effect of using pictures to students' mastery in learning comparative degree, the researcher has calculated the data using pre-test and post-test. The researcher used the formulation of T-test to test the hypotheses. Next, the researcher described the data as follows:

**A. Experimental Class**

**1. Pre-test of Experimental Class**

**Table VI**

The Score of Pre-test Experimental Class

No	Students Initial	Pre- test
1.	AD	70
2.	AE	60
3.	AH	80
4.	AW	70
5.	BS	55
6.	DF	65
7.	DI	70
8	ES	70
9.	FR	65
10.	HA	75

11.	HS	60
12.	IF	65
13.	IL	65
14.	MA	60
15.	MP	65
16.	MS	70
17.	NA	55
18.	NM	70
19.	NW	55
20.	PF	70
21.	R	75
22.	RA	70
23.	RD	80
24.	RG	70
25.	RS	80
26.	SR	65
Total		1755
Mean		67.50
Mode		70
Median		67.50
Minimal score		55
Maximal score		80

Based on the table above the total of score in experimental class was 1755, mean was 67.50, mode was 70, median was 67.50. The researcher got the highest score was 80, and the lowest score was 55.

## 2. Post-test of Experimental Class

**Table VII**  
The Score of Post-test Experimental Class

No	Students Initial	Post-test
1.	AD	85
2.	AE	65
3.	AH	85
4.	AW	75
5.	BS	60
6.	DF	75
7.	DI	80
8.	ES	75
9.	FR	70
10.	HA	80
11.	HS	65
12.	IF	80
13.	IL	70
14.	MA	65



15.	MP	70
16.	MS	75
17.	NA	60
18.	NM	75
19.	NW	60
20.	PF	75
21.	R	85
22.	RA	75
23.	RD	85
24.	RG	75
25.	RS	85
26.	SR	70
Total		1920
Mean		73,84
Mode		75
Median		72,50
Minimal score		60
Maximal score		85

Based on the table above the total of score in experimental class was 1920, mean was 73.84, mode was 75, median was 72.50. The researcher got the highest score was 85, and the lowest score is 60. Next, the calculation of how to get, it can be seen in the

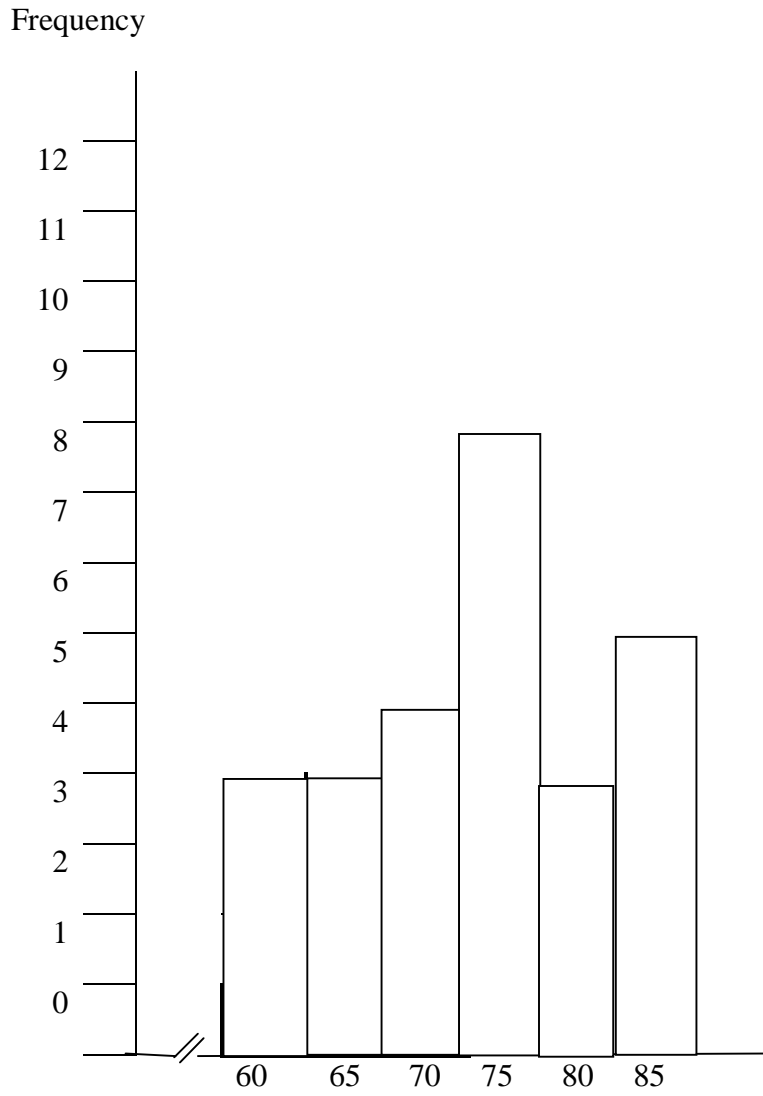
appendix 9. Then, the computed of the frequency distribution of the student's score of experimental class can be applied in to table frequency distribution as follows:

**Table VIII**

The frequency distribution of students' score

No	Interval	Frequency
1	60	3
2	65	3
3	70	4
4	75	8
5	80	3
6	85	5
Total		26

Based on the table above, it can be drawn at histogram as below:



Picture 1: Histogram of the students' score in experimental class.

**B. Control Class****1. Pre-test of Control Class****Table IX**

The Score of Pre-test Control Class

No	Students Initial	Pre- test
1.	AS	80
2.	AH	60
3.	AM	70
4.	AN	75
5.	AZ	70
6.	BA	65
7.	CH	65
8.	DP	70
9.	EF	75
10.	FA	55
11.	HB	65
12.	HE	80
13.	LR	70
14.	M	60
15.	MK	70
16.	NH	65
17.	NR	55

18.	OS	65
19.	PB	70
20.	PS	65
21.	RY	70
22.	SJ	65
23.	SM	70
24.	SV	70
25.	YE	65
26.	YI	70
Total		1760
Mean		67,70
Mode		70
Median		62,50
Minimal score		55
Maximal score		80

Based on the table above the total of score in control class was 1760, mean was 67.70, mode was 70, median was 62.50. The researcher got the highest score was 80, and the lowest score was 55.

**2. Post-test of Control Class****Table X**

The Score of Post-test Control Class

No	Students Initial	Post-test
1.	AS	85
2.	AH	65
3.	AM	75
4.	AN	85
5.	AZ	75
6.	BA	65
7.	CH	70
8.	DP	75
9.	EF	80
10.	FA	60
11.	HB	70
12.	HE	85
13.	LR	75
14.	M	65
15.	MK	75
16.	NH	70
17.	NR	60

18.	OS	70
19.	PB	80
20.	PS	70
21.	RY	75
22.	SJ	70
23.	SM	75
24.	SV	80
25.	YE	65
26.	YI	75
Total		1895
Mean		72,88
Mode		75
Median		72,50
Minimal score		60
Maximal score		85

Based on the table above the total of score in post-test control class was 1895, mean was 72.88, mode was 75, median was 72.50. The researcher got the highest score was 85, and the lowest score is 60. Next, the calculation of how to get, it can be seen in the appendix 11. Then, the computed of the frequency distribution of the students' score of control class can be applied in to table frequency distribution as follows:

**Table XI**

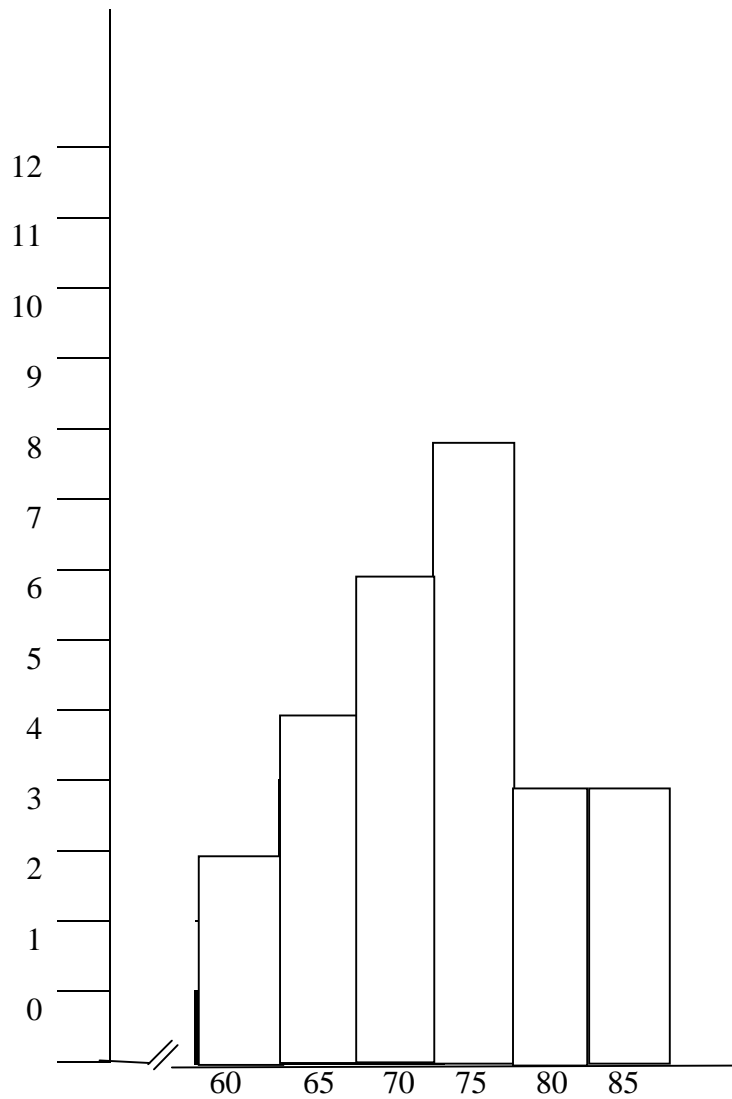
The frequency distribution of students' score

No	Interval	Frequency
1	60	2
2	65	4
3	70	6
4	75	8
5	80	3
6	85	3
Total		26

Based on the table above, it can be drawn at histogram as below:



Frequency



Picture 2: Histogram of the students' score in control class.

From the histogram above, it can be seen that the more score was 75. And the total mean score of experimental class is bigger than control class ( $73.84 > 72.88$ ). It can be said that the experimental class is better than control class.

### C. The Hypothesis Testing

The hypothesis of research was “there was significant effect of using pictures to students’ mastery in learning comparative degree”. The data will be analyzed to prove hypothesis by using formula of T-test. The steps were as follow:

1. The first step, to find average scores each class.

a) The average score of experimental class

$$\begin{aligned} M_1 &= \frac{Y_1^2}{Y_1} \\ &= \frac{1425}{175} \\ &= 8,14 \end{aligned}$$

b) The average score of control class

$$\begin{aligned} M_2 &= \frac{Y_2^2}{Y_2} \\ &= \frac{825}{135} \\ &= 6,11 \end{aligned}$$

2. The second step, to find deviation scores each class

a) The deviation score of experimental class

$$\begin{aligned} \Sigma_{x1} &= \Sigma Y_1^2 - \frac{(\Sigma Y_1)^2}{n_1} \\ &= 1425 - \frac{(175)^2}{26} \end{aligned}$$

$$\begin{aligned}
 &= 1425 - \frac{30625}{26} \\
 &= 1425 - 1177,88 \\
 &= 247,12
 \end{aligned}$$

b) The deviation score of control class

$$\begin{aligned}
 \Sigma_{x_2} &= \Sigma Y_2^2 - \frac{(\Sigma Y_2)^2}{n_2} \\
 &= 825 - \frac{(135)^2}{26} \\
 &= 825 - \frac{18225}{26} \\
 &= 825 - 700,96 \\
 &= 124,04
 \end{aligned}$$

3. The third step, to use the formulate of T- test

**Table XII**

List of Score

No	Symbol	Score
1.	M <sub>1</sub>	8,14
2.	M <sub>2</sub>	6,11
3.	$\Sigma X_1^2$	247,12
4.	$\Sigma X_2$	124,04

5.	$n_1$	26
6.	$n_2$	26

$$\begin{aligned}
 Tt &= \frac{M_1 - M_2}{\sqrt{\left(\frac{\Sigma X_1 + \Sigma X_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\
 &= \frac{8,14 - 6,11}{\sqrt{\left(\frac{247,12 + 124,04}{26 + 26 - 2}\right)\left(\frac{1}{26} + \frac{1}{26}\right)}} \\
 &= \frac{2,03}{\sqrt{\left(\frac{371,16}{50}\right)\left(\frac{2}{26}\right)}} \\
 &= \frac{2,03}{\sqrt{7,4232\left(\frac{2}{26}\right)}} \\
 &= \frac{2,03}{\sqrt{\frac{14,8464}{26}}} \\
 &= \frac{2,03}{\sqrt{0,57}} \\
 &= \frac{2,03}{0,75}
 \end{aligned}$$

$$t_0 = 2,70$$

$$d.b = (n_1 + n_2 - 2) = 26 + 26 - 2 = 50.$$

In the table appendix 12 the score  $t_s = 0,05 = 2,009$  and  $t_o = 2,70$  ( $2,70 > 2,009$ ). So, from the calculation above, it is concluded that the result of experimental is significant, next using pictures has significant effect to improve students' mastery in learning comparative degree at SMP Negeri 5 Padangsidempuan. So, the hypothesis was accepted.

