



**USING “COPY A PICTURE” GAME
TO IMPROVE THE MASTERY OF ADJECTIVAL
COMPARISON DEGREE**

(The Case of the Eighth Graders of Karya Bakti Junior High School in the
Academic Year of 2009/2010)

A FINAL PROJECT

submitted in partial fulfillment of requirements for the degree
of *sarjana pendidikan* in English

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God is everywhere you put your eyes on.

ACKNOWLEDGEMENTS

All praises belong to Allah SWT, The Almighty who gives the writer an uncountable love, leads me to reach the completion of this final project.

My great appreciation goes to Dr. Dwi Rukmini, M.Pd. and Henrikus Joko Y., S.S. M. Hum., as the first and second advisor for suggestion, advice, concern and encouragement in writing this final project. I would like to express my sincerest gratitude to the English Department lectures that have given me valuable knowledge. My gratitude also goes to the principal and the English teacher of Karya Bakti Junior High School in Jatilawang, Banyumas for allowing and helping me to carry out the research.

Finally, my deepest gratitude goes to all who love me. I have no words to you all, but I do believe that Allah never sleeps.

ABSTRACT

Subagyo. 2009. *Using “Copy A Picture” Game to Improve The Mastery Of Adjectival Comparison Degree (The Case of the Eighth Grader of ‘Karya Bakti’ Junior High School in Jatilawang, Banyumas in the Academic Year of 2009/2010)*. A Final Project. English Departement. Language and Arts Faculty, Semarang State University. First Advisor: Dr. Dwi Rukmini, M.Pd., Second Advisor: Henrikus Joko Y., S.S. M. Hum.

Keywords: “Copy of a Picture” Game, Method of Teaching, Adjectival Comparison Degree

This final project is based on the study which attempted to examine the use of “Copy a Picture” game as a method to teach adjectival comparison degree and to explain the step by step process of the game. The main purpose of the study was to determine if the game would affect the students’ mastery of the field. The game provides information gaps which are important in practicing the communication ability.

The writer conducted an action research. The subject of the study was the eighth grader of ‘Karya Bakti’ Junior High School in Jatilawang, Banyumas. There were 30 students.

In general, the research consisted of three steps. The first was pre-test. The second was the treatment, with two cycles inside. Each cycle consisted of teaching learning process and a formative test. The post-test and the questionnaire was the last step.

A quantitative measurement was used to analyze the data. The data analysis showed that there was an improvement of the students’ mastery of adjectival comparison degree. The students’ mean score in the pre-test was 49.56, while in the formative test, they got 65.11. Finally, they got 75.00 in the post test. However, it is important to arrange the concept of the game in avoiding an inefficiency of the limited teaching learning time allotment use.

The higher achievement in the post-test indicates that using the game promotes the mastery of adjectival comparison degree.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	v
ABSTRACT	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	x
LIST OF APPENDICES	xi
CHAPTER I INTRODUCTION	
1.1 Background of the Study	1
1.2 Reasons for Choosing the Topic	6
1.3 Problem Statements	7
1.4 Objectives of the Study	7
1.5 Significance of the Study	7
1.6 Study Scope	8
1.7 Final Project Organization	8
CHAPTER II REVIEW RELATED LITERATURE	
2.1 Game	9
2.2 Picture as a Media	11
2.3 Copy a Picture Game	13
2.4 The Analysis of Grammar	14
2.5 Teaching Learning English in Junior High School	19
2.6 Action Research	20
CHAPTER III METHOD OF INVESTIGATION	
3.1 Approach	25

3.2	Data	25
3.3	Source of Data	25
3.4	Instrument for Collecting Data.....	26
3.5	Data Collection.....	29
3.6	Procedure of the Study	39
3.7	Data Quantification	41
 CHAPTER IV RESEARCH FINDINGS		
4.1	Test Analysis	44
4.1.1	The Scoring of The Test.....	44
4.1.2	The Result of the Pre-Test	46
4.1.3	Matching the Mean to the Criteria of Success	47
4.1.4	The Result of the First Cycle	48
4.1.5	The Result of the Second Cycle.....	51
4.1.6	The Result of the Post Test	52
4.1.7	Concluding the Result of the Post-Test.....	54
4.2	Questionnaire Analysis	54
4.2.1	Grading Questionnaire.....	55
4.2.2	Tabulating Questionnaire.....	56
4.2.3	Finding the Mean	56
4.2.4	Determining the Graded Score.....	57
4.2.5	Matching the Mean to the Criterion.....	57
4.2.6	Interpreting the Questionnaire Result	58

CHAPTER V CONCLUSIONS AND SUGGESTIONS

5.1	Conclusions	59
5.2	Suggestions	59
	BIBLIOGRAPHY	61



CHAPTER I

INTRODUCTION

A good education can bring us to a good civilization. It is because educated people are hopefully to be the agent of change in their society. They know what to do and have solution for problems. Progresses will be reached. The ease in many things will make people live easier, although all things have two sides, good and bad, for example. Simply, the main goal of education is to change people's attitude. When there are no improvements in it, it means that they do not learn.

1.1 Background of the Study

The complexity in education field evokes so many problems which have to be solved, starting from the highest level, the educational system, until the lowest or the front liner, teachers. As front liners, they have the biggest affect in the success of education. One example of the cases is that they may know all of the teaching principals but they sometimes can not apply them in a class. It needs a special thing to manage a lot of students to focus on what teachers do and say. Teachers are not being made, but born (Popham and Baker, 2005:3). So, this field, just as the other fields, needs a talent. They always have to create a good atmosphere in a class. The disable, not sensitive, incompetent and unprofessional ones will cause other problems of educational process. Occasionally, some people who do not have these talents choose to be a teacher, even though it is the last

choice. For example in the area where the writer lives, these people took the profession to get a social status only. There is no educational motivation. Another fact is that they are unqualified to be teachers, but they think that to be a teacher is easy. They think that it is only a matter of explaining, explaining and explaining, nothing else. That is bad for the next generation's future and the country in general. The goal of education is going to be absurd. For those who are talented, do they have a solution to make a teaching-learning process more promising? Do they have good methods and strategies?

Teaching is not only the matter of transferring ideas or explaining. Teachers are much better to work by heart. If so, they will be pleasant to bring the students to better places and the students will openly welcome the teachers and do whatever they say. Teachers, who have a complete requirement, such as things related to their personality, students, materials and also methods, are the best teachers. For example, an English teacher has to be able to communicate, to manage, to provoke, to inspire and many more. Then, they have to master the materials of English, so they have things to be given. The last but not least is methods. These are teaching endorsement which can be used to make the teaching-learning run well. It totally needs tricks.

English, just as the other languages, has important roles in people's life, including for Indonesian. People live in societies or communities. Every time they meet, they communicate with each other using language whether it is spoken or written. Languages are used to transfer ideas. It can not be imagined how poor people are if there is no language in the society. Animals can communicate

to their own societies also, but their degree of communication is different from that of human being's. Human being use language to share many things, such as talking about past time, the future, humor, interrogation, problem solving, giving suggestion, describing things and many others. It seems that language is the most important thing for people's life. How come we warn our friend who is far away from us that a car will hit him? Can we give suggestion or opinion in details to others without using any language?

People use language in all parts of their, such as in economy, politic, culture and so on, not to mention education. In education, language can be subject and an object. When it is said that language is a subject, it means that language is used as a tool to communicate between all of educational participants, such as in a classroom if it is meant that education is in a little scope. When language is the object, it means that it is being learnt and taught. Language is the object of experiments or observations. Here, the writer is going to share about language as an object and English is the object of this observation. As an international language, it is important for people whose native language is not English to learn it. No one denies that this language is one of the most favorite foreign languages in Indonesia. Unfortunately, there are huge differentiations between them like vocabulary, structure, pronunciation and so on. Somehow it is totally different.

A big issue blows when a national examination will be held. Many students are afraid to fail because of doing a difficult English test. That is why they sometimes need to join the extracurricular activities or other school courses. Another fact, some of them are desperate to learn it. On the other hand, they are

ready and love to learn it in the classroom, but the teacher is rather bored. They can not enjoy the learning process because some English teachers do not use interesting ways. It is bad for learning process. The students will not learn and finally they will have no improvements by attending in the regular English class only. So, teachers should better be more professional. It will surely be better when they teach them in various ways but still in line with the teaching-learning process. To be a good teacher, s/he has to read a lot. There are many teaching approaches being found and developed. By using appropriate methods and strategies, the four skills, listening, speaking, reading and writing, will be mastered by students more easily.

