

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language as a tool of communication with other people to share the human needs is very important. We know that without language, people can not interact with others. By using language, we can share our experiences, our feelings, and our needs to others.

English is as the one of familiar languages in the world. It becomes an international language and as a global language which is learned by many countries in this world in order to increase the progress of those countries. People in this world and also Indonesian have to learn it because we know that many of information which use English.

Globalization era makes English must be taught in every school. The Indonesian government has informed that Indonesia's schools have to teach English. Moreover, the students have to work hard to learn it because Indonesian government makes English as one of the subject that is examined in the national examination.

Learning English is difficult for Indonesian learners. It causes English is not commonly used in daily communication in Indonesia. Sometimes, one English word has several meanings that make learners confused to use it in both written and spoken. Besides, English can be separated from grammar, pronunciation, and spelling which seem more complicated than the Indonesian language. However

the teacher should teach grammar to develop four skills, such as reading, listening, speaking, and writing. As what GBPP (1994:419) states that:

pelajaran bahasa inggris di sekolah lanjutan tingkat pertama mencakup keterampilan membaca, menyimak, berbicara dan menulis dalam bahasa inggris yang sedapat mungkin disajikan secara terpadu, namun demikian penekanannya terutama pada keterampilannya membaca. Unsur-unsur bahasa seperti tata bahasa, kosakata, lafal dan ejaan dapat diajarkan untuk menunjang pengembangan keempat keterampilan berbahasa tersebut, bukan untuk kepentingan penguasaan unsure-unsur bahasa itu sendiri.

In practice, learning grammar is not easy for Indonesian learners who study English, especially for junior high school students. The students have the first experience in learning grammar in the classroom but when they have to apply it both in written or spoken English, they are not able to use it exactly. It is caused there are many aspects grammar such as simple words, tenses and meaning which are very different than their mother tongue. As what Fayram says, "Grammar is the area which seem worry students the most" (1995:37).

Moreover, students have to understand the rules of that grammar themselves if they want to use it exactly in written or spoken English. The researcher believes that those aspects are not easy to be understood by the students. As what Fayram says, "Students demand to know the rules of grammar, but rules presented one week are frequently forgotten the next" (Ibid:37). It shows that there is no special interest from students when the teacher explains about grammar in teaching learning process. From many aspects of grammar, English comparative adjective is one of them, which has the same problem for seventh grader. It is caused English comparative adjective is comparing someone or

something not only for higher degree but also for lower and same degree. Consequently, students sometimes feel confused with those types because they can't distinguish each type whether it is used in written spoken English.

Besides three types above, English comparative adjective also has an irregular form and regular form which students should pay attention. This is because irregular form and regular form have different rules when they are being put into sentences or being used into speaking activity. It can be seen from the examples below.

- a. Lely is *taller* than Rita, but Nisa the *tallest* student in the class.
- b. Eni is more clever than Susan, but Edy is the most clever student in the class.
- c. Rudy is *better* than Rahma, but Reny is the best student in the course.

Sentences (a) and (b) use a regular form of comparative adjective and sentences (c) irregular form of comparative adjective.

Realizing that learning English comparative adjective is very confused, so the researcher tries to find the effective ways in teaching English comparative adjective with pictures for seventh graders.

According to Hamalik that:

Pemakaian media pembelajaran dalam proses belajar mengajar dapat membangkitkan keinginan dan minat yang baru, membangkitkan motivasi dan rangsangan kegiatan belajar, dan bahkan membawa pengaruh-pengaruh psikologi terhadap siswa (In Arzyad, 1997:15).

Therefore, the researcher believes that use of picture can break the monotony in teaching grammar especially teaching English comparative

adjective. As what Li Shing (1981:15) says, “Using pictures to teach comparison of adjectives always brings a lot of fun to the class”. Furthermore, in my opinion pictures seem to be good technique in teaching English comparative adjective is useful. It can be seen from the students’ interest and arouse students’ motivation. As what Wright says that, “Pictures can motivate students make him or her to pay attention and to take a part” (Wright, 1998:17).

