

**DEVELOPING STUDENT'S UNDERSTANDING OF DEGREE  
COMPARISON THROUGH BOARD GAME  
AT SMPN 1 LANGSA**

**SKRIPSI**

Submitted in partial fulfillment of the requirement  
for the degree of Sarjana Pendidikan

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### DEVELOPING STUDENTS' GRAMMAR ABILITY IN USING ADJECTIVE DEGREE OF COMPARISON THROUGH BOARD GAME AT SMP N 1 LANGSA

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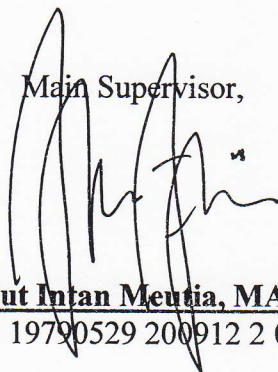
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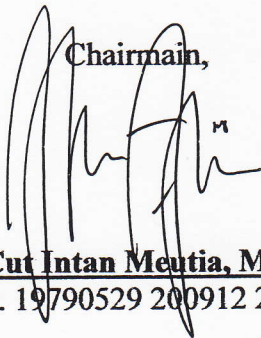
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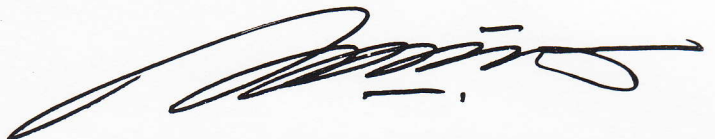
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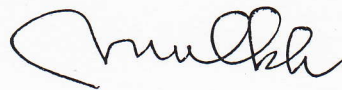
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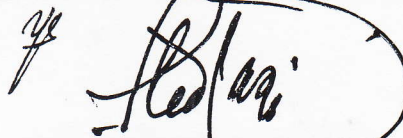
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## ABSTRACT

This research was conducted in order to investigate a problem to be solved by applying the suitable technique in teaching degree of comparison. One of the techniques which is used to be solved the problem is using *Board game*. The writer formulated the problem follow: "Can Board game develop student's understanding in degree comparison to the second year at SMPN 1 Langsa?. The purpose of study is to find out whether using Board game can develop student's understanding in degree comparison.

The writer used experimental research as the research design. The population in this research was all of the 8<sup>th</sup> grade student at SMPN 1 Langsa. As the sample of this research were VIII-E as experimental class and VIII-J as controlled class. And this research used test and observation as instrument of this research. The result of this research showed that through board game in teaching adjective degree of comparison can develop students' grammar ability. It can be seen from the result score, the average score of pre-test in experimental class was, 48,90, while the average score of post-test was 64,54 and there was increasing in controlled class but is not too significant, from the average pre-test was 44,37 to be the average post-test 57,03.

Related to the result of this research, it is showed that through board game can develop students' understanding in using degree of comparison to the second year at SMPN 1 Langsa, and it was better than without used the game.

Keywords: Students' Understanding, Adjective Degree of Comparison, Board Game

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Langsa, 7<sup>th</sup> January 2017

The Writer

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# CHAPTER I

## INTRODUCTION

### A. Background of Study

Language is one of the most important areas of human development. Language is purely important as a tool of communication. According to Crystal cited by Srijono language is the systematic, conventional use of sounds, sign, or written symbols in human society for communication and self expression.<sup>1</sup> As a tool of communication, language is used among human beings in order to establish social relationship. By using language they can express their ideas, feelings, and thought to the society in both written and spoken.

English as foreign language in indonesia is taught from elementary school or even kindergarten up to university level. It is learned as local content subject in primary school, as a core subject at junior and senior high school and also as a complementary compulsory subject at university. The goal of english teaching is not only to enable the student to understand the language, but also to enable them to use the language in oral and written activities as well.

English requires four certain major language skills that should be learned by student. Those are speaking, writing , reading and listening. Besides, they also have to learn the English sub-skills which consist of : grammar, vocabulary, and pronunciation and so in order to help in mastering the four language skills. The

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<sup>1</sup> Djoko Srijono, *An Introductory Course of Linguistic*,(Surakarta: Muhammadiyah University Press,2001), p.2

main aim of English teaching in Indonesia, especially for junior high school students, is to have students master the four language skills.

