

CHAPTER IV

DISCUSSION

The aim of this study is to answer the questions in chapter I in term of discussion. In this chapter, the writer would like to discuss some advantages of using pictures in teaching English adjective comparison. The writer also writes kind of pictures which are appropriate for teaching English adjective comparison and elaborates the technique of teaching English adjective comparison using pictures for the first year students of Junior High School.

4.1 Kind of Pictures can be used in Teaching English Adjective Comparison

There are many kind of pictures, which can be used in teaching English, especially grammar. English teachers usually use several kinds, such as picture series, composite pictures, or individual pictures. English teachers use several kind of pictures depend on teaching material (in this occasion is grammar). Therefore, pictures for teaching present continuous are different from pictures for teaching preposition or English adjective comparison.

In this study, the researcher discusses about teaching English adjective comparison. Therefore, it is impossible for the researcher to use picture series or composite pictures. It causes the two kind of pictures contain many illustrations. The researcher believes as beginners, the first year students of Junior High School, are confused to study English adjective comparison using those pictures.

As a teacher, she or he should be considered the criteria of good pictures, which the researcher has explained before in chapter II. Two of them are

Recognition and Charity, which is used by the researcher as consideration for not choosing two kind of pictures. As what Betty says that “A crowded picture can confuse and distract. Students should be able to see the relevant details clearly. Strong outlines and contrast in tone and color are important to avoid ambiguity” (Betty and Bowen, 1982:6). It is supported by De Gregori (1971:27) that:

A simple drawing is usually more affective than a picture crowded with details, because the simple drawing helps focus the students’ attention the special item being learned. Elaborate pictures may be ambiguous. Well-chosen pictures are useful in presenting concepts that are correct, clear and complete; they serve to overcome the limitation of the students own experience and to expand their knowledge beyond the classroom.

As a matter of fact the researcher chooses individual pictures in teaching English adjective comparison. Individual pictures are clearest than composite and picture series. But it is impossible too that teacher only uses one individual picture in teaching English adjective comparison.

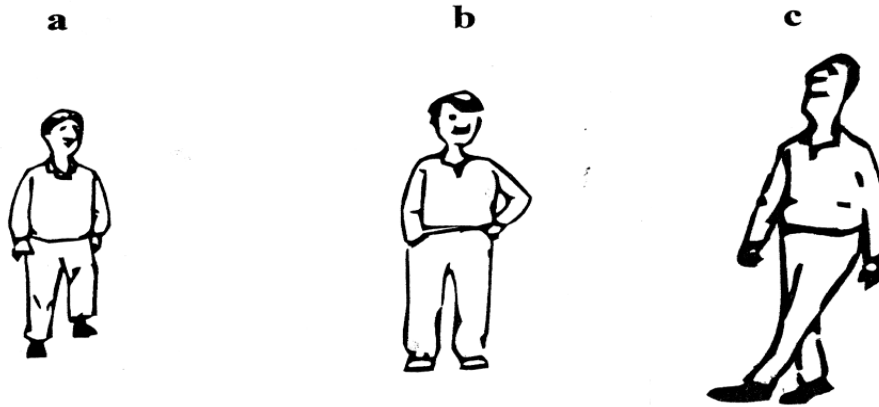
For example:



The man is strong

As English learners know that English adjective comparison studies about comparing more than one things or persons or sometimes more than two.

Therefore, it would be better that teacher uses several individual pictures to make students understand what the teacher means.



- a. Budi is tall
- b. Rudi is taller than Budi
- c. Amir is the tallest

The teacher should consider what the pictures look like also. For example, when the teacher wants to compare Budi's, Rudi's, and Amir's weight, the teacher should provide the appropriate pictures which show the differentiation between their weight. The teacher shouldn't provide pictures which will make students confused.