A teacher is a conductor, facilitator and friend of the students. Whether s/he is a good teacher, it can be detected in the way classroom run. The signs are:

- a. A shared working atmosphere;
- b. An awareness of the need of each pupil;
- c. A purposeful, well-organized classroom;
- d. The celebration of success. (Cullingford, 1995:10)

A traditional teaching, in which the teacher gives explanation during the whole lesson, will make students bored. They are not being involved in the teaching-learning process. Like what was said by Paul (2003:23), in *Teaching English to Children in Asia* that we need to discard both these approaches and replace them with child-centered approaches that are designed to suit the need of Asia children. Hopefully, by the method, the teaching learning process will be more effective.

In my opinion, Indonesian students, especially those who are in basic level, say that the most difficult thing in learning English is structure. Related to this problem, Harmer has contended:

"...there are three of the most important reasons of this: the clash between function and form; the similarities and the differences between the students' own language and the language that is being learnt; and various exceptions and complications that all languages offer them" (Harmer, 1985:9).

In this study, the writer will focus on teaching adjectival comparison of degrees expression. Teaching this kind of expression can be important because it is used in daily life but difficult to be mastered by students. Their construction is different from Indonesian Language. There are many rules in using it, such as what is related to the amount of syllable, the last sound of the word, whether the word is adjectives or adverbs, irregular form of comparison, etc. The rules are different from the Indonesian language. To speak or write English using Indonesian Language structure is going to make a good communication impossible. In Indonesian language, speakers add the expressions of “*lebih*” or “*paling*” to whatever word that will be expressed. Indonesian comparison expression is very simple, simpler than English. Here, the students have to master the vocabulary, structure and the comparison expression itself.

For instance, the expression of *I am the smartest student* (= *Saya murid yang terpandai*). We can not say *I am the student smartest*. The last sentence is using Indonesian Language structure. It is a fact that students still have difficulties in understanding adjectival comparison degree. They can not arrange words in the correct order.

Another problem is related to the students' attitude of learning. At their age, teenager, motivation is the main problem in teaching and learning. It is including their motivation to practice their skills of English. Sometimes no English words even sentences which they produce in a classroom and it will get worse when they are in the outside of the classroom. So, creating an interesting and effective teaching and learning circumstances are needed.

The improvements of learners are influenced by two factors, linguistic and nonlinguistic factor. The first one is the language elements itself, such as vocabulary, structure, pronunciation, etc. The non-linguistic factors are problems of attitude of the learners. It has a great influence in pedagogical world. The elements involved are interest, motivation and other psychological factors which arise because of the circumstance of teaching-learning. When these two factors come to the students, their skills of English will be better. So, the writer is willing to state that teaching English using *Copy a Picture* game will encourage students to express their idea undoubtedly.

1.2 Reasons for Choosing the Topic

There are two reasons of choosing the topic. The first is the adjectival comparison expressions are often used in daily life. So, it is important to be mastered. The second is that pictures will make the students relaxed, fun and can help them associate what they hear with their real life experience, so it is hoped that teachers can get optimal result in teaching through pictures.

1.3 Problem Statements

Based on the background above, the writer wants to state problems as follows:

- a. How will “Copy a Picture” game improve students’ mastery of the adjectival comparison degrees?
- b. How is the implementation of the game in the treatment process?

1.4 Objectives of the Study

The objectives of the study are:

- a. to describe how “copy a picture” game will improve students’ mastery of adjectival comparison degrees.
- b. to describe the step by step process in implementing the game.

1.5 Significance of the Study

The writer hopes that the result of the research will be useful for the education.

- a. The writer would like to prove that the game is a good activity in teaching-learning process.
- b. The writer wants to give one alternative interesting teaching-learning method for teachers.

1.6 Study Scope

The writer limits this study in the adjectival comparison expressions; they are positive, comparative and superlative expressions. The research is only conducted to the 8th year student of Karya Bhakti Junior High School, in Jatilawang, Banyumas in the academic year of 2009/2010.

1.7 Final Project Organization

This final project consists of 5 (five) chapters.

Chapter I covers the general background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study and study scope.

Chapter II provides review of related literatures which consist of theories underlying the writing of this study.

Chapter III presents the research design, focus of the study, methods of collecting data and the methods of data analysis.

Chapter IV deals with the result and discussion.

Chapter V presents conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

Teaching foreign language such as English can be a complex job, especially for the Indonesian teachers. They have to find interesting ways of teaching besides mastering the materials, organizing the class and so on. Choosing ways of transferring the materials is an important thing to be considered. The ways or the methods are various as the educational experts always find a new one. A suitable method will keep the students' class involving and build a good interaction with them. A positive or open minded feeling of students is going to support the effectiveness of teaching-learning process. When teachers teach with their enthusiasm, the goal of its process will be reached easily. There is no more nervous, lazy and sleepy students in a class.

2.1 Game

One way which can be applied in teaching-learning process is by conducting a game. Here is the definition and the advantages of game application.

2.1.1 The Definition of Game

A game or simulation is, a simplified, operational model of a real-life situation that provides students with vicarious participant in a variety of roles and events (Gerlach and Ely, 1980:380). While Nelson (1980:4) states that a game is an activity with rules, goal and element of fun. Based on the definition made by

the experts above, the writer concludes that games are ways to give students a participation in the society and being conducted in fun ways.

Simply, games have requirements such as players and rules.

Lubis (1998: 58) suggests the criteria of good games as follows:

- a. Require little or no advance preparation.
- b. Easy to play and yet provides the students with an intellectual challenge.
- c. Short enough to occupy a convenient space in the conversation program.
- d. Entertain the students but does not cause the group to get out of control.
- e. Require no time-consuming correction of written response afterwards.

2.1.2 The Advantages of Using Game

Games play a central role in child-centered lesson and make it possible for children to fully immerse themselves in learning (Paul, 2003: 49). Through them, students will feel relaxed, unstressed and actively involved with the lesson. Finally, a supported teaching-learning process is provided. According to Gerlach and Ely (1980: 194), games involve the students in dynamic learning activity and discourage activity.

Games also help teachers to create contexts in which the language is useful. When students are involved in the activity, they must understand what others are saying and they must give a feedback based on their own point of view. So, here the game activities are effective and beneficial.

The other experts, Yin Yong Mei and Jang Yu-jing (2000:24), list some advantages of using games. They are:

- a. Games are a welcome break from the usual routine of the language class.
- b. They are motivating and challenging.
- c. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
- d. Games provide language practice in the various skills.
- e. They encourage students to interact and communicate.
- f. They create a meaningful context for language use.

Involving games activity in a lesson will make students more and more interested to the lesson. As if they are learning their mother tongue without being aware, afraid of making mistakes; thus without stress, they can learn a lot and well.

2.2 Picture as a Media

There are many realias as media used in teaching-learning process. Using pictures are commonly done by teachers. Here is the definition of media and picture and the advantages of using picture.

2.2.1 The Definition of Media

Gerlach and Elly (1980:241) state that a medium is any person, material, or event that establishes condition which enable the learners to acquire knowledge, skills and attitudes. It means that media are something that can help the students to reach the objective of the teaching learning process to obtain the knowledge.

To sum up, the definition of media is the tools, materials, or events that established conditions used by the teacher to facilitate the instruction to acquire knowledge, skill and attitude and engage the learners in a topic or the basis of a whole activity.

Media play an important role in a teaching learning process. The media can help to reach the objective of teaching learning process. As stated by Harmer (2001:134) "...as a language teacher , we use a variety of teaching aids to explain language meaning and construction, engage students in a topic or as the basis of the whole activity. It means that in teaching and learning process, especially teaching and learning language, the existence of medium is absolutely needed. By media, students will get more understanding about the topics taught by the teacher.

The use of media in a teaching-learning process is very important. Gerlach and Ely (1980:250) state that the selection of the material in order to be productive and positively effective should fulfill the following requirements:

- a. Interesting; its media has to be interesting for the students.
- b. Stimulating; media can stimulate the students to learn the topic.
- c. Relevant; media have to be relevant from the content point of view.
- d. Visually; effective in the choice of the images presented.
- e. Clear in the quality of sound.

2.2.2 The Definition of Picture

Picture is a dimensional visual representation of person, places or things (Gerlach and Ely, 1980: 273). Media is the connector or deliverer of message

from sender to receiver (Sadiman, 1990). So, it can be said that picture is used to make teaching-learning process flow fluency.

Harmer (2001:3) explains that pictures are clearly indispensable for the language teacher since they can be used in so many ways. Teacher can teach easily through pictures by using blackboard drawing, wall pictures, chart and flash card.