To master those skills, students can not avoid studying grammar. They need to have a capability of grammar. As one of the English sub-skills, grammar plays an important role because it is an integral part of language that is used in daily communication both oral and written language. Grammar is necessary even in communication because it can avoid misunderstanding. With grammar, students can communicate their message clearly and precisely.

Based on the writer's opinion, grammar is an essential part which is learnt as the basic knowledge and important role in understanding the English language. Penny Ur states that "Grammar is sometimes defined as the way words are put together to make correct sentences."<sup>2</sup> It does not only affect how the unit of words are combined in order to make correct sentences but also affect their meaning. Grammar consists of form and rules, as Dianne Larsen-Freeman states that: "Grammar is about form and one way to teach form is to give students rules; however, grammar is about much more than form, and its teaching is ill served if students are simply given rules."<sup>3</sup> Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus, a grammar is a description of the rules that govern how a language's sentences are formed.<sup>4</sup>

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<sup>2</sup> Penny Ur, *A Course in Language Teaching Practice and Theory*, (Cambridge: Cambridge University Press, 1996), p.75

<sup>3</sup> Dianne Larsen-Freeman, *Teaching Grammar in Teaching English as a Second or Foreign Language*, (USA: Heinle & Heinle, 2001), p.251

<sup>4</sup> Scott Thornbury, *How to Teach Grammar*, (England: Pearson Educational Limited, 1999), p.1

Based on the statement above, it can be concluded the grammar that is a study about how the language is manipulated and how to combine one word to other words to become a longer units of meaning. As mentioned by Penny Ur in his book, *Grammar Practice Activity: A Practical Guide for Teacher* that “a learner who knows grammar is one who has mastered and can apply the rules to express him or herself in what would be considered acceptable language forms.”<sup>5</sup> Therefore, the knowledge of grammar is very important to express what we want to say, to interpret correctly, accurately, and meaningfully.

Actually, there are many aspects which are discussed in English grammar; one of them is Degree of Comparison. In this research, the writer will not discuss grammar in general. The writer is interested in writing about degree of comparison. Degree of comparison is study about how to modify the adjective and adverb to donate different level of quality, quantity, and relations of things or human. Another definition about degree of comparison is the process comparing things, person or places through the level of quality, quantity or relation and it is formed form adjective and adverb. But this study is only focused on adjective.

There are three kinds of degree of comparison : positive, comparative, and superlative. Degree of Comparison of an adjective describes the relational value of one thing with something in other clause of a sentence. An adjective may simply describe a same quality ( positive degree), it may compare the quality with that of another of its kind (comparative degree), it may compare the quality with many or all others (superlative degree).

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<sup>5</sup> Penny Ur, *Grammar Practice Activity: A Practical Guide for Teacher*, (Cambridge: Cambridge University Press, 1988), p.4

On the formation of degree comparison needs the way to know what adjective are. The form of comparative degree is adjective are added by –er for one syllable (eg:longer, smaller); by preceding more- for more than one syllable (eg:more expensive, more beautiful) meanwhile on the form of superlative degree is found by –est for one syllable and most- for more one syllable. Beside that, there are also some exceptions in forming degree of comparison (e.g: good, better, best, worse,worst). Based on the formation of adjective in Degree of Comparison above becomes the real problem faced by students.They often make mistakes when they put the suffix –er as comparative and –est as superlative. Even they omit the use of be (is, am, are, was, were) as one of indicating degree of comparison. Therefore, the researcher wants to investigate a problem to be solved by applying the suitable method in teaching degree of comparison.

In this case, one of the methods which is used to be solved the problem is using by *Game*. Game can be used as one of the methods in teaching and learning process of English. Some teachers see games have a special role in any foreign language teaching programme because they facilitate foreign language learning especially for young learners. There is a game to teach grammar, namely is Board game. Board game is a method of game that could build up students' motivation and reinforce any language skill as grammar. Board game is a game of strategy in which two until four players played by moving pieces on a board and sometimes involving dice. Board is a game played on a specially designed board.

In this research, the writer will use the method of Board game, and the aim of writer is to find out a development of grammar as degree of comparison of any independent variable on dependent variable. Therefore, the title of writer's thesis is about ***“DEVELOPING STUDENT'S UNDERSTANDING IN DEGREE COMPARISON THROUGH BOARD GAME AT SMPN 1 LANGSA”***

### **B. Problem of Study**

Based on the background above, the research would like to formulate the problem follow: “Can Board game develop student's understanding in degree comparison to the second year at SMPN 1 Langsa?”

