

CHAPTER I
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1.1. Background of the study

According to Dawson (1963 : 22) , “ Language is the human beings’ instrument for thinking and carrying on social intercourse . “ Among languages in the world , English is considered to be an important language for communication as an international language . He adds , “ That’s why English is an important language and teaching English is important . “ As stated by French (1963 : 1) , “English is now taught in schools in nearly every country in the world : east , west, north , and south . “ In Indonesia , English is given to the students from Grade 1 Elementary School , Junior High School , Senior High School , and even at the University since by learning English we can get more information which is needed for our future especially related with our job .

Based on the GBPP ‘94 , the teaching of English for academic purposes involve four language skills , those are reading , listening , speaking , writing . Besides those four language skills , the writer realizes that the teaching of grammar still pays an important role in the success of learning English . Hsing (1980 : 30) says that grammar is a tool for learning English . In other words , grammar is the basic of learning a language .

When the writer did her PPL at the SLTPK St. Stanislaus I Junior High School , she found the fact that the teachers still emphasized their teaching material with the traditional method (teacher - students interaction) that could make the students feel bored and passive . She also found out when the English teachers explained grammar (degrees of comparison) only verbally along with some words / sentences written on the blackboard . They did not use any additional teaching aids , except a blackboard and a piece of chalks which are the most common teaching aids mostly used in every school . This condition makes the students often face with difficulties in receiving and understanding the long explanation from the teacher in a monotonous way . In other words , this way of teaching is time-consuming makes the teacher and the students bored easily . Gradually , the students can lose their interest in the lesson . The other reason why she chose degrees of comparison is because it is important for the students to learn to compare things which is included in the curriculum .

To overcome this problem , the writer feels it is very important for English teachers to present her lesson attractively and creatively to improve their old teaching method in order to make the lesson more interesting and the class more alive . Monreal point outs that , “ Variety is one of the most important factors in maintaining a high level of motivation and interest among your students. “ The teachers need to use some visual aids to support their students in the teaching-learning process . That’s why the writer feels it is very important for English

teachers to have pictures since they are cheap , simple to produce and easy to use. As Tang Li Shing (1981 : 10) states in his article “ Using pictures is one of the most successful techniques in teaching English .” Teaching using pictures is much easier than using words because in students’ image pictures are more concrete than words . Besides clarifying the meaning and the pattern of grammar , pictures also can help the teachers to illustrate something that can not be explained , by showing real objects such as mountain , train . In addition , they also can arouse students’ interest in learning English . If they’re interested in learning English , they will try hard to understand it and also become active in class . Finally , the goals of learning will be achieved . On the other hand , if they get bored with learning English, they will not be interested and of course this may give a bad effect on their achievement . In her book , Finocchiaro (1975 : 266) said that the teachers’ concern here is with the various ways in which the class itself , certain kinds of visual aids and instructional material might be used more effectively to develop and sustain motivation , to produce high achievement . It means that , besides a teacher , teaching aids also have an important role in achieving the goals of learning .

Although the technique has ever been discussed by other researchers , studies need to be carried out since the usage and the effectiveness of the technique has never been applied to Junior High School level . Therefore , in this present study the writer would like to conduct the experimental study in order to

prove the effectiveness of the suggested technique in the teaching of Degrees of Comparison of Adjectives Junior High School level .

1.2. Statement of the Problem

Based on the background of the study above , the teacher will formulate the problem as follows :

What is the effect of using pictures in teaching degrees of comparison of adjectives on the students' structure achievement of the second year Junior High School ?

1.3. The Objective of the Study

In this study , the writer wants to analyze the effect of using pictures in teaching degrees of comparison of adjectives on the students' structure achievement of the second year Junior High School .

1.4. The Hypothesis

On the basis of the problem mentioned above , there are two hypothesis to answer those are :

1 . The Alternative Hypothesis (HA) :

There is a significant difference of using pictures and without using pictures in teaching degrees of comparison of adjectives on the students' structure achievement .

2 . The Null Hypothesis (H0) :

There is no significant difference of using pictures and without using

pictures in teaching degrees of comparison of adjectives on the students' structure achievement .

1.5. The Significance of the Study

The result of the study is to give a good and useful information about a technique in teaching degrees of comparison of adjectives by using pictures that can help the teachers to make their explanation more clearly , so that the students can receive and understand the lesson more easily . These aids can also make the lesson more interesting and the class more alive .

1.6. Limitation of the Study

This study is limited as follows :

- The subjects of this study are limited of the second grade Junior High School students of SLTPK St. Stanislaus I in Surabaya .
- The writer focuses on visual aids such as individual pictures .
- The writer limits the material only on the degrees of comparison of adjectives of namely : positive , comparative , and superlative .

1.7. Definition of Key Terms

In this study , the writer wants to explain briefly the terms used in this study , namely pictures , visual aids and degrees of comparison .

The term ' **visual aids** ' is any of a variety of devices and materials which rely on the sense sight to inform as maps , motion pictures and film strips : used as supplement of the basic texts in the teaching of a course (Mario Pei , p . 1109) .

A **picture** is a representation (as of person , landscape , and building) on canvas , paper , or other surface produced by painting , drawing , engraving , or photography . In this study , what the writer means by pictures are representation of person or things which are drawn on heavy paper (Philip Babcocok , Gove , 1711) .

Degrees of comparison is the change in the forms of adjectives and adverbs to show a greater or smaller degree of the quality they indicate . There are three degrees of comparison : positive , comparative , and superlative (Shurter , p. 22) .

1.8. Theoretical Framework

This study is based on the behavioristic theory of learning . According to the behavioristic learning theory , all learning consists of some form of conditioning . The best known proponent of behaviorism , B . F Skinner , uses the terms “ operant conditioning “ to describe learning . In simple terms the theory says that learning occurs in the following manner : the learner , be it human or animal , responds to a stimulus . The response must be active . The connection between the stimulus and the response is conditioned by reinforcement . The teory above is supported by Pavlov who uses the term “ classical conditioning “ to describe stimulus to response .

On basis of the theory mentioned above , visual aids are meant to be the stimulus by which the students are expected to give the desired verbal responses .

They are expected to be more interested and motivated in learning English . By being interested and motivated , they are also expected to be able to get a higher achievement .

1.9. The Organization of the Study

This study consists of five chapters . The first chapter discusses the Background of the Study . The second chapter deals with some Related Literatures that support the writer's study . The third chapter , the writer presents Research Methodology of the study . While in the fourth chapter , the writer elaborates the Data Analysis and Findings . And as a conclusion in chapter five , the writer gives Conclusion and Suggestions / Recommendation for further research .