2.2.3. The Advantages of Using Picture Media

Vivian (1989:98) points out that picture are more understandable than words. Sometimes, it is not possible to explain the meaning of a very difficult concept just in a few words for a thing. Whereas Sadiman et. al. (2003:29), as the writer paraphrased, states that there are several advantages of pictures media using. They are more realistic; they can solve the limitation of point of views; they can make clear a problem and they are cheap and easy to get.

2.3. Copy a Picture Game

“Copy a Picture” game was taken from the book entitled *Games for Language Learning*. Its concept and procedure would be explained below.

2.3.1. General Concept of Copy a Picture Game

To copy is to make something that is exactly like something else (Hornby, 2000:293). Here, the object is pictures, so in the activity students will have pictures and they have to make the copies by drawing the master of the pictures on the board.

Correcting, criticizing, praising with use of adjectives are the goals. By using the game, students will be confident to speak. They may correct, criticize and/or praise copy of pictures made by the other students using the degree of comparison expressions. They may say:

- *It is longer.*
- *His picture is better than her.*
- *Etc.*

2.3.2 The Procedure of Copy a Picture Game

The teacher needs masters of pictures, board, chalkboards and erasers. The writer uses pictures of human body or some parts of it, animals, things around the students, etc.

Students should draw a picture. This activity does not need a talent of drawing. They draw the best they can, no matter the result is good or bad. When the copy of picture they made is greatly different, it means that there will be more comments from others. It is good because they will practice as many comparison expressions as possible.

2.4 The Analysis of Grammar

Grammar plays important roles in English. To put words in the right order will create effective communication. Here are grammar definition or views and explanation about adjectival comparison degree.

2.4.1 Definition of Grammar

Some people say that grammar is the correct way to speak or write. Some others state that it is about how people organize idea into words or sentences. Cook and Sutter (1987:2) defines that a grammar as a written description of the language rules. It means that grammar is rule of arranging sentences. In line with Cook and Sutter, Williams (1970:13) says that grammar is the description that represents our ability to speak in a certain way.

Based on the statements above, we know that grammar can not be separated from language itself. Therefore, if someone wants to make right sentences, s/he has to master it. On the other hand, if someone does not master it, their uttering or writing will make confusion.

2.4.2 Adjectival Comparison Degree

The following are several issues about adjectival comparison degree:

2.4.2.1 Adjective Definition

Harman (1950:73) states that an adjective is a word used with a noun or other substantive as a modifier to describe or define it. For example:

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<i>adjective</i>	<i>noun</i>
------------------	-------------

a big	cat
-------	-----

a red	hat
-------	-----

an expensive	car
--------------	-----

etc.

In the three sentences, the word *big*; *red* and *expensive* are the adjectives. They describe the noun of *a cat*; *a hat* and *a car*.

2.4.2.2 Adjective Comparison

English adjective comparison expression also has regular and irregular form. Below is the explanation.

2.4.2.2.1 Regular Forms

According to Harman (1950:84), most descriptive and a few definite adjectives have degrees of comparison. In comparing objects with each other, the form of adjectives are changed or modified to show degree of quality, quantity or relation.

There are three kinds of comparison degrees. They are:

a. Positive

In positive degree, two units are compared to an equal degree.

For example:

- *Robert is as tall as Budi.*
- *Susan's book is as expensive as Uci's.*

b. Comparative

Comparative degree compares two units to unequal degree.

The rule is by adding *-er* after the adjectives or *more* before them and followed by *than*. For example:

- *Robert is taller than Budi.*
- *Susan's book is more expensive than Uci's.*

c. Superlative

It compares three or more units to an unequal degree. We use it when one thing is compared with all other things of the same class but the thing possesses a quality or a quantity in the highest or the lowest degree. The rule is by adding *-est* after the adjectives or *most* before them For example:

- *Robert is the tallest boy.*
- *Susan's book is the most expensive.* (Frank, 1972:118).

Here are rules mentioned by Marianne and Diane (1999:720):

- a. Adjectives of one syllable take the inflectional ending, as do two-syllable adjectives with a final unstressed *-y* ending.

<i>Base Form</i>	<i>-er</i>
big	bigger
tall	taller
long	longer
soon	sooner
<i>Etc.</i>	

- b. Many other two-syllable adjectives that have a stressed first syllable and an unstressed second syllable ending in *-ly*, *-ow*, or *-le* also take the inflection, although it is certainly possible to use the periphrastic form in certain contexts.

Base Form -er

narrow narrower (=more narrow)

gentle gentler (=more gentle)

Etc.

- c. Some adjectives that seem more suited to the periphrastic comparative form may also occur with an inflectional ending, especially in informal use. These include two-syllable adjectives that (a) end in *-er* or *-ure*, such as *tender*, *mature*, (b) end in a weakly stressed vowel followed by nothing more than /d/ or /t/, such as *stupid*, *quiet*, and (c) end in a weakly stressed syllable with final /m/ or /n/, such as *handsome*, *common*.

Base Form more

tender more tender (=tenderer)

stupid more stupid (=stupider)

handsomer more handsome (=handsomer)

Etc.

- d. Adjectives with two syllables having any ending other than those described previously, as well as adjectives of three or more syllables, take only the periphrastic form *more*:

<i>Base Form</i>	<i>more</i>
curious	more curious
beautiful	more beautiful
<i>Etc.</i>	

2.4.2.2.2 Irregular Comparative Forms

Besides having regular form, this expression also have form of irregular. The table below provides the information.

Table 1. Irregular Comparative Forms

Positive	Comparative	Superlative
good	better	best
bad	worse	worst
much	more	most
many	more	most
little	less	least
<i>etc.</i>		

2.5 Teaching Learning English in Junior High School

Junior high school students or teenagers are categorized into adolescence learners. In this period, they like to spend their time for hanging around, friends, peers and often disruptive behavior in class. However, they have a great capacity in learning if the teacher can engage them.

According to Harmer (2001: 38-39), the characteristics of adolescents are:

- a. They seem to be less lively and humorous than adults.
- b. Identity has to be forged among classmates and friends; peers approval maybe considerably more important for the student than the attention of the teacher.
- c. They would be much happier if such problem did not exist.
- d. They may be disruptive in class.
- e. They have a great potential creativity and a passionate commitment to things that interest them.

The writer concludes that their characteristics are in the period of change, new experiences, learning, instability and the most trying times in life. School and teachers should provide adolescents with opportunities to explore and experiment in a stable and supportive atmosphere. Teacher's job is to provoke intellectual activity by helping them to be aware of contrasting ideas and concepts, which they can resolve by themselves.

2.6 Action Research

There is a kind of experimental approach which is popular since the last decade. It is classroom action research (Arikunto, 2006:89). Recently this kind of research is known as action research.

2.6.1 Definition of Action Research

Here are four definitions of action research. The first is by Wallace (1998:4), he states that action research is a process, which is done by systematically collecting data on teacher's everyday practice and analyzing it in order to come to some decisions about what her future practice should be. The second is by Priyono (1999:4) who writes that action research is a kind of critical research, so the principles of this research are critical. It views that knowledge is

both subjective and problematic. So this research stresses on the aspects of reflective thinking about other factors that may influence the quality of the research itself. The third is by Hopkins (1985:32) who defines that action research combines a substantive act with a research procedure; it is action disciplined by inquiry, a personal attempt at understanding whilst engaged in a process of improvement and reform. The last is by Kemmis as quoted by Hopkins (1985:32), he explains that action research is a form of self reflective inquiry under taken by participants in social (including educational) situations in order to improve the rationality and justice of their social or educational situations in which the practice are carried out.

The development of a teacher's professional expertise and judgment is very essential. Although many teachers are in broad agreement with this general aim, some are quite rightly concerned about what the exact aim of the action research is and how far involvement in action research activity will impinge upon their teaching and on their personal time.

Here are three aims of action research. The first is by Hopkins (1985:41) who writes the aim of action research is to give the teachers an introduction to the variety of methods available to them as a means of extending their repertoire of professional behaviors and of encouraging flexibility in personal development. These are methods and approaches that teachers can put into use, which empower them, and make them increasingly competent and autonomous in professional judgment.”

The second is by Carr and Kemmis as quoted by Mc Niff (1988:2) who states that action research aims to improve the rationality and justice of (a) their own social or educational practice, (b) their understanding of these practices, and (c) the situations (and institution) in which these practices are carried out.”

Based on two explanations above, I can conclude that action research is one of the strategies in improving or increasing the practice of learning. It can be achieved by doing such a reflection in order to diagnose condition, and then try it systematically as an alternative way to solve learning problems that is being faced in class.

After knowing the aims in conducting an action research, the teacher uses an action research when he or she finds some problems such as the students have not achieved the target he expected during the teaching learning process. As a teacher, he has to find out the problem and try to solve it. One way to solve the problem is by conducting an action research. A teacher does a classroom action research and it is conducted in the class, which involves all of the students in the classroom. By doing an action research, the teacher may give contribution to him or other teachers as well as to students in general.