### **C. Purpose of Study**

The purpose of study is to find out whether using Board game can develop student's understanding in degree comparison.

### **D. Significance of Study**

There are two significances of study, namely theoretical and practical significance. Theoretically, this study is expected to enrich the existing theory on teaching degree of comparison by using Board game. In addition practicaly, this study can be used as valuable reference for further researcher who is interested in conducting similar case of study. Also, the writer hopes that the result of this research will improve students' grammar ability in degree of comparison and give

the teacher one of appropriate method in learning activity. Especially for the writer to enrich and develop her knowledge and skill as a candidate of english teacher.

### **E. Hypothesis**

According to Arikunto hypothesis is “ a prediction of the result of research that must be checked the truth by doing the research”.<sup>6</sup> A hypothesis is a type of prediction found in many experimental study. It is a statement about what we expect to happen in study. Based on the problems above the writer takes hypothesis:

Ho : There is no development of student’s understanding in degree comparison to the second year of SMPN 1 Langsa.

Ha : There is any development of student’s understanding in degree comparison at second year of SMPN 1 Langsa.

### **F. Terminology**

To avoid misunderstanding about this research, the writer explains some terminologies as follow :

#### 1. Grammar

Grammar has been concerned almost exclusively with analysis at the level of the sentence. Grammar that is a study about how the language is manipulated and how the combine one word to other words to become a

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<sup>6</sup> Arikunto Suharsimi, *Prosedur penelitian suatu pendekatan praktek*, (Jakarta: Rineka Cipta 2002), p.127

longer units of meaning. Thus, a grammar is a description of the rules that govern how a language's sentences are formed. Furthermore, grammar has a wide scope in its study, and one which is about Degree Comparison. Because of limited time, the writer only focused this study on teaching about degree of comparison through board game.

## 2. Adjective Degree of Comparison

To get general understanding about degree of comparison, it is better to describe what comparison is. The term "comparison" is derived from the Latin word "comparatio" meaning action of comparing, capacity for being compared.<sup>7</sup> According to the *Doubleday Dictionary* "comparison is that inflection of adjectives or adverb which indicates the positive, comparative and superlative degree."<sup>8</sup> Based on two statements above it can be concluded that comparison is the way to compare things or people in terms of capacity or quality and quantity. Degree of comparison of an adjective describes the relational value of one thing with something in another clause of a sentence. It is through the inflection of adjectives which indicate the positive, comparative and superlative degree.

According to Martin Parrot in *Grammar for English Language Teacher*, "comparative degree of adjectives are added by -er for one syllable (eg: longer, smaller); by preceding more- for more than one syllable (eg: more

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<sup>7</sup> C.T. Onions, *The Oxford Dictionary of English Etymology*, (London: Oxford University Press: 1996), p.196

<sup>8</sup> Sidney, I. Landau, *The Doubleday Dictionary*, (New York: Doubleday & Company Inc, 1975), p. 143



expensive, more beautiful). Meanwhile on the form of superlative degree is found by –est for one syllable and most- for more one syllable.”<sup>9</sup>

### 3. Board Game

Board game can be defined as something or an instrument that is used to attract students' motivation to follow the teaching and learning process because board game can make the students more focus in learning, they do not feel that they are forced to learn. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. Board game can be used as one of methods to teach about degree of comparison. Board game is a game of strategy which demanded the students to be more focus when they play the game and also follow the learning and teaching activity.

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<sup>9</sup> Martin Parrot, *Grammar For English Language Teachers*, (USA: Cambridge University press, 2000), p.68

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Grammar**

##### **a. The Meaning of Grammar**

There are various definitions of grammar. Different experts define the term grammar differently. Grammar may mean an analytical and analogical study of sentences. Robert states that when people learn grammar, they will learn the parts of speech, their names, and their description. They will learn such term a phrase, clause, retained object etc. They will also learn how to identify those categories in sentences. It means they have to diagram sentence or phrase them. It is important to study what grammar is, since we will know what it is used for.

However, there is certainly no consensus about its definition. Every people will view it in different ways. House and Harman said that grammar is the study of words to other words in phrase, clauses and sentences and semantic ( meaning of words). In its narrower sense it may deal only with the forms and with the uses of words. Since grammar is a science. It must describe and analyze the basic facts of speech, and explain and interpret the law governing the behaviour of language.

According to Scoot Thornbury “Grammar is partly the what forms (or structures) are possible in language.”<sup>10</sup> Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is a description of the rules that govern how a language’s sentences are formed.

