

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher tries to write the theoretical background of this study. This is very important because it gives relevant knowledge in the field of the study. For this reason, this chapter describes the theories related to the area of interest of this research, the researcher would like to discuss about the nature of picture, kind of pictures that cover the criteria of good pictures, the advantage using picture, The researcher also discusses about the nature of English comparative adjective.

2.1 The Nature of Picture

Kriedler states "Pictures are one recognize way of representing a real situation and it can help the teacher variety, clarity and reality to the classroom situation" (1968:1). This opinion is quite true because pictures contribute the context from outside in the classroom. This opinion is also supported by Betty and Bowen (1982:2) that, "Using Visual Aids in the language classroom, and especially making them when suitable aids are not already available, calls for the investment of great deal of effort in terms of preparation". That is why everything are impossible we bring in the classroom are easy for pictures. For example: riding a horse and climbing the mountain.

2.2 Technique to use pictures

In fact, for teaching using pictures should be maintained. The teacher should be of value not only from the point of view decoration but also as

pedagogic material. One of the basic principles to observe in the use of picture is that a limited number of pertinent and well selected pictures. In this case the researcher describes how to use pictures proposed by Huebener (1967:38), those are:

1. Preparation

In view of the fact that we are surrounded by pictures, posters, billboard, and signs of a high technical quality and that magazines present a plethora of beautiful illustration in color, the mere presentation of a picture in the classroom will not arouse immediate and profound interest. The class must be put into a receptive mood; the showing of the picture must be motivated. Furthermore, the pupils must be told what to observe and what to remember.

2. Presentation

Powers of observation, like those of listening are not inborn; they must be trained. Many people are not fully aware of the significance of what they see or hear. Very few pictures are self-explanatory. The teacher is there to point out the important factors, to clarify, to stress and emphasize, to explain. This is important because children's experiences are inadequate and we all interpret what we see and hear in the light of our past experience.

3. Application

The information obtained should be applied. This can be done in a number of ways. If the picture is used for purely linguistic aims, the new words and phrases should be used in original sentences, in dictation, and in short

compositions. If it is a lesson in culture, the pupils may be inspired to do further reading and research and report on the subject.

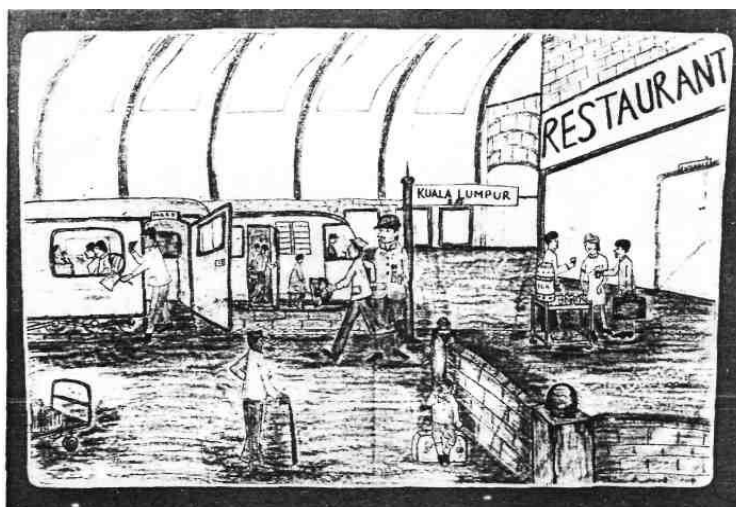
2.3 Kind of Picture

Talking about pictures, Yunus (1981: 49-50) divides pictures into three kinds, namely:

2.3.1 Composite Pictures

Composite pictures are large single pictures, which show a scene (hospital, canteen, bus station, etc) in which a number of people can be seen doing many things (yunus, 1981:84). These pictures are as the media or visual aids for whole-class teaching since students can be see places, people and events they would otherwise not see because of factors like distance, tie and cost. They don't only show a local subject matter but also foreign. Therefore, students can be seen the differences between countries and cultures. Because of their size, composite pictures are most appropriate for whole-class teaching rather than individual learning of group work.

