

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and the suggestions. In the conclusion part, the writer summarizes the main points that have been concluded in the previous chapters. In the next sections, the writer would like to give some suggestions for the English teachers and recommendation for further research.

5.1. Conclusion

This study is a quantitative study, which is conducted to analyze the Comparison Degree achievement to determine the effectiveness of using pictures on the teaching Adjective Degrees of Comparison to the Second Year Junior High School Students of SMP 15 Surabaya. The inspiration for this study was derived from the writer's curiosity whether or not the pictures could improve the students' ability toward the Adjective Degrees of Comparison.

This study is based on the theory, which deals with the topic discussed, the behaviorist theory proposed by B.F. Skinner. He states that, "The learner is led through a series of stimulus-response situations which take him closer and closer to the desired goals."

This study used Visual Aids that are situational pictures since the situational pictures are more effective and practical for the teaching-learning process. While the material was focused on the Adjective Degrees of Comparison that discussed the change in the forms of adjectives and adverbs to compare and contrast different

objects in English in order to show a different degree of quality they indicate. There are three degrees of comparison namely positive, comparative and superlative used in this study since the lesson is included in the English Curriculum of Junior High School.

The method of this study is a quasi-experimental design namely Nonequivalent Control Group Design. This study was identical with the Pre Test-Posttest Control Group design in which the pre-test was assessed before the students received the treatments. While the posttest was administered after the students received the treatments.

In conducting the experiment, the writer used the second year of Junior High School of SMP 15 Surabaya of the academic of 2005-2006 as her subject. There were three classes namely VIII-A, VIII-B, and VIII-C that were chosen by analyzing their midterm test score. It means that those three classes have the same level of intelligence. In order to decide which class became the pilot, control or experimental groups, the writer randomized the intact groups by making lots.

To obtain the data, the writer applied a test for the pre-test and posttest in the form of a multiple choice type test, which was one of the short answer tests. The test consisted of 30 items that must be selected the correct answer out of 4 options for each item with time allocation of 45 minutes.

Dealing with the test reliability, the writer held a try-out first to the pilot group (VIII-C) in order to know whether the test is appropriate to the students' level and the students have sufficient time to finish the test. The Pilot Group consisting 44 students did the test in 45 minutes. Having got the result, which stated that the

test was reliable, the writer continued the research by conducting the pre-test and posttest to the other two classes as the subject with the same test and the time allocation. After getting the data, the writer calculated and analyzed the students' scores.

From the analysis of the findings in comparing the result of the pre-test and posttest given in the control and experimental groups, the writer concluded that the treatments given in each groups bring the improvement in the students' mastery towards the Adjective Degrees of Comparison. While the result of the pre-test of the two groups indicated that there is no significant difference between those two groups since both groups have the same level of intelligence. Whereas, the result of the posttest of the control and experimental groups showed that there is a significant difference between those groups.

As the result, the null hypothesis is rejected since there is a significant difference between the Adjective Degrees of Comparison achievement of the students taught through pictures and those taught without using pictures. The result indicates that the Adjective Degrees of Comparison achievement of the students taught through pictures are greater than those taught without using pictures. This happens since the teaching through pictures can help the students to understand briefly and also relieve the boredom of the teaching-learning process. Moreover, pictures can refresh the learning atmosphere and create fun activities in the teaching-learning process. Therefore the result of the experiment proves that the pictures bring about effective learning. It means that the teaching of Adjective

Degrees of Comparison using pictures is more effective than that one without using pictures.

5.2. Suggestion for the English Teachers

Considering that the teaching of English Grammar is the main point of acquainting the language in which it needs explanation clearly and intensely, the writer thinks that it needs more the supporting elements to convey the explanation and examples. The students must understand grammar as one of the difficult matters in English learning more, so it needs a teaching and learning strategy that can attract the students to learn and be fond of this subject. In addition, the English teacher must be more creative to produce the new technique and strategy to invite the students to learn English Grammar and also to apply the English Grammar more effectively. Moreover, the English teacher must be willing to change their old technique instead of using the new technique by means of using the visual aids, for instance using pictures, which are appropriate to the teaching-learning process. Therefore, the writer would like to give her suggestion for the English teachers, especially in the teaching of Adjective Degrees of Comparison.

In order to improve the students' mastery in English Grammar especially the Adjective Degrees of Comparison, the English teacher should be creative in managing and providing the pictures. In addition, the teacher is expected to be able to present the pictures and choose the appropriate pictures that can really be interesting and motivating the students in learning Adjective Degrees of Comparison. The teacher could involve the students to participate enthusiastically

by asking the students to bring the pictures illustrating the Adjective Degrees of Comparison that will be used as a visual aid. Moreover, the writer wants to suggest that the pictures presented should be more colorful.

All in all, the writer hopes that the suggestions will be helpful to encourage the Junior High School teachers to apply the suggested technique for innovating the way of the teaching, so the aims of the teaching could be attained.

5.3. Recommendation for Further Research

The writer realizes that this study is far from being perfect. Thus she expects that there will be other researchers who will conduct a more thorough study on the teaching of Adjective Degrees of comparison through pictures to give more complete and more valid result. For further research, the writer wants to share her experience related to the weakness found in this study. The effect of the teaching of Adjective Degrees of Comparison through pictures is seen through only one kind of instrument that is multiple-choice items. It would be better if the effect of the teaching of Adjective Degrees of Comparison can be proved into more than one instrument for instance essay type or even the combination of the multiple choice and essay type items. In addition, the writer expects other researchers to conduct other studies about the teaching of Adjective Degrees of Comparison through pictures has not been covered in this study, for instance the study that deals with the attitude of the students toward the teaching of adjective Degrees of Comparison through pictures.

Due to the limited time, the writer conducted only three treatments for each group, experimental group and control group before she gave the posttest. It would

give more thorough and complete result if the amount of the treatments were added so that the students' development in receiving and understanding the Adjective Degrees of Comparison can be observed more deeply.

The population, sample and the materials were limited to certain subject and certain part. Hence, the result cannot be generalized to all people. In addition, the pictures shown were not large enough for the entire class even though the pictures have been drawn and colored on a piece of paper. It would be better if the next researchers draw the pictures on a larger piece of cartoon. The larger pictures can illustrate the examples of Adjective Degrees of Comparison more clearly so that the result obtained will be better.

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