### **b. The Role of Grammar in Language Learning**

Every language has its own grammar and English does too. Someone who wants to understand English has to understand grammar of English. Indonesia learners have problem in learning English. Students get difficulties in pronunciation because some of English vowels and consonant are not found in Indonesian. They also have difficulties in grammar and vocabulary. The different elements of the two languages also constitute learning problems. This is because the rules of English are different from those in Indonesian.

Moreover grammatical competence enables someone to understand and to produce some utterance he has never said or heard before. It is true that grammar is very important. But grammar is not the only aspect to teach in order to make the students have a good mastery of English. Having a good grammar understanding does not mean that someone can communicate well.

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<sup>10</sup> Scoot Thornbury, *How to Teach Grammar*, (England: PearsonEducational Limited, 1999), p.1

## B. Adjective Degree of Comparison

### a. The Definition of Degree of Comparison

Before discussing the kinds and form of degree of comparison, firstly it is better to know about the definition of degree of comparison. There are several definitions about degree of comparison according to some experts of English language which are stated in their books.

The term “comparison is derived from Latin word “comparaso” meaning action of comparing, capacity for being compared.”<sup>11</sup> According to the Doubleday Dictionary “comparison is that inflection of adjectives or adverb which indicates the positive, comparative and superlative degree.”<sup>12</sup> Based on two statements above it can be conclude that comparison is the way to compare things or people in the term of capacity or quality and quantity. It is through the inflection of adjectives which indicate the positive, comparative and superlative degree.

According to Martin Parrot in Grammar for English Language Teacher “comparatives are adjective and adverb that end –er ( e.g: bigger, faster, richer) and superlatives are adjective and adverb that end in –est ( e.g: biggest, riches, fastest)”.<sup>13</sup>

Meanwhile, Gorell and Laird state “The degree of comparison are known as degree of modifiers. We recognize three degree of modifiers, as

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<sup>11</sup> C.T. Onions, *The Oxford Dictionary of English Etymology*, (London: Oxford University Press: 1996), p.196

<sup>12</sup> Sidney, I. Landau , *The Doubleday Dictionary*, (New York : Doubleday & Company Inc, 1975), p.143

<sup>13</sup> Martin Parrot, *Grammar for English Language Teachers*, (USA: Cambridge University Press, 2000), p.79

follows: Positive, implying no comparison (*fast car, beautifully landscape*); comparative, implying that one exceed another (*The boulevard is a faster street than the highway and more beautifully landscape*); and the superlative which implies the highest degree, at least within the certain limitations (*The boulevard is the fastest road out of town, and the most beautifully landscaped*)”.<sup>14</sup>

Based on the definitions stated above, the writer can conclude that Degree of Comparison is the form of adjective which is inflected by *er* or *-est* for one or some of two syllables, and added by *more-* or *most-* for three syllable or some of two syllables. There are three kinds of Degree of Comparison in English: *positive, comparative, and superlative degree*.

#### **b. The Usage of Degree of Comparison**

As it is stated above, there are three kinds of degree of comparison in English, they are: positive degree, superlative degree and comparative degree which is used for comparing two and more people or things through the level of quality, quantity, or relation.

##### **a. Positive Degree**

As it is said before that positive degree *implies no comparison*. It means that positive degree is to compare two peoples or thing which have no difference each other. According to Martin Hewings “We use *as + adjective + as* to say that something or someone is like something or

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<sup>14</sup> Gorell and Laird, *Modern English Handbook*, (New Jersey: Prentice Hall Inc, 1964), 3<sup>rd</sup> edition, p.371

someone else, or that on situation is like another, and the negative forms of sentence can use either not as or not so.<sup>15</sup> For example:

- ) I came round as quickly as I could
- ) The gap between the sides is not as/ so wide as it was.

b. Comparative Degree

The comparative form of degree is used to compared the quality or quantity of two persons or things on conditions that one exceed another. For example:

- ) Amir is taller than Amar
- ) My car is more expensive than your car.
- ) Leopard can run more quickly than buffalo

c. Superlative Degree

Superlative Degree is used to stress the highest degree of quality or quantity of group of persons or things on condition that one excluded from the group. For example:

- ) Amazon is the longest river in the world.
- ) Amira is most beautiful of all students in her class.