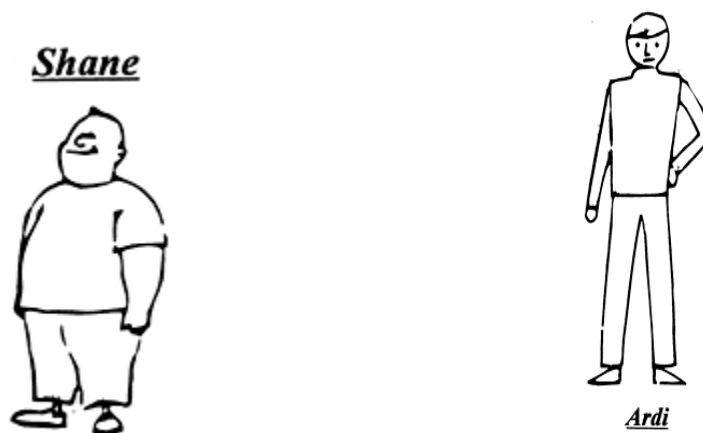
For example:



2.4 The Criteria of Good Pictures

Betty and Bowen (1982, 5-6) point out that there are five criteria before selecting picture. First, a picture should be something appealing (*appeal*). The content of the picture should persuade the interest and imagination of the students. It means that by the picture students are of course more appreciate to be involved in teaching learning process especially in learning English comparative adjective. Second, it should be relevant (*relevance*). Relevant here means the picture should be appropriate for the purpose of the lesson.

However using fascinating pictures should not be used by teacher in that particular lesson of they do not contribute to the purpose of the lesson. For example: the teacher wants to teach his students English comparative adjective. Then the purpose of this study is students are able to compare two thing or people easier by using pictures. It is impossible for teacher using the picture of the beach or bus station if he wants to teach English comparative adjective. The picture should be two people who have a different body.



Third, the significance of the picture should be within the students' knowledge and cultural understanding (*recognition*). It is useless teaching what an elevator means to the students from a remote area where there is no elevator around them consequently they won't be able to figure it out. Fourth, a picture should be a large enough (*size*). It means that picture can be seen clearly by the students from the back of the room. But when the teacher asks students to make group of pair work, picture can of course be proportionally smaller. The last criteria are clarity.

A simple picture is usually more effective than a picture crowded with details, because a simple picture help focus the students' attention on the special items being learned. On the other hand a picture crowded with details make students confuse and distracted.

2.5 The Advantages of pictures

Learning grammar is not easy, because there are many rules and elements which students have to learn it, of course, happens in learning English adjective comparison degree too. On the other hand pictures as visual aids are great help in stimulating the learning of grammar including comparison degree when teacher explains it without any medium. In this case students must use their ears as well as their eyes but if teacher uses medium such as pictures, students only use their eyes as the primary channel of learning.

Picture will help maintain the step of the lesson and the student's motivation as we learn most through visual stimulus. The more interesting and various these stimulus are, the quicker and more effective our learning will be.

The researcher believes that picture is more beneficial than with other medium. It is more interesting, effective, economical, and practical compare the others. Here the researcher explains the benefits of using in teaching grammar especially degree of comparison.

2.5.1 Pictures are Interesting

Learning English adjective comparison is not difficult but confusing for students. The problem is students can't distinguish a part of English adjective comparison such as superlative and comparative degree. One the other hand English adjective comparison also has an irregular and regular form which have different rule if they are put into sentences. As a result they get difficulty when they study English adjective comparison.

Meanwhile teacher always uses an authentic material such as textbook when he or she explains about grammar. Using pictures can break the monotony in learning grammar including English comparison. It means there are many kinds of pictures, which have different size, color, and type. As what Ernestova says that "Pictures provide necessary variety, are popular, and foster a high degree of interest"(1971:9). It is also supported by Nielsen (1984:30) that "Pictures provide an alternative to picture less exercise, thus adding variety to classroom activity".

Moreover, by looking at pictures, students are easy to understand about comparison degree than using textbook, because they can compare directly by examining the picture. As what Betty says that "A student with creative imagination will often find he learns a new language easily and enjoyable through the use of pictures while he finds it difficult to learn just from a textbook and

dictionary" (Betty an Bowen, 1982:2). As a result students are more enjoyable and freely say what they mean by looking at the picture. Therefore, learning grammar including comparison degree is not boredom anymore for students.

2.5.2 Pictures are Economical

Pictures are economical. Students do not need much money to buy them. They can cut pictures out from magazines, newspapers, or cartoon stories. In this case students should not cut picture from new magazine or newspaper, but they can cut it from the old one. As what Ernestova says that "Students can cut the pictures out and stick them onto cardboard or heavy paper that they will stand up to wear and tear" (Ernestova, 1997:5).