2.6.2 Characteristics of Action Research

According to Priyono (1999:6), some characteristics of action research are:

- a. On the job problem oriented. It means that the subject of action research study is the daily problems faced in every day life. If a teacher carries out action research, the problems to be investigated are the teaching and learning problems as his main duty and responsibility.

- b. Problem solving oriented. Unlike empirical studies, action research is always held with the main aim of solving certain problems.
- c. Improvement oriented. Action research is always meant to make changes and improvement by making use of the element involved in the process of development.
- d. Multiple data collection. To fulfill the principal of critical approaches several method of data collecting are used, like: observation, test, interview, questionnaire, etc.
- e. Cyclic. Actions are implemented with certain order such as planning, observing, action and reflecting which shows critical and reflective thinking.
- f. Participatory (collaborative). The researcher cooperates with other people. This way is used to heighten the validity of observation.

2.6.3 Steps in Doing Action Research

According to Hopkins (1985:48), there are several essential processes in doing action research (cyclical) as follows:

a. Planning

After making sure about the problem of the research, researcher needs to make a preparation before doing an action research. The kind of preparation can be seen as follows:

- (1) The steps and the activities during the research.
- (2) Preparation for teaching facilities.
- (3) Preparation for data analysis during the research process.

(4) Preparation for all researches in order not to make a mistake during the research such as alternative actions to solve the problem of the research.

b. Acting

Doing an action research is the main cycle of action research. This is followed by observation, interpretation and also the reflective activities. A researcher must be very careful in practicing the classroom research; he or she has to follow the procedure or action planning during the research.

c. Observation

In this step, a researcher has to observe all events or activities during the research. The observation can be classified into three categories: (a) teachers' talk (b) pupils' talk (c) silence or confusion.

Observation is a usual step when a researcher is observing or assessing the decision of research during teaching learning process as the result of learning interaction among the learners (Depdiknas, 2003:39).

d. Reflection

A reflection is an effect to inspect what has or has not been done, what has or has not yet resulted after having an alternative action. The result of reflection is used to establish the next steps of the research. In other words, a reflection is the inspection effort on the success or the failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to get the final goals of the research (Hopkins, 1985: 48).

CHAPTER III

METHOD OF INVESTIGATION

This chapter deals with all activities of collecting data as evidence. The writer described and explained the approach and information related to data.

3.1 Approach

It was an action research, a research which gives a treatment or action in order to improve the students' mastery of adjectival comparison degrees by using "Copy of the Picture" game. Quantitative data was needed. After data had been collected, they would be analyzed by using statistical approach to find out the result.

3.2 Data

Since data are vital information in any research, so researchers must be carefully identified who or what the source of data are and collected through good instruments.

3.2.1 Source of Data

The writer took the data of students' mastery in comparison degree of adjective of the grade eighth students of Karya Bakti Junior High School in Jatilawang, Banyumas in the academic year of 2009/2010 directly from the students by means of a test and a questionnaire. There were 30 students in the class.

3.2.2 Instrument for Collecting the Data

Arikunto (2006:149) states that an instrument is a device used by the researcher when collecting data. A good instrument will make a good research data. It must be well-prepared. In general, instrument can be divided into two categories, i.e. a test and non-test (Arikunto, 2006:150). The writer used an achievement test and a questionnaire, which will be discussed later.

3.2.2.1 The Test

A test is a means of measuring the knowledge, skills, feelings, intelligence or aptitude of an individual or group (Gay, 1987:127). In education, a test is used to evaluate the teaching-learning. Whereas an achievement test is a test which is used to measure the person understands of what being learnt (Arikunto, 2006:151).

The writer used an objective test, which would be conducted in a multiple-choice and a completion type. Gronlund (1982:196-197) states that it is easier to construct high quality test items in multiple-choice items than any other objective tests. Using this test will need no much time to score because it just has one correct answer.

Another test is a completion test. The completion item is a written statement, which requires the examinee to supply the correct form of words in response to an incomplete comparison degree of adjectives sentence. Tinambunan argues that:

Completion tests can be used effectively to measure the recall of items, dates, names and generalizations. This type of test can be used at almost all grade levels, but it seems to especially appropriate at the intermediate level, since much of the material taught at this level lends

itself to the completion type of examination (Tinambunan, 1988:61-62).

The words used in the test was about comparison degree of adjective in which the words are taken from the vocabulary list stated in the used curriculum and added with common words used in daily life.

3.2.2.2 Test Construction

As the writer mentioned before, the multiple-choice and the completion test were the types of test applied in this research. It consisted of 30 (thirty) items. The first 20 (twenty) items were multiple-choice type, while the rest 10 (ten) items were the completion type. The material was about the degree of comparison of adjective in the form of positive, comparative and superlative.

3.2.2.3 Test Item Arrangement

A specific arrangement of the test items would be:

- a. On positive degrees
 - Multiple-choice number : 6, 12, 16, 20
 - Completion number : 23, 26, 28
- b. On comparative degrees
 - Multiple-choice number : 1, 4, 7, 9, 10, 13, 14, 17, 18, 19
 - Completion number : 22, 24, 25, 27, 30
- c. On superlative degrees
 - Multiple-choice number : 2, 3, 5, 8, 11, 14, 15
 - Completion number : 21, 29

For further information, see the table below.

Table 2. The Format of the Test

No.	Degrees of Comparison	Multiple-Choice Items	Completion Items	Σ
1.	Positive			
	– Regular Form	6, 16	23, 28	4
	– Irregular Form	12, 20	26	3
2.	Comparative			
	– Regular Form	1, 4, 7, 13, 17, 18	22, 24, 27, 30	10
	– Irregular Form	9, 10, 19	25	4
3.	Superlative			
	– Regular Form	2, 3, 5, 8, 14, 15	21	7
	– Irregular Form	11	29	2
Σ				30

3.2.2.4 The Questionnaire

Another instrument used in this research was a questionnaire. Arikunto (2006:151) defines questionnaire as a number of written questions to get information or data from the respondents as the report about themselves, their knowledge, etc.

It consisted of 5 (five) questions. It was conducted to find out additional information about the students' motivation, attention and the teaching-learning process. It could collect information from a large number of students

I wanted to underline here that the questionnaire was used to measure the students' mastery of the adjective comparison degree improvement and all information related to their opinion of the method's effectiveness. I constructed the questionnaire which contained five items.

3.2.3 Data Collection

In every research, the data plays an important role. It is the basic information which will be analyzed to fulfill the purpose of the research. There are many ways to collect data. The writer used a test and a questionnaire. Data relate to the research variables.

3.2.3.1 Variable

According to Brown (1998:7), a variable is something that may vary or differ. For example, it is about one's skill of English. It may differ overtime as s/he learnt it more and more. While Best (1981:59) states that variable is the condition or characteristic that an investigator or a researcher manipulates, controls or observes.

In this research, there were two variables that the writer indicated, they were:

3.2.3.2 Dependent Variable

A dependent variable is the variable of focus on which other variables will act if there is any relationship (Brown, 1998:10). From the definition, the dependent variable of the study was the students' mastery of adjective comparison which was indicated by the students' scores of test.

3.2.3.3 Independent Variable

An independent variable was a variable selected by the researcher to determine their effect on the relationship with the dependent variable (Brown, 1998:10). Based on the definition, the independent variable was “Copy a Picture” game.

3.2.3.4 Try-Out

According to Mouly in Nindyana (2006:28), the try-out test is necessary since the result will be used to make sure that the measuring instrument has such characteristics as validity and reliability.

The writer tried-out the instruments to measure the validity and the reliability on Monday, 27 July 2009. The instruments were given to subjects which were outside the population, it was in the class VIIIA, and had similar characteristics to the real population. There were 40 (forty) items had to be answered. They had to answer 30 (thirty) multiple-choice items and 10 (ten) completion items in 60 (sixty) minutes.

3.2.3.5 Validity

Test validity is defined as the degree to which a test measures what it claims to be measuring (Brown, 1988:101). A good test must be valid. In order to get validity, instruments must be well chosen. It is like a saying of *put the right man in the right place*. It is all about the way of measuring. This research instruments were tests and questionnaires. So, whatever the result will be does not matter as long as the instruments are valid.

Heaton (1975: 153-154) states that there are four types of validity: face validity, content validity, construct validity and empirical validity. A test can be

described as having at least face validity if it looks right to other testers, teachers and testees. This validity is referring to the way a test looks to examiners, examinees and administrator. In knowing the validity of the test, it can be done by consulting to friends and advisors. If the test is understandable clearly, so it can be said that the test is valid.