#### **D. Discussion**

In this case, the researcher discussed what the found in related theories or findings. First, Vernon in Sakiah<sup>1</sup> about the advantages of picture in number five and number six said that picture media offer a stimulus to further study, reading and research visual evidence is power tool. It means, the using of pictures in teaching English can raise the students' motivation and interest in English learning activities, especially on comparative degree material. Besides interesting, pictures provide information that can be used in many learning English activities.

Picture media also help to focus attention and to develop critical judgment. It means, through pictures presentation, the students can different it directly without use imagination and it will be easier for them to understand and remember it. So, pictures can help the students get a better English proficiency.

Further, in the research with title is "The Effect of Using Pictures on Teaching Present Continuous Tense at Grade VIII MTsS PPDM Kotapinang".<sup>2</sup> The result of her research found that there was a significant effect of using pictures on teaching present continuous tense.

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<sup>1</sup> Sakiah "An Analysis on the Students' Ability in Writing Narrative Based on Pictures of the Grade VII at MTsS Mardiyah Islamiyah Panyabungan", *A Thesis*, UMTS Padangsidempuan, 2010, p. 30-31.

<sup>2</sup> Rahma Ariani Siregar "The Effect of Using Pictures on Teaching Present Continuous Tense at Grade VIII MTsS PPDM Kotapinang", *A Thesis*, STAIN Padangsidempuan, 2012.

Picture is a two dimension of persons, things, or events. And pictures showed two things or persons differently. So, comparative degree is the second level in degrees of comparison that explain a greater amount of a quality relate to something else.

It means learning comparative degree by using pictures will be easier to understand and remember by the students, and student's mastery in learning comparative degree achievement increase.

Further, the researcher has found the students' mastery comparative degree achievement before using picture is lower than the students' mastery comparative degree achievement after using picture. It can be seen from last score of the calculation above indicated to  $t_{obs} (2,70 > 2,009)$ , so the hypotheses was accepted. Finally, there was a significant effect of using pictures to students' mastery in learning comparative degree.

Thus, the existence of picture on comparative degree material can make be easier understands and remember the lesson and also can raise the students' motivation and interest in English learning activities, especially on comparative degree material. So, pictures can help the students get a better English proficiency.

#### **E. The Threats of the Research**

The researcher as formerly in doing the research has many weaknesses. It is caused by many aspects. In this case, the researcher stated many researchers' limited, they are:

1. As the former, the researcher had the lack of knowledge.
2. The researcher was lack of experience in processing data or lack of knowledge about it.

3. The researcher incapable of measure honesty aspects of the students in answering the questions that given, until possibility the students cheat or guess.
4. The limited of English books in the researcher's campus.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of data analysis that has been described in the previous chapter, the researcher concluded that there was significant effect of using pictures to students' mastery in learning comparative degree. It can be seen from the total score of post-test experimental class is bigger than post-test control class ( $1920 > 1895$ ) and the total mean score of post-test experimental class is bigger than post-test control class ( $73.84 > 72.88$ ). It can be said that the experimental class is better than control class. So, there was significant effect of using pictures to students' mastery in learning comparative degree at grade VIII SMP Negeri 5 Padangsidempuan". It means that, the hypothesis of the research was accepted.

#### B. Suggestion

Based on the conclusion that above, the researcher gave some suggestion as follows:

1. Pictures media can be used as an alternative way of teaching in teaching comparative degree.
2. It is advisable for the English teacher to increase the students' mastery in learning degrees of comparison especially in comparative degree by using pictures.



3. To students, can be guided by using pictures media. So, they are more active to give response from the pictures especially on comparative degree.
4. To English teachers are hoped that in English teaching learning process should use English to explain or to teach English subject to the students surrounding school area.

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