Moreover, pictures are also economical for teacher because as one of medium which is inexpensive and easy to find is suitable for teacher in teaching grammar especially English comparison to students. For this reason teacher does not spend a lot of money either and time to give various way in teaching material beside textbook. As what Andrew (1989:182) says that "For most teachers pictures are cheap and readily available resource". Meanwhile, even if the teacher does not bring a picture, he or she can draw it on the board. But, if the teacher can't draw well, he or she can use a simple drawing such as stick sketches. Like what Li-Shing says that "You don't have to be artistic or spend time learning to draw, and you don't spend any money either" (Li-Shing, 1981:15).

2.5.3 Picture is Practical

When teacher uses the textbook only, he or she needs a long explanation to make students understand about the materials. But, sometimes teacher does not

realize that using pictures as a medium in teaching English adjective comparison economize the teacher's explanation. Teacher does not need much time and energy to convey the meaning of many terms quickly without the use of long explanation. On the other hand, students can understand the meaning of the word better, because they have seen some clues associated with what is going to be taught. They will not get confused and misunderstand any longer.

Moreover, they are more interested in the material which is explained by teacher. As what Finocchiaro says that "Pictures will be found invaluable in reducing learning and teaching time by attracting the immediate attention of the pupils and by making possible fewer and shorter explanation of words and concepts "(Finocchiaro, 1969:186). This opinion is also supported by Szyke (1981:5) that "Pictures give a clear concept of what a word or structure may mean they are much simpler and more vivid than a long explanation".

Otherwise using picture makes students more courage to speak and participate in teaching learning process than the teacher. They are not ashamed anymore to take part in this activity because for them learning grammar especially English comparison through pictures is easy to understand than a long explanation from the teacher. As a result teacher is only as a mediator in this activity. As what Betty says that pictures allow the teacher to talk less, by demising the importance of the verbal stimuli provided by the teacher's voice, and allow the students to talk more. This visual rather than verbal approach result in less teacher talking time and more student's participation(Betty and Bowen, 1982:1).

2.5.4 Pictures are Effective

It is impossible to bring the real situation outside to the classroom. For Examples:

- *Car is fast*
- *Train is faster than car*
- *Plane is the fastest one.*

It is not possible to bring out the plane, car, and the train to the classroom but by pictures teacher can show to the students how the plane, car, and train are. Therefore they do not guess and imagine how they are anymore. Like what de Gregori says that "Pictures can successfully bring out the meaning of certain objects, actions, and qualities" (De Gregori, 1971:27). This opinion is supported by Ernestova (1981:5) that "As pictures and their images are more vivid than words, they are much easier to recall than words".

Besides, students do not like the idea of being asked to come in front of the class and be measured by teacher. Pictures can help students to avoid causing embarrassment among students. For example: teacher explains about English adjective comparison. He or she compares some students in the class such as:

- *Ari is fat*
- *Rudi is fatter than Ari*
- *Rani is the fattest in the class.*

Sometimes it is impossible to ask those students to come in front of the class. The researcher believes that they are ashamed to do it. Besides that they do not like that the students are laughing at them. As what Finocchiaro (1969:186)

says that “Pictures will be found invaluable in overcoming the limitation of the restricted personal experiences of the pupils”. This opinion is also supported by Nielsen that “Pictures can force students to verbalize what he sees a helpful skill (Nielsen, 1984:30).

From the explanation above, the researcher believes that the picture is truly interesting, economical, practical and effective than the other mediums. It is because there are many varieties of pictures and, it is easy to get pictures from any resources such as magazine or newspaper. Teacher or student can also draw the picture by themselves. Besides, by using picture teacher does not need a long explanation to make students understand about material and also does not spend much money for it, to avoid confusing from students.

2.6 The Nature of English Comparative adjectives

English Comparative adjective is part of comparison adjective. Comparison adjective itself is used when we compare two thing (or group of things) (Geoffrey and Leech, 1989:84). These are three types of comparison with gradable adjectives, namely to higher degree, to the same degree, and to a lower degree (Greenbaum and Quirk, 1990:152-156).

Comparison to a higher degree is stated by the inflected forms in *-er* and *-est* or with *more* and *most*.

For example:

- Anna is cleverer than Susan
- (X + to be + adjective + *-er* + than + Y)
- Anna is more clever than Susan

(X + to be + *more* + adjective + than + Y)

-er and *more* are called comparative which is generally used to express a comparison between two persons, two items, or two sets. *-er* is used for an adjective which has one syllable, but for *more* is used for an adjective which has more than one syllable.