The content validity deals with an analysis of the language being tested and the particular course objectives. To know whether the test has a content validity, it is arranged from the materials. A test is said to have a content validity if each item used to collect the data has relevance to established criteria or objectives and covers representative materials (Heaton, 1975:153-154).

Heaton (1975:154) says that construct validity refers to the test's capability of measuring certain specific characteristics in accordance with the theory of language behavior and learning. To measure this validity, researcher has to understand another related concept, it is psychological construct. The test must be cross-checked to the psychological construct. When it is appropriate, the test is valid.

Empirical validity refers to the proof that the test is valid. A test will have an empirical validity if the result is similar to another test result which was conducted before.

Based on the theory above, the research will use the content validity. The test is arranged from the materials dealing with the degrees of comparison of adjectives.

To obtain the validity, the writer used the Pearson Product Moment formula.

The formula is:

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\} - \{N\sum y^2 - (\sum y)^2\}}}$$

where :

r_{xy} : the validity of item test;

N : the number of the students;

$\sum x$: the number of the x scores;

$\sum y$: the number of the y scores;

$\sum x^2$: the sum of the square of x scores;

$\sum y^2$: the sum of the square of y scores;

$\sum xy$: the sum of the product of each x score with its corresponding y score for the same students.

(Arikunto, 2006:170)

Here is an example of validity computation of the item number one.

Table 3. The Example of Validity Computation

No	Code	X	Y	X ²	Y ²	XY
1	S-06	1	36	1	1296	36
2	S-09	1	33	1	1089	33
3	S-05	1	30	1	900	30
4	S-12	1	30	1	900	30
5	S-07	1	29	1	841	29
6	S-03	1	29	1	841	29
7	S-14	0	28	0	784	0
8	S-16	1	28	1	784	28
9	S-15	1	25	1	625	25
10	S-10	0	25	0	625	0
11	S-04	1	24	1	576	24
12	S-01	1	23	1	529	23
13	S-17	1	23	1	529	23
14	S-30	1	23	1	529	23
15	S-20	0	23	0	529	0
16	S-22	1	22	1	484	22
17	S-27	1	20	1	400	20
18	S-13	1	19	1	361	19
19	S-23	0	18	0	324	0
20	S-08	0	16	0	256	0
21	S-28	1	16	1	256	16
22	S-21	1	14	1	196	14
23	S-02	1	13	1	169	13
24	S-19	1	13	1	169	13
25	S-26	1	13	1	169	13
26	S-24	0	12	0	144	0
27	S-25	0	10	0	100	0
28	S-29	0	9	0	81	0
29	S-11	0	7	0	49	0
30	S-18	0	7	0	49	0
	Σ	20	618	20	14584	463

$$\begin{aligned}
 r_{xy} &= \frac{30(463) - (20)(618)}{\sqrt{\{30(20) - (20)^2\}\{30(14584) - (618)^2\}}} \\
 &= \frac{13890 - 12360}{\sqrt{(600 - 400)(437520 - 381924)}} \\
 &= 0.459
 \end{aligned}$$

For $\alpha = 5\%$ and number of subject 30, $r_{table} = 0.361$. Because r_{xy} was higher than the r_{table} , then the item number one is valid.

3.2.3.6 Reliability

Another necessary characteristic of any good test is reliability. When the test as an instrument is stable or consistent, it means that the test is reliable. Reliability is defined as the extent to which the result to be considered consistent or stable (Brown, 1998:98). In other words, the reliability of a test refers to its consistency with which it yields the same rank for an individual taking the test in several times.

To measure the reliability, the writer used the Kuder-Richardson formula 20 or KR₂₀ as follows:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{s^2 - \sum pq}{s^2} \right)$$

where:

- r_{11} = the reliability of the item;
- n = the number of items;
- p = proportion of the subject answering the item correctly;
- q = proportion of the subject answering the item incorrectly;
- s^2 = standard deviation of the test.

Where the criterion of computation is:

- 0.00 - 0.20 is very low;
- 0.21 - 0.40 is low;

- 0.41 - 0.70 is medium;
 0.71 - 1.00 is very high.

(Arikunto, 2002:208)

Here is an example of reliability computation of the item number one.

$$\begin{aligned}\Sigma pq &= pq_1 + pq_2 + pq_3 + \dots + pq_{40} \\ &= 0.222 + 0.240 + 0.222 + \dots + 0.196 \\ &= 9.1822\end{aligned}$$

$$\begin{aligned}s^2 &= \frac{14584 - \frac{(618)^2}{30}}{30} \\ &= 0.873\end{aligned}$$

$$\begin{aligned}r_{11} &= \left(\frac{30}{30 - 1} \right) \left(\frac{61.773 - 9.182}{61.773} \right) \\ &= 0.873\end{aligned}$$

For $\alpha = 5\%$ and number of subject 30, $r_{table} = 0.361$. Because r_{11} was higher than the r_{table} , then the item number one is reliable.

3.2.3.7 Item Difficulties

A test item is considered to be a good item of evaluation if it is not too easy or not too difficult. Students will not be eager to do their best if the test is too easy. On the contrary, they will be desperate if they can not answer the test correctly because of the very difficult test items.

To know the level of the item difficulties in this research, the writer used the following formula:

$$ID = \frac{RU + RL}{T}$$

Where:

ID : index of difficulty level;

RU : the number of upper group who answered correctly;

RL : the number of lower group who answered correctly;

T : the total number of students in both groups.

(Gronlund, 1982: 102-103)

The criterion of the computation is:

$P = 0.00 - 0.30 \rightarrow$ difficult;

$P = 0.30 - 0.70 \rightarrow$ medium;

$P = 0.70 - 1.00 \rightarrow$ easy.

(Arikunto, 2002:210)

Here is an example of item difficulty computation of the item number one.

Table 4. The Example of Item Difficulty Computation

Upper group			Lower Group		
No	Code	Score	No	Code	Score
1	S-06	1	1	S-22	1
2	S-09	1	2	S-27	1
3	S-05	1	3	S-13	1
4	S-12	1	4	S-23	0
5	S-07	1	5	S-08	0
6	S-03	1	6	S-28	1
7	S-14	0	7	S-21	1
8	S-16	1	8	S-02	1
9	S-15	1	9	S-19	1
10	S-10	0	10	S-26	1
11	S-04	1	11	S-24	0
12	S-01	1	12	S-25	0
13	S-17	1	13	S-29	0
14	S-30	1	14	S-11	0
15	S-20	0	15	S-18	0
		Σ			Σ
		12			8

$$ID = \frac{12 + 8}{30}$$

$$= 0.67$$

According to the criteria, the item number 1 is medium.

3.2.3.8 Item Discrimination

Analyzing the item discrimination is necessary. By doing this, teachers or evaluators will know who the more and the less able students are. If they answer an item correctly, it means that the item is bad. It is because the item has no discrimination power. A good test item will be correctly answered by the more able students only (Arikunto, 2007:121).

The formula is:

$$DP = \frac{RU + RL}{1/2T}$$

where:

DP : the discrimination index;

RU : the number of upper group who answered correctly;

RL : the number of lower group who answered correctly;

$1/2T$: the number of students in one group;

(Gronlund, 1982: 103)

The criterion of the computation is:

$D < 0.2$ → poor;
 $0.2 \leq D < 0.4$ → satisfactory;
 $0.4 < D < 0.70$ → good;
 $0.70 < D \leq 1.00$ → excellent.

(Arikunto, 2002:210)

Here is an example of item discrimination computation of the item number one.

Table 5. The Example of Item Discrimination Computation

Upper group			Lower Group		
No	Code	Score	No	Code	Score
1	S-06	1	1	S-22	1
2	S-09	1	2	S-27	1
3	S-05	1	3	S-13	1
4	S-12	1	4	S-23	0
5	S-07	1	5	S-08	0
6	S-03	1	6	S-28	1
7	S-14	0	7	S-21	1
8	S-16	1	8	S-02	1
9	S-15	1	9	S-19	1
10	S-10	0	10	S-26	1
11	S-04	1	11	S-24	0
12	S-01	1	12	S-25	0
13	S-17	1	13	S-29	0
14	S-30	1	14	S-11	0
15	S-20	0	15	S-18	0
		Σ			Σ
		12			8

$$\begin{aligned}
 DP &= \frac{RU + RL}{1/2T} \\
 &= \frac{12 - 8}{1/2 \times 30} \\
 &= 0.27
 \end{aligned}$$

According to the criteria, the item number 1 is satisfactory.

3.2.4 Procedure of the Study

There were two cycles in this action research. In the first cycle, the writer gave a pre-test, the treatment 1 and a formative test. The treatment 2 leads the second cycle followed by the post-test and then the questionnaire.