Based on those reasons above, the researcher is encouraged to conduct further study of using picture as an alternative medium in teaching English comparative adjective for the first year of junior high school.

1.2 Statement of the Problems

In reference to the problem identification above, this research tries to answer the following questions:

1. What kind of pictures can be used to teach English comparative adjectives to the seventh graders?
2. What techniques are taken to teach English comparative adjective using pictures to the seventh graders?

1.3 The objectives of the study

In line with the problems above, the study is aimed at the following purposes:

1. To select the appropriate pictures in teaching English comparative adjectives to the first year graders.
2. To describe the technique of teaching English comparative adjectives to the first year graders.

1.4 Significance of the Study

1.4.1 For the teacher

This study is expected to give good and useful information about the advantages of using pictures that are appropriate in teaching English comparative adjective as an alternative medium. Besides, the researcher wants to give information about the technique in teaching English comparative adjective using pictures.

1.4.2 For the students

It also is expected by using pictures students can widen their knowledge and understand them easily and practice in real communication in both of spoken and written.

1.5 Scope and limitation

The scope of this observation focused only in teaching English comparative adjective to a higher degree and the same degree. The limitation of this research is the students in seventh graders of Junior High School SMPN 1 Ngoro Mojokerto. In this research, the researcher uses pictures to teach English comparative adjective for the first year graders.

1.6 Definition of Key Terms

To get a better understanding about some terms in this research, the researcher tries to explain definition of them in order to the readers do not find ambiguity and misunderstanding. Those terms are:

1.6.1 Comparative Adjective

Comparative Adjective is generally used to express a comparison between two persons, two items, or two sets that difference clearly (Greenbaum and Quirk, 1990:153). Cyssco stated that comparative is used if we want to show differences between one noun with others noun clearly (2000:162). It means that comparative adjective is used to compare two nouns that have differences clearly.

1.6.2 Picture

Yunus (1981:4) says that pictures are the most widely available of all teaching materials. Pictures are an aspect of method where through their representation of place, objects, and people they are essential part of the overall experiences we must help our students to cope with (Wright, 1989:2). Therefore, it can be said that pictures are the most effective method that be used for all teaching materials.

1.6.3 Individual Picture

Individual pictures are single pictures of objects, persons, or activities (Yunus, 1981:50). An individual picture is one in which the item to be taught is found alone or it is highlighted in some fashions containing persons or objects. Picture here is a means to explain the material to the students. The researcher uses individual picture because it is suitable in teaching English comparative adjective.

1.6.4 Medium

Medium is human, material, or events that risen a situation that make students get knowledge, skill, or attitude (Gerlach & Ely in Arsyad, 2009:3).

Media is a kind of teaching aids. Visual aids are to help a teacher to teach, they must be suitable for the classroom situation in which the teacher is working (Kreidler, 1968:3). The medium itself means the connection between the material and the picture.

1.7 The Organization of the Study

There are five chapters in this study. In the first chapter, the researcher introduces the research by discussing the background of the research, research questions, objective of the research, significance of the research (for teacher and students), scope of the research, definition of the key terms, and the organization of the study. In chapter two, review of related literature; the nature of picture, technique to use pictures, kind of picture, the criteria of good pictures, the advantages of pictures, and the nature of english comparative adjectives. The researcher tries to focus in some points, in order to find the answers of the research problems.

In the next chapter, the researcher discusses the method of the research. This part explains five steps to collect the data. Other points which are mentioned in this chapter are research design, subject, instrument, source of data, data, and data analysis. In fourth chapter, the researcher analyzes the data. The researcher also discusses the finding and presents the results of the discussion. As generally found in descriptive research, the findings and the results of the discussion are summarized in chapter five. This chapter is in the form of conclusion.