4.2 Technique of Teaching English Adjective Comparison Using Pictures

English is one of international language which is used to communicate with foreigners. It is not easy for Indonesian to study English. It is causes English as the second language. Other reason is English and Indonesian language have many differences, such as grammar, pronunciation, etc. In addition, English

learners have to master four skills. Those are speaking, reading, listening, and writing.

Furthermore, from many parts of English, grammar is one of problems for students to understand and master English. It is caused grammar has many rules and patterns as what the writer has been explained in chapter I. Consequently as a teacher, he or she has to introduce grammar as interesting as possible. When the students are interesting in learning, they do not feel bored. Therefore, English teacher has to find an alternative way and interesting medium in teaching grammar beside the textbook such as pictures.

Besides, an English teacher has to find the technique to support the successful teaching of grammar. Technique plays a major role in the learning teaching process, because a good technique can lead the teacher to achieve the goal successfully. Every teacher can create his/her own technique as long as it does not deviate from syllabus. The more creative is the better the result will be.

From many kinds of grammar, the researcher chooses adjective comparison material. Actually adjective comparison is not difficult but it is confusing for students as the researcher has explained in chapter I. Meanwhile, the researcher chooses pictures as an alternative medium in teaching adjective comparison because the researcher believes that using pictures is more interesting, effective, economical, and practical compare than other medium.

Moreover, from many kind of techniques, the researcher selects three techniques which are used by Wright, Buckeridge, and Sheedy as an alternative technique in teaching adjective comparison for teacher. The reason is those

techniques include four skills namely reading, listening, speaking, and writing. In this study the researcher tries to combine three of them to teach adjective comparison based on GBPP as what the writer write in chapter I.

This rule is supported by Finocchiaro (1969:97) that:

It is also essential to remember that vocabulary, structure, etc, are not taught as ends in themselves but that they are integrated in actual use in the four basic communication skills: understanding, speaking, reading, and writing. These four fundamental activities, though which we learn language and for which we need language, should serve as the base of a well-rounded, comprehensive communication arts or language arts program.

Moreover, the researcher wants to present the new technique for teaching English adjective comparison communicatively including reading, listening, speaking, and writing by combining the three techniques above.

Here, the steps of presentation in teaching adjective comparison presented by the researcher.

4.2.1 Objective

Students are able to compare two things or persons to support reading, listening, speaking, and writing ability. As what Penyempurnaan/Penyesuaian Kurikulum 1994 (1994:4) says that :

Keterampilan-keterampilan fungsional beserta contoh-contoh ungkapan komunikatifnya disajikan dalam daftar menurut urutan catur wulan. Apabila ungkapan komunikatif yang ada akan diubah, hendaknya pola kalimat atau butir tata bahasanya dipertahankan. Apabila ada keterampilan fungsional yang belum dapat dicakup dalam catur wulan pertama atau kedua, keterampilan fungsional tersebut harus di cakup dalam catur wulan berikutnya. Istilah “ungkapan” dalam keterampilan fungsional mencakup aspek “receptive” (membaca dan menyimak) dan “ produktif “ (berbicara dan menulis).

4.2.2 Activities

1. Ask students some questions about the pictures. What the pictures like and what kind of adjective can mention from the pictures.
2. Ask students about adjective comparison.
3. Ask one student to make an adjective comparison sentence.
4. Discuss the sentence with students.
5. Ask students to make a correct pattern of adjective comparison according to result of discussion.
6. Ask them to work in pairs to compare each of members in their group.
7. For reinforcement, ask the students to make a sentence from the pictures which are shown by the teacher.