3.2.4.1 Cycle I

The first activity was pre-test. It was the first activity before I did the teaching learning activities and post-test. The purpose of this kind of test was to measure the ability of the students in mastering the adjectival comparison degree. This test was conducted on Wednesday, 29 July 2009.

3.2.4.1.2 Treatment 1

After giving a pre-test, the writer conducted the first treatment and the formative test. Those activities were conducted on Thursday, 30 July 2009.

Here are the steps of the first treatment:

- a. Planning
 - 1) Preparing the teaching material.
 - 2) Arranging a lesson plan based on the teaching material.
 - 3) Preparing the test instrument.
 - 4) Preparing teaching facilities (board marker, eraser and pictures).

b. Acting

- 1) Did the building knowledge of the field by asking some questions which the responses were in the form of adjective comparison expressions.
- 2) Provided a text and learnt it.
- 3) Played the “Copy of the Picture” game.

c. Observing the teaching learning process.

d. Reflecting

- 1) Asked the students about the method used.
- 2) Analyzed the success and obstacles if any.

3.2.4.1.3 Formative Test

After the first treatment, the writer gave a formative test to find out the students understanding of the adjectival comparison degree. It was in the form of multiple-choice test and completion. There were 30 (twenty) items. The information of the instrument of the test can be seen on the Appendix 5.

3.2.4.2 Cycle II

When conducting one cycle is not enough because of unsatisfied result, it will be necessary to conduct the second cycle and so on. The steps in the second cycle were same to the first cycle.

3.2.4.2.1 Treatment 2

Here are the steps of the second treatment which was conducted on Wednesday, 5 August 2009:

a. Planning

- 1) Made solution of problem, if any.

- 2) Prepared all of the teaching facilities and materials.
- b. Acting; played the “Copy of the Picture” game.
 - c. Observing the teaching learning process.
 - d. Reflecting
 - 1) Analyze the success and obstacles if any.
 - 2) Discussed the results of the observation for the improvement of students’ ability in adjective comparison degree mastery.

3.2.4.2.2 Post-Test and Questionnaire

Action researches were done in cyclic. This research used post-test and questionnaire to get the last data.

3.2.4.2.2.1 Post-Test

In the end of the whole activities the students did a final post-test. It was conducted on Wednesday, 5 August 2009. The test was the same as the pre-test and the main goal was to check the improvement of students’ adjectival comparison degree mastery after they were taught by using the “Copy of the Picture” game. The information of the instrument of the test can be seen on Appendix 3.

3.2.4.2.2.2 Questionnaire

After the test, the students filled in the questionnaire by giving the check mark on the column “SS”, “S”, “TS” or “STS”. They had to answer 5 questions; all of them were related to how “Copy of the Picture” game influenced their adjectival comparison degrees mastery. The list of the questionnaires can be seen on Appendix 9.

3.2.5 Data Quantification

The result was then interpreted by referring it to some classifications indicating the result of the test and the questionnaire.

3.2.5.1 Technique of Analysis for the Test

The following steps were administered to analyze the data:

- a. Scoring the test items;
- b. Tabulating the data of the test;
- c. Finding the mean;
- d. Matching the mean with the criteria of success, and
- e. Concluding the result of the previous step.

3.2.5.2 Technique of Analysis for the Questionnaire

The following steps were administered to analyze the questionnaire data:

- a. Grading the items of questionnaire;
- b. Tabulating the questionnaire data;
- c. Finding the mean;
- d. Determining the graded Scores;
- e. Matching the mean to a criterion;
- f. Interpreting the questionnaire result.

CHAPTER IV

RESEARCH FINDINGS

After the test had been carried out to the source of data, the interpretation of the data computation result was elaborated and arranged in a readably interpretable form, so it would be more useful to describe the profiles of students' mastery of adjectival comparison degrees shown in the test.

This chapter deals with all the analysis of the data, from the result of pre-test, formative test, post-test and questionnaire. The data would be analyzed in the quantitative method.

4.1 Test Analysis

It was stated in the previous chapter that this research used quantitative method. The scoring of the test was the first activity in data analysis. Matching the mean to the criterion of success was the second activity and it followed by concluding the result of all given tests.

4.1.1 The Scoring of Tests

This research consisted of three tests. They were pre-test, formative test and post-test. All of the tests had the same criteria. It was in the form of multiple choice and of completion items. There were 20 items of the multiple choice in each test and 10 completion items in each test.

The writer gave the score 1 (one) on one correct answer and 0 (zero) on one incorrect answer. A student will get 30 thirty points in each test if s/he

answers all items correctly. The score achieved was varied. An improvement score was achieved in each test. For further information, it can be seen on the Appendix 8. To measure their achievement, the writer used the following formula:

$$\text{The students' Score} = \frac{\text{the number of right answer}}{\text{the number of item}} \times 100$$

The writer would find the mean only, because it is the clearest information to know the students' mastery of a lesson compared to the median and the mode. In line with this, Ary (1985:106) states that the mean, the most efficient measure of central tendency, is the sum of the value in the distribution divided by the number of cases. All of the students' score are summed up; then the result is divided by the number of the students.

The formula is:

$$\bar{X} = \frac{\sum X}{N}$$

where:

\bar{X} : the mean;

$\sum X$: the sum of the test score;

N : the number of testees.

4.1.2 The Result of Pre-Test

Before conducting the treatment by using the “Copy of the Picture” game, the writer gave a pre-test. There were 30 (thirty) items about adjectival comparison degrees. All of them were taken from the try-out items, and all were valid and reliable items. This was to measure the students’ knowledge of the field. It was followed by 30 students.

The result of the pre-test could be seen in the table below:

Table 6. The Result of the Pre-Test

NO	CODE	SCORE	POINT
1	S01	15	50.00
2	S02	20	66.67
3	S03	12	40.00
4	S04	13	43.33
5	S05	16	53.33
6	S06	12	40.00
7	S07	15	50.00
8	S08	18	60.00
9	S09	15	50.00
10	S10	12	40.00
11	S11	12	40.00
12	S12	13	43.33
13	S13	17	56.67
14	S14	18	60.00
15	S15	11	36.67
16	S16	18	60.00
17	S17	13	43.33
18	S18	17	56.67
19	S19	12	40.00
20	S20	13	43.33
21	S21	16	53.33
22	S22	21	70.00
23	S23	13	43.33
24	S24	13	43.33
25	S25	13	43.33
26	S26	15	50.00
27	S27	24	80.00
28	S28	11	36.67
29	S29	17	56.67
30	S30	11	36.67
	Σ	446	1486.67
	\bar{X}	14.87	49.56

4.1.3 Matching the Mean to the Criteria of Success

The writer used the Tinambunan's classification to know the level of students' achievement. Here is the table:

Table 7. The Tinambunan's Classifications

No	The percentage of Correct Answer	Grade	Level of Achievement
1	93 – 100%	A (outstanding)	Outstanding
2	85 – 92%	B (very good)	Above Average
3	75 – 84%	C (satisfactory)	Average
4	60 – 74%	D (very weak)	Below Average
5	Below 60%	E (fail)	Insufficient

The writer presented the result of the pre-test in percentage as follows:

Table 8. The Result of the Pre-Test in Percentage

Point of Range	The Number of Student	Percentage
93 – 100	0	0
85 – 92	0	0
75 – 84	1	3.3
60 – 74	5	16.7
Below 60	24	80
Σ	30	100

The table 6 shows that the students' average point is 49.56. It means that they still had a difficulty in the adjectival comparison degrees. From the table 8, the percentage table, the writer got a clear view of the students' gradation level. It could be seen that 80% of students were "failed" on the adjectival comparison degrees mastery. There were only 20% who could reach the gradation level.

4.1.4 The Result of First Cycle

In this step, the “Copy a Picture” game was conducted. The class was divided into three groups and each group consisted of 10 (ten) students. Every group was given pictures. Here, the writer used the picture of Mickey Mouse’s head and the Doraemon’s head. The pictures could be seen on the Appendix 11. After giving the pictures, the writer explained that activity would be done. The writer started the game. The rule of the game was making a copy of a picture as fast as possible. The group which could finish making the copy before the others was the winner. The Mickey Mouse’s head was the first picture used. They started at the same time and took turn with her/his friend in her/his group. Each student had to draw one part of the Mickey Mouse’s head only. The rest would be drawn by her/his friend.