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<sup>15</sup> Marting Hewings, *Advanced Grammar In Use*, (United Kingdom: Cambridge University Press, 2005), 2<sup>nd</sup> edition, p.72

### c. The Form of Degree of Comparison

The form of degree of comparison we need to know the inflection or addition way of adjective. Whether it is added by *-er* or *-est* at the end of the adjective, or preceded by *more-* or *most-* before it. It depends on length of adjective word and also it is last syllable. Besides, there is also the irregular form of degree of comparison, such as the word *bad* (positive degree), *worse* (comparative degree) and *worst* (superlative degree).

For further explanation about the form of degrees of comparison the writer some formulas as stated below.

- a. *Positive Degree*: it has the simplest form of all and it uses the base form the adjective and adverb. We just need to put or add *as* before and after the adjective, and for the negative sense add *not* before *as*.
- b. *Comparative Degree*: regular adjectives make their comparative form in one of two ways:
  - By addition of the suffix *-er* (sometimes with modification in the spelling of the stem): bigger, larger, sillier, etc.
  - By the use of word *more*: more foolish, more amusing etc.<sup>16</sup>
- c. *Superlative Degree*: regular adjectives make their superlative form in two ways: by adding the suffix *-est* for one or some of two syllables

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<sup>16</sup> C.E Nuttall, *English Language Units: Comparison of Adjectives and Adverb*, (London: Longman Group LTD, 1971), p.7

adjective , and adding to word *most-* for three or some of two syllable adjective.

#### d. The Pattern of Degree of Comparison in Sentence

Beside knowing the forms of degree of comparison, we also have to know about the pattern or structure of degree of comparison when it is put in the sentence. And here the writer will explain about it as clearly as he knows.

##### ) Structure of Positive Degree

- Pattern

S+ be+ as+adjective+ as+ N/NP/O/Clause
----------------------------------------

EX: He is as tall as me

Note: We can use “so” in place of “as” in negative statements.

EX: You aren't so tall as her

##### ) Structure of Comparative Degree

- Pattern

S+Be+adj-er/ more-adj+than+N/NP/O/Clause+
-------------------------------------------

EX: You are taller than me

My shoes is more expensive than yours.

##### ) Structure of Superlative Degree

- Pattern

S+Be+ the +Adj-est/ most-adj+Singular noun+of all/in+NP
---------------------------------------------------------

EX:English is *the most international* language of all.



## **C. Board Game**

### **a. A Brief of History and Meaning of Board Game**

Hornby states that game is an activity that you do to have some fun.<sup>17</sup> Games have elements of play and discovery that are very appealing and engaging. This is why games have a long and rich history. The history of board game goes back to 3500 B.C., when Egyptians played a game called Senet, and the actual boards have been exhumed from burial tombs and can still be viewed today. Board game was an evolution in gaming that began to bring elements of game play together and tie them to a physical representation, which can be looked at as the beginning of simulated gameplay. Some of the oldest and most prominent examples of board game such as chess, go, and shogi are really exercises in battle tactics and strategy. Board games have been developed for educational purposes in almost every field. In fact, board games have been a part of our education for a very long time.

Therefore, board game can be defined as something or an instrument that is used to attract students' motivation to follow the teaching and learning process because board game can make the students more focus in learning, because they do not feel that they are forced to learn. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. Board game can be method that will give many advantages for teacher and the students either. Buckby

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<sup>17</sup> Hornby A.S, *Oxford Learner's Dictionary of Current English*, (London: Oxford University Pres. 1995), p.486

said that The useful of board game are attract the students to learn English because it is fun and make them want to have experiment, discover and interact with their environment are:<sup>18</sup>

- a) Board game adds variation to a lesson and increase motivation by providing a plausible incentive to use the target language. Board game can provide this stimulus.
- b) The game context makes the foreign language immediately useful to the children. It brings the target language to life.
- c) Even shy students can participate positively.
- d) Make your classroom a lively place through the use of attractive wall displays, displays of pupils' work, etc. Language classroom is noisy with the language (English) is good because it will make the classroom more live in English (practice)
- e) Motivate pupils to want to learn English by using interesting and enjoyable learning activities. E.g., project work, board game, drama. It means learning by playing.
- f) Help pupils to develop personal reasons for learning English. For example by encouraging out-of –school class activities, e.g. pen friends, project, reading story books.
- g) Make learning English enjoyable and fun-remember you are influencing their attitude to language learning. (Lower as affective filter). It means

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<sup>18</sup> Buckby Michael, *Games for Language Learning*, (Australia: Cambridge University Pres 1994), p.82

teacher has to try in order to students are having fun in learning (learning by playing).

