

**THE EFFECT OF TEACHING DEGREES  
OF COMPARISON OF ADJECTIVES BY MEANS  
OF PICTURES AND WITHOUT PICTURES  
ON THE STUDENTS' STRUCTURE ACHIEVEMENT**

**A THESIS**

**As Partial Fulfillment of The Requirements for  
The Sarjana Pendidikan Degree in  
English Language Teaching Faculty**



**By**

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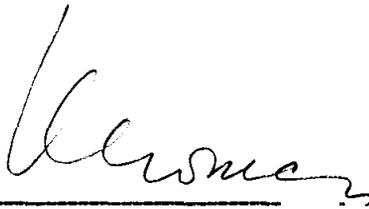
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## APPROVAL SHEET

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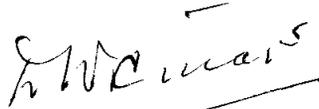
This thesis entitled The Effect Of Using Pictures In Teaching Degrees Of Comparison Of Adjectives On The Students' Structure Achievement prepared and submitted by *SIANAWATI SUTEDJO* has been approved and accepted as partial fulfilment of the requirements for the Sarjana Pendidikan Degree in English Language Teaching by the following advisor :



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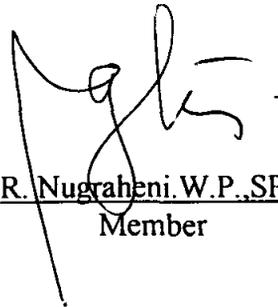
This thesis has been examined by the committee on Oral Examination with a grade of \_\_\_\_\_ on June 30<sup>th</sup> 1998.



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**BIBLIOGRAPHY**

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## ABSTRACT

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Grammar is the basic of learning a language . Besides the four language skills ( reading , listening , speaking , writing ) taught for academic purposes, the teaching of grammar still plays an important role to the success of learning English .

However , the facts shown in teaching grammar to Junior High School students , the teachers there explain grammar only verbally along with some words / sentences written on the blackboard . This condition makes them often face difficulties in receiving and understanding the long explanation from the teacher given in a monotonous way . Gradually , they can lose their interest in the lesson.

To overcome this problem , the teachers should be creative to improve their old teaching method in order to make the lesson more interesting and the class more alive . The teachers need to use some visual aids like pictures to support their teaching aids in the teaching-learning process . Teaching using pictures is much more easier than using words because in students' image pictures are more concrete than words . In addition , they also can arouse students' interest in learning English and help them clarify the meaning and the pattern of the grammar taught or explained . If they're interested in learning English , they will try hard to understand it and also become active in class . And finally , the goals of learning will be achieved.

In conducting the experiment , the writer uses the second year of Junior High School students at SLTPK St. Stanislaus I Surabaya as her subjects of her study . There are three classes namely II A , II B , and II C . Here the writer analyzed their sumatif test using t - test . She compared the mean of each class . The analysis itself was used as a clue for the writer to judge whether the groups were heterogeneous or not . It means that the groups chosen should have the same level of intelligence . While deciding which class became the pilot group , experimental group or control group , the writer used random sampling . She chose II B as the pilot group in trying out the test in order to know the validity and reliability of the test . For the experimental group , she chose II C which was

taught using pictures and II A as the control group which was taught without using pictures . All the groups consisted of 39 students .

Based on the result of the post test , the data shows that there is a significant difference in the students' structure achievement between the two classes . The students who are taught using pictures have better structure achievement than the ones who are taught without using pictures . This happens because teaching using pictures can help the students to receive and understand the explanation more easily and clearly . Besides that , pictures can brighten up the classroom , foster a high degree of interest , and increase the students' motivation .