The class had three pictures of Mickey’s head made by the groups. They were different from each other, such as different in the shape, the quantity even quality. Through the differences, information gaps, they would learn many expressions of adjectival comparison degrees. There were many adjectives which have one syllable, two syllables or more, learnt in this step, such as: “big; small; long; short; old; young; good; bad; difficult; easy; famous; cheap; expensive; clever; lazy; happy; sad; interesting”. All of the words were implemented to all forms of comparison degrees (positive; comparative and superlative)

The writer used the word “big”, for instance. He asked the students and they had to write the responses on their paper.

The example of questions:

1. “Which is the biggest picture?”

Response: “The biggest picture is A”.

2. “Do you think the picture A is bigger than the picture B?”

Response: “No, it does not. It is smaller”.

3. “Look at the Mickey’s eyes! Are they same in the shape?”

Response: “Yes, they are. The left eye is as big as the right eye. ”

Etc.

The writer did not give questions only but asked the students to make critics, comments and any description using adjectival comparison degrees. All possible modifications would make the teaching learning process more attractive. The more information gap, it means to have more critics, comment or any description and learning.

After they were taught by the method, a formative test was conducted. It consisted of 30 items. The first 20 was in the form of multiple choices and the rest was in the form of completion items. The instrument can be seen on the Appendix 5. The result of the test can be seen in the table below:

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Table 9. The Result of the Formative Test

NO	CODE	SCORE	POINT
1	S01	15	50.00
2	S02	22	73.33
3	S03	21	70.00
4	S04	18	60.00
5	S05	18	60.00
6	S06	18	60.00
7	S07	18	60.00
8	S08	16	53.33
9	S09	20	66.67
10	S10	20	66.67
11	S11	21	70.00
12	S12	22	73.33
13	S13	19	63.33
14	S14	20	66.67
15	S15	19	63.33
16	S16	19	63.33
17	S17	19	63.33
18	S18	18	60.00
19	S19	17	56.67
20	S20	20	66.67
21	S21	18	60.00
22	S22	24	80.00
23	S23	24	80.00
24	S24	23	76.67
25	S25	20	66.67
26	S26	19	63.33
27	S27	27	90.00
28	S28	17	56.67
29	S29	18	60.00
30	S30	16	53.33
	Σ	586	1953.33
	\bar{X}	19.53	65.11

The writer also presented the result of the formative test in percentage as follows:

Table 10. The Result of the Formative Test in Percentage

Point of Range	The Number of Student	Percentage
93 – 100	0	0
85 – 92	1	3.3
75 – 84	3	10
60 – 74	21	70
Below 60	5	16.7
Σ	30	100

Based on table 9 and table 10, the writer concluded that there were still 16.7% of students who “failed” although the class average increased after the first treatment. As the writer stated before that the average of the pre-test was 49.56 and the average of the formative test was 65.11. There were five students not to pass yet, because they got point 60.

Somehow, there was a progress. Most of them (73.3%) made an improvement. If the writer compared to the result of the pre-test, the students who made a progress was 53.3%.

4.1.5 The Result of Second Cycle

The writer decided to give a second treatment in the second cycle because there were still 16.7% “failed” students, although the rest of them (83.3%) got a higher achievement. The mistakes in the first cycle were overcome. There were some students not to be active 100%. The writer tried to get their involvement more in the second treatment, which had the same concept to the first treatment but used different pictures. Here, the writer used one picture only. It

was a Pluto's picture. The picture can be seen on Appendix 11. The students, who were not actively involved in the first treatment, got more attention from the writer in this teaching learning process. Hopefully, they would understand the materials well.

4.1.6 The Result of Post Test

After giving the second treatment, the writer conducted a post-test. The instrument was the same to the pre-test. The result of the post test could be seen in the table below:

Table 11. The Result of the Post Test

NO	CODE	SCORE	POINT
1	S27	28	93.33
2	S12	26	86.67
3	S23	26	86.67
4	S03	25	83.33
5	S11	25	83.33
6	S22	25	83.33
7	S24	25	83.33
8	S02	24	80.00
9	S10	24	80.00
10	S20	24	80.00
11	S14	23	76.67
12	S17	23	76.67
13	S18	23	76.67
14	S25	23	76.67
15	S07	22	73.33
16	S09	22	73.33
17	S30	22	73.33
18	S06	21	70.00
19	S13	21	70.00
20	S15	21	70.00

21	S16	21	70.00
22	S28	21	70.00
23	S01	20	66.67
24	S04	20	66.67
25	S05	20	66.67
26	S08	20	66.67
27	S19	20	66.67
28	S21	20	66.67
29	S26	20	66.67
30	S29	20	66.67
Σ		675	2250.00
\bar{X}		22.50	75.00

The writer also presented the result of post test in percentage as follows:

Table 12. The Result of the Post-Test in Percentage

Point of Range	The Number of Student	Percentage
93 – 100	1	3.33
85 – 92	2	6.67
75 – 84	19	63.67
60 – 74	8	26.67
Below 60	0	0
Σ	30	100

Based on the table 11 and the table 12 above, an important progress happened. All of the students “passed”. There was no one getting point below 60, and one student could reach the highest level. Most of them were in the grade “C” or “Satisfactory”. There were 19 students were in the grade level.

4.1.7 Concluding the Result of the Post-Test

The result of the post test showed that the students' mastery of adjectival comparison degrees was in the level of average or in the grade of "C". It means that they did not totally master it. Somehow, "Copy of the Picture" game worked quite well. It can be seen from their level improvement on the pre-test (49.56); the formative test (65.11) and the post-test (75.00).

4.2 Questionnaire Analysis

Questionnaire was the last instrument to collect the data. To analyze and make them as readable information, the following activities were done.

4.2.1 Grading Questionnaire

The questionnaire consisted of 5 (five) statements which indicated the effect of the game's implementation. The writer constructed five statements only, because the respondents were teenagers who were easy to get bored in doing something. It was to avoid unrepresentative answers. The most important thing was that all indicators were included. Each statement had four choices. They were:

The Table 13. The Point Range

No.	Choices	Score
1	"Sangat Setuju (SS)"/ <i>Absolutely Agree</i>	3
2	"Setuju (S)"/ <i>Agree</i>	2
3	"Tidak Setuju (TS)"/ <i>Disagree</i>	1
4	"Sangat tidak Setuju (STS)"/ <i>Absolutely Disagree</i>	0

If students choose “Sangat Setuju (SS)”, so they would get score 3 (three). The score 2 (two) was given for those who choose the “Setuju (S)” choice. Choosing the “Tidak Setuju (TS)”, the students got score 1 (one). The last, 0 (zero) score, was given for those who chose the “Sangat Tidak Setuju (STS)”.

4.2.2 Tabulating Questionnaire

The complete tabulation can be seen on the Appendix 10. Here is the general result:

The Table 14. The General Result of Questionnaire

No.	Statement	SS	S	TS	STS	Σ
1	The 1 st Statement	20	9	1	0	30
2	The 2 nd Statement	7	16	2	5	30
3	The 3 rd Statement	8	17	3	2	30
4	The 4 th Statement	4	16	8	2	30
5	The 5 th Statement	10	15	4	1	30

4.2.3 Finding the Mean

To find the mean, the writer used the formula as follow:

$$M = \frac{\Sigma X}{N}$$

where:

M : the mean

ΣX : the sum of item score

N : the number of students

The complete mean computation can be seen on the Appendix 10.

4.2.4 Determining the Graded Score

Providing the grade scores is very important since the result of the mean was in decimal. There were five issues. The result of the questionnaire of each issue can be classified into range of mean. It can be seen in the table below:

Table 15. Classification of Grade Scores

Range of mean	Students Interest	The Advantage	Students' Motivation	The Relevancy	Sustainability
0.00 – 1.00	low	not helpful	low	not relevant	not necessary
1.01 – 2.00	medium	helpful	medium	relevant	necessary
2.01 – 3.00	high	very helpful	high	very relevant	very necessary

4.2.5 Matching the Means to a Criterion

Based on the range of means above, the result of questionnaire data can be analyzed as follows:

Table 16. Category of Criterion

Issue	Mean	Percentage	Category
Students Interest	2.67	89%	high
The Advantage	2.10	70%	very helpful
Students' Motivation	2.43	81%	high
The Relevancy	2.17	72%	very relevant
Sustainability	2.30	77%	very necessary

4.2.6 Interpreting the Questionnaire Result

The result of matching the mean to the criteria of success showed that the students' interest in "Copy of the Picture" game is high. There were 89% of the students enjoying the game. In other words, most of the students like the method used. One point will be got by teachers when the students give their interest to the teaching learning process. It is because they will focus on what the teacher says.