This activities are based on what Finocchiaro (1969:99) says that:

Whatever the procedural approach-conversation, story, etc. The teaching of any language items should proceed in five sequential steps:

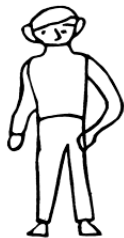
1. The pupils should be led to *understand* the material. This may be done trough pictures; paraphrases; pantomime; dramatization; through a brief explanation in English; or (as a last resort) through the equivalent expression in the pupils' native language. This may be termed the step of "cognition".
2. They should be led to repeat the material after the teacher models it as often as necessary. The repetition is done first by *the entire groups*, then *by smaller groups*, then by *individuals*, always preceded by the teacher models.
3. They should be led to *practice* the material in as many ways as possible.
4. They should be helped to *choose* the correct structure, words, or expression from several alternatives, in statements, responses, or question. This is often called the step of "discrimination".
5. They should be encouraged to *use* the new material in any communication situation in which they can express ideas, wants, or desires without conscious concern for inflection,

word order, stress, or any other feature of the English language system. This step is often labeled “production”.

4.2.3 Experience

4.2.3.1 Step One

The teacher shows some pictures to the students. The teacher asks some opinions to the students about the pictures. The teacher explores the students thought.



Teacher : What do the persons look like in the picture?

Student 1 : The girl is fat and tall.

Student 2 : The boy is tall than the girl.

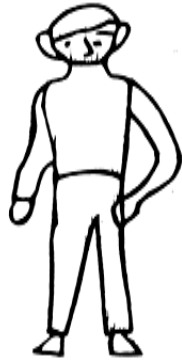
- Teacher : Please mention some adjectives based on the pictures!
- Student 1 : Fat, beautiful, handsome, tall.
- Teacher : We can compare the height (tall) and weight (fat), but we can not compare someones appearences (beautiful and handsome). In this occasion, I would like to compare their weight.

4.2.3.2 Step Two

Students usually do not like idea of being asked to come in front of the class and be measured by the teacher. To avoid causing embarrassment among students, ask some of the students to lend their name as follow:

- Teacher : Who is like the first, second, third, and the fourth pictures in this class?
- Students : Rian, Ratna, Tety, and Ardi.
- Teacher : Give each picture with their names!

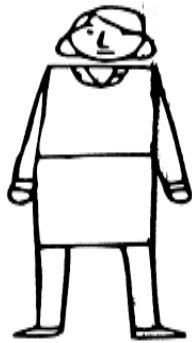
The pictures should be as follows:



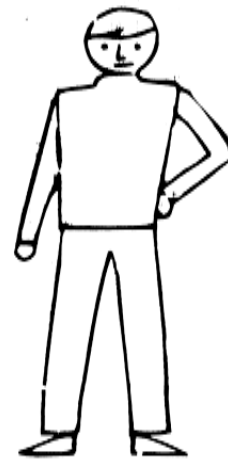
Rian



Ratna



Tety



Ardi

Teacher : Who is smaller Tety or Ratna?

Student 1 : Tety is smaller than Ratna

Teacher : Who is taller Rian or Ardi?

Student 2 : Ardi is taller than Rian

Teacher : Who is taller Ratna or Rian?

Student 1 : Ratna is as tall as Rian

Teacher : Who is the tallest one?

Student 3 : Ardi is the tallest

Teacher : Who can compare them?

(Usually students get a little bite difficulty at beginning to compare them) Okay, listen!

Tety is not as tall as Ratna. Ratna as tall as Rian. Both Rian and Ratna are taller than Tety, but both are smaller than Ardi. Ratna is the tallest girl in the class. Ardi is the tallest of the four. He is also the tallest student in our school.

4.2.3.3 Step Three

After comparing four pictures, the teacher and students discuss the pattern that is usually used for comparison degree. In this occasion, the teacher should not explain directly. The teacher should explore the students' opinions also.

Teacher : Who can make the pattern of the same degree from the sentences that you had made before?

(While teacher write this sentences on the board)

Ratna is as tall as Rian.

Student 1 : S + to be + as + Adjective + as

Teacher : Now look at the example of comparative degree!