While *-est* and *most* called superlative which is generally used when more than two are involved:

For example:

- Jane is the *cleverest* student in the class.

(X + to be + adjective + *-est* + Y)

- Jane is the *most clever* student in the class.

(X + to be + the + *most* + adjective + Y)

With the superlative, Jane is explained as the clever student from other clever students in her class. In occasion, Jane is included in the class and which compare with others.

Second type, it is comparison to the same degree. It is started by *as* (or sometimes *so*) ... *as*:

For example:

- Anna is *as* tall *as* Bill.

(X + to be + *as* + adjective + *as* + Y)

This sentence explains that Anna and Bill have same tall.

- Anna is not *as* tall *as* John

Anna is not *so* tall *as* John

(X + tobe + not + *as/so* + adjective + *as* + Y)

The last type is comparison to a lower degree. This type is started by *less* and *least*:

For example:

- This problem is *less* difficult than the previous one.

(X + tobe + *less* + adjective + than + Y)

This sentence explains that the problem is easier than the previous one.

- This is the *least* difficult problem of all.

(X + tobe + the + *least* + adjective + Y)

This sentence explains that the problem is easiest than other problems.

According to form, Greenbaum also classifies that comparative adjective has two forms, namely, irregular form and regular form. Irregular form of comparison is a small group of highly frequent adjectives has comparison and superlative form with stems which are different from the base:

For example:

- | | | |
|---------------|--------------------------|----------------------------|
| - <i>Good</i> | - <i>Better</i> | - <i>Best</i> |
| - <i>Bad</i> | - <i>Worse</i> | - <i>Worst</i> |
| - <i>Many</i> | - <i>More</i> | - <i>Much</i> |
| - <i>Far</i> | - <i>Further/farther</i> | - <i>Furthest/farthest</i> |

Certain changes in spelling or pronunciation may be introduced in the base of the adjective when the suffixes are added in regular forms of comparison.

For example:

- a. A single consonant at the end of the base is doubled before *-er* and *-est* when the preceding vowel is stressed and spelling with a single letter.

- *Big* - *Bigger* - *Biggest*

But contrast

- *Neat* - *Neater* - *Neatest*

- *Thick* - *Thicker* - *Thickest*

- b. In the base ending consonant followed by *-y*, *y* changes to *-i* before *-er* and *-est*.

- *Angry* - *Angrier* - *Angriest*

- c. In the base ends in a mute (unpronounced) *-e*, this 'e' is dropped before the inflection.

- *Pure* - *Purer* - *Purest*

- d. Syllabic /i/, as in simple ceases to be syllabic when inflection are added.

- e. Even for speakers do not pronounce final *-r*, the 'r' pronounced before the inflection.

For example: *poorer*

While according to inflection and periphrastic, comparison has three choices, those are,

1. Monosyllabic adjective which can normally form their comparison by inflection.

For example:

- *Low* - *Lower* - *Lowest*

2. Disyllabic adjective that can take inflected forms those ending in an unstressed vowel, syllabic /i/ or /a(r)/.

For examples:

- (a) –y : *funny, noisy, wealthy, friendly*
- (b) –ow : *hollow, narrow, shallow*
- (c) –le : *gentle, feeble, noble*
- (d) –ur, -ure : *clever, mature, obscure.*

3. Trisyllabic or longer adjective which only take periphrastic forms.

For example:

- *more beautiful [but not beautifuller]*
- *the most beautiful [but not beautifullest]*

Adjective with the negative un – prefix, such as unhappy and untidy, are exception.

Comparison of adverbs are the same as those for adjectives. Like comparison, there is a small group with comparative and superlative inflections are identical with those for the corresponding adjective good, bad and the quantifiers much and little.

For example:

- | | | |
|-----------------|--------------------------|----------------------------|
| - <i>badly</i> | - <i>worse</i> | - <i>worst</i> |
| - <i>well</i> | - <i>better</i> | - <i>best</i> |
| - <i>little</i> | - <i>less</i> | - <i>least</i> |
| - <i>far</i> | - <i>further/farther</i> | - <i>furthest/farthest</i> |
| - <i>many</i> | - <i>more</i> | - <i>most</i> |

Adverbs that are identical in form with adjectives take inflections if the adjectives do so: fast, hard, late, long and quick. They follow the same spelling and phonological rules as for adjectives.

For example:

- *Early*

- *Earlier*

- *Earliest*