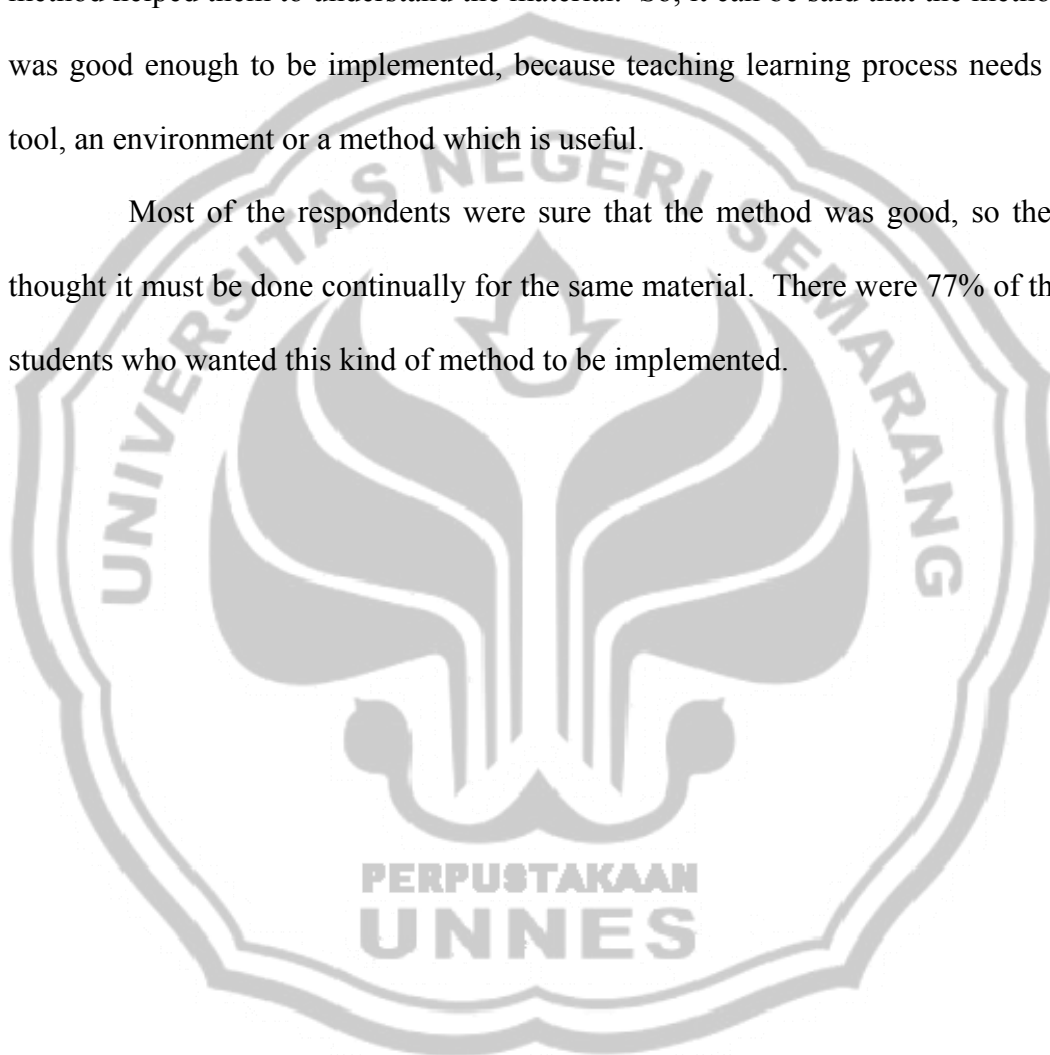
There were 70% of students saying that their knowledge of the adjectival comparison degrees improved, after they did the "Copy a Picture" game. The writer thinks that it is because they were interested first and then tried to understand on what teacher (the writer) said. The "Copy a Picture" game is suitable with their character. In their age, teenager, they need something new and fresh to be done, and this method is a new and a fresh one.

The students had a high motivation (81%) on the teaching learning process. It was a good condition. Girard (1997:97) points out that motivation is such a basic factor in language learning, and that no teacher could avoid being concerned with the students' motivation. After having a high motivation,

hopefully, the students will have a desire to master this field or another. Their improvement on the mastery of adjectival comparison degrees is the evidence of how a motivation has a big effect.

There were 72% of students feel that the method used was relevant. The method helped them to understand the material. So, it can be said that the method was good enough to be implemented, because teaching learning process needs a tool, an environment or a method which is useful.

Most of the respondents were sure that the method was good, so they thought it must be done continually for the same material. There were 77% of the students who wanted this kind of method to be implemented.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter provides answers of the research's questions. The answers were concluded from the findings at the chapter 4 (four). Finally, the writer concluded and made suggestions as follows:

5.1 Conclusions

The "Copy of a Picture" game is interesting, useful and it affected the students' mastery of adjectival comparison degree. It is proved by their improvement on all given tests. Their score increased in every single test.

The game is a good teaching learning process choice, because most of the students give a huge attention. Their involving in a class is the most important thing. To arrange a good concept in implementing this game is also important because the allocation time of the teaching learning process is limited. The writer arranged a competition to cover this problem.

5.2 Suggestions

Based on the conclusions, the writer would like to offer some suggestions that maybe useful. The writer suggests:

- a. This activity should be conducted to any related material, in the same way or being modified.

- b. To choose an interesting method which is suitable to the students' characteristics is very important, because method is one of the teaching learning tools.
- c. All teachers should work hard and give a full teaching dedication, moreover if their students are different from each other. All teachers should know the students' need.



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NO	NAME	CODE
1.	Ade Prasetya	S01
2.	Aniati R. U.	S02
3.	Dewi Supriyanti	S03
4.	Destri Aningrum	S04
5.	Diantoro	S05
6.	Dina Ayu Amalia	S06
7.	Dody Saputra	S07
8.	Eka Huda D.	S08
9.	Eko Purnomo	S09
10.	Elis Juniya N.	S10
11.	Ella Larasanti	S11
12.	Endah Setiawati	S12
13.	Fatkhur R.	S13
14.	Ibrahim Akbar R.R.	S14
15.	Ichwani	S15
16.	Indri Lestari	S16
17.	Inggar Punding P.	S17
18.	Kandar Cahyadi	S18
19.	Kiki Suryani	S19
20.	Kusmardianto	S20
21.	Mery Anggraeni	S21
22.	Nensi Agustin	S22
23.	Nia Setyaningsih	S23
24.	Nisfi Khatimah	S24
25.	Nivy Muyasaroh	S25
26.	Ngabdan	S26
27.	Roni Astria Valupi	S27
28.	Turyanti	S28
29.	Wahid S.	S29
30.	Wasiti	S30

Lesson Plan

- A. Grade : the eighth grade
 B. Cycle : spoken and written
 C. Material : “Too Expensive”
 D. Time Allotment : 4x40
 E. Teaching Aid : picture, blackboard, eraser, chalk
 F. Learning Outcomes : By the end of this lesson students should be able to express some objects using adjective comparisons in the form of positive, comparative and superlative.
 G. Teaching and Learning Activities:

1. Building Knowledge of the Field

- a. What do you think of A and B?
- b. What do you think of C and D?
- c. Who is the coolest student in this class?

Responses :

- a. A is as beautiful as B.
- b. C is taller than D.
- c. E is the coolest student.

2. Modeling of the Text

Study the dialogue!

“Too Expensive”

In a painting shows,

Rudi : ‘Look at that picture! Waow..., she is very beautiful’.

Rini : ‘Not really. The woman in the picture is not as beautiful as this one’.

Rudi : ‘Mmm..., but her hair is longer. I like a long hair woman’.

Rini : ‘Do you want to buy the picture?’

Rudi : ‘How much does the price? What?! Rp 30 billion?! It is more expensive than the picture’.

Rini : ‘Off course, it is because the picture was made by the most famous painter in Indonesia’.

Rudi : ‘Let’s check the others!’

Answer the questions!

- a. Where they are?
- b. What are they doing?

- c. Why does Rudi like the picture?
- d. Does Rini agree? Why?
- e. Does Rudi buy the picture?

3. Join Construction

- In this phase, “the Copy of the Picture” game is conducted. The teacher provides picture and asks students to make the copy on blackboard.
- The pictures are:



Activities:

- a) Teacher divides the class into three groups.
- b) The pictures are distributed to the groups.
- c) The pictures are drawn by each member of the groups in turn.
 - 1) One student; one part of the pictures.
 - 2) The group which finishes at the first time is the winner of the “Copy a Picture” competition.
- d) Gives comments or critics on all pictures drawn by using adjectival comparison degree.
- e) Hopefully, each group will not agree with the judge comments and the class will active.

4. Independent Construction

Work in pairs; write a dialogue using adjective comparison expressions!

Appendix 11

Pictures for the First Treatment



Pictures for the Second Treatment