Tety is smaller than Ratna

Student 2 : S + to be + adjective + er + than (or)

S + to be + more + adjective + than

Teacher : The last is the example of superlative degree

Ardi is the tallest

Student 3 : S + to be + the + adjective + est

S + to be + the + most + adjective

4.2.3.4 Step Four

After students answer the question to make the pattern from the teacher, teacher divided the class into some groups. One group consists of four or five students. Then teacher asks of each group to compare each of their members whether he or she is clever, tall, small, high, etc. (The answer of each group can be as follows).

Group A : Rani is not as clever as Rendy. Rendy is as clever as Bayu. Both Bayu and Rendy are more clever than Rani, but Irma is the most clever student in group A.

Group B : Dina is not as fat as Bima. Bima is as fat as Lucky. Both Bima and Lucky are fatter than Dina, but Ratih is the fattest one in our group.

Group C : Sinta is not as young as Santi. Santi is as young as Reza. Both Reza and Santi are younger than Sinta, but Rudy is the youngest one in our group. Etc.

4.2.3.5 Step Five

After one student of each group has had turn to tell his group opinion to compare his/her members, the teacher gives several pictures to know whether each students have understood or not about the material. It is usually called reinforcement. After that ask students to compare each picture that is given by teacher.

For Example:

Mr. Ahmad



Mr. Bram



Mr. Ridwan



Bambang's dumbbell

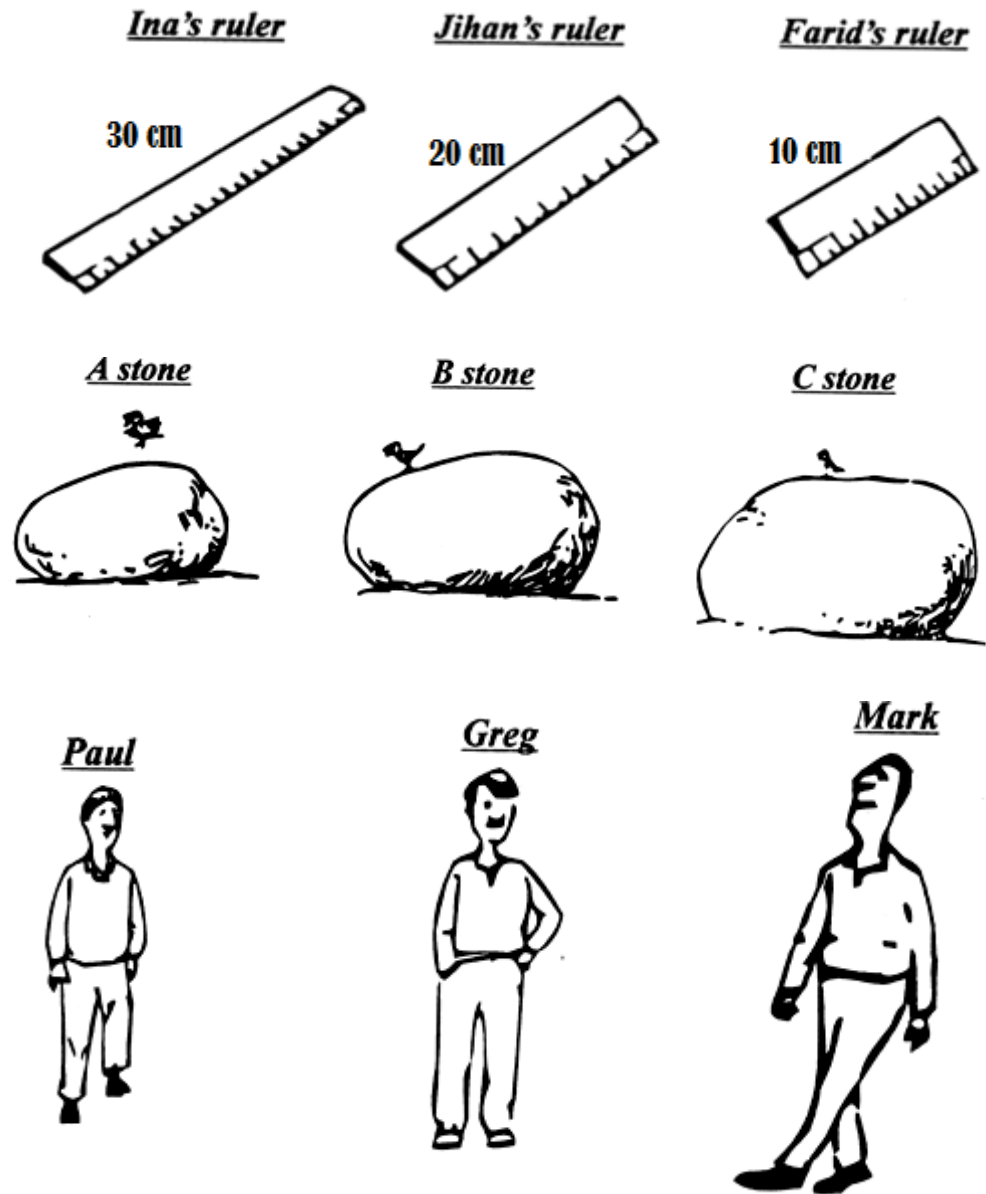


Rudi's dumbbell



Joko's dumbbell





The answer should be as follows:

1. a. *Mr. Ahmad is thin*
- b. *Mr. Bram is thinner “ than Mr. Ahmad*
- c. *Mr. Ridwan is the thinnest*

BobShaneBryanJulianTomJackSamPatJustin

2.
 - a. Bambang's dumbbell is heavy
 - b. Rudi's dumbbell is heavier than Bambang's dumbbell
 - c. Joko's dumbbell is the heaviest
3.
 - a. Ina's ruler is short
 - b. Jihan's ruler is shorter than Ina's ruler