- h) Do not worry about mistakes. Be encouraging – make sure children feel comfortable, and not afraid to take part. It means teacher does not blame directly to students, teacher must give support to students while repair their mistakes.

### **b. The Concept of Board Game**

Hammond stated that the concept of a board game is not new, the playing of board games is timeless. Many of us enjoy playing a good board game now and then. Perhaps some of us have a regular "game night."<sup>19</sup> Whether you go for the traditional Monopoly or Yates or prefer more unique games like Gator Golf and Bolkus, board games can be very entertaining. A lot of companies are making educational board games that teach things such as adding or phonics. While these are obviously educational, any type of board game can teach kids many important concepts.

This research will address 4 important concepts that playing board games can teach children.

1. Taking Turns and Having Patience: In board games, kids are taught to wait for their turn. Sometimes this can be hard as kids tend to get

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<sup>19</sup> Hamond Dan, *Design Jurnal#01: The Concept of Board Game*, ( Internet Tessel, <http://Board Gamegek. Com> 2011). p.1

anxious. However, as this skill is practiced, it will get easier for them in board games and in playing with friends and siblings in general.

2. **Playing Fair:** It is so easy for kids to get upset when they lose a turn or things don't go the way they planned, but it is important for them to learn that cheating is not fair. In a way it follows the golden rule because they wouldn't want someone else to cheat so they need to not cheat. Learning this concept will help kids as they grow older and have different disappointments when things don't turn out as planned. It will also teach them to be honest in school and, later on, the workplace.
3. **Reasoning and Strategy Skills:** Playing board game will help kids reason and strategize about the best way to "play their cards" to their best advantage. This is an important concept in making everyday life decisions throughout.
4. **Good Sportsmanship:** Many kids get so worked up about having to win the game and boast if they do. Then if they don't win they may be bitter or say hurtful things. Kids need to know that having fun is the most important part of playing the game and to be humble and have good sportsmanship no matter who wins. Learning this concept can help them in any friendships they have as well as to be happy about others achievements.

### c. The Advantages of Board Game

Carly clarified there are many advantages of using board game in the classroom they are:<sup>20</sup>

1. Learning a language requires a great deal of effort.
2. They are motivating and challenging.
3. Board game helps students to make and sustain the effort of learning.
4. They encourage students to interact and communicate.
5. They create a meaningful context for language use.
6. Board games usually involve friendly competition and they keep students interested in learning the language.
7. Board game can help them (children) learn and hang on to new words more easily.

The reasons of the writer in choosing board game as educational method for teaching grammar to the children are:

1. Board game makes learning fun so your class and children are willing participants and not just there because they have to be.
2. Students get to use the topic all the time during the board game.
3. They involve a lot of repetition, and it can not be boring, but thanks to this board game, it is fun.

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<sup>20</sup> Carly Schuna, *The Advantages of Learning Games for Kids*, (Internet Tessol. <http://www.livestrong.com> 2010), p.21

4. The board game lends themselves perfectly to quick bursts of revision. Using some of the board game, you can revise a massive amount of grammar ability in a few minutes.
5. If you use board game to revise two or three topics every lesson, as well as teach the new language, imagine how well your kids will do at exam time, and how proud you will feel.
6. You will be able to give stimulating fun classes while keeping your evenings free for yourself and your own hobbies, family and friends, based on the above description, can be therefore it can be summarized that:
  - a) Board games are often used as short warm-up activities or when there is some time left at the end of a lesson. In this case, a game should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do.
  - b) Board game can be used at all stages of the lesson. But teachers must be sure that board game provided, are suitable and carefully selected by the teachers.
  - c) Before playing a game teachers should give attention to the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings.

#### **d. The Disadvantages of Board Game**

Dewar clarified that there are many disadvantages of using board game in the classroom:<sup>21</sup>

1. Most people play with house rules (ex. money under free parking, not using the auctions, etc) that cause the game to last much longer than it should.
2. Player elimination. Players can get knocked out of the game early. Who wants to watch other people play a game.
3. Too dependent on luck. Once all the properties are bought & traded, the game is just rolling the dice until everybody goes bankrupt.
4. Doesn't scale well to the number of players. 4 players seem to be ideal.
5. Players takes too long and 2 players is completely pointless (without trades, it's all luck).

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<sup>21</sup> Dewar Gwen, *Board Game for Kids: Do they make kids smarter?*, (Internet Tessol. [http:// w.w