 - c. Farid's ruler is the shortest
4.
 - a. Stone is big
 - b. Stone is bigger than A Stone
 - c. Stone is the biggest
5.
 - a. Mr. Paul is tall

- b. Mr. Greg is taller than Mr. Paul*
- c. Mr. Mark is the tallest*
- 6. *a. Mr. Bob is fat*
 - b. Mr. Shane is fatter than Mr. Bob*
 - c. Mr. Bryan is the fattest*
- 7. *a. Mr. Julian is strong*
 - b. Mr. Tom is stronger than Mr. Julian*
 - c. Mr. Jack is the strongest*
- 8. *a. Mr. Sam is old*
 - b. Mr. Pat is older than Mr. Sam*
 - c. Mr. Justin is the oldest*

4.3 The Students Responses in the Process of Teaching and Learning from Questionnaires

The researcher analyzed that there were 79,15% students stated that the teacher's technique in teaching was interesting. And less than 20,85% students stated that it was not interesting. They thought that the use of pictures help them to undertand the material. Based on the data that found in the multiple choice questionnaire there were some questionnaire that said about the opinions, as follows:

1. What do you think about the use of individual picture technique in learning comparative adjective?

- a. interesting (79,15%)
 - b. not interesting (20,85%)
2. Do you often find difficulty in understanding the individual pictures?
- a. very often (4,34%)
 - b. often (21,74%)
 - c. sometimes (60,87%)
 - d. never (0%)
3. How long do you need to understand the individual pictures?
- a. 5 minutes (21,74%)
 - b. 10 minutes (21,74%)
 - c. 15 minutes (43,51%)
 - d. 30 minutes (13,04%)
4. What is your opinion about the use of individual pictures in the class is needed?
- a. very needed (39,13%)
 - b. needed (56,52%)
 - c. less needed (4,34%)
 - d. not needed (0%)

According to the data, 60,87% students sometimes get difficulty in understanding the individual pictures and need 15 minutes to understand the pictures. The students also have a notion that the individual pictures are needed (56,52%) in learning process. All results are showed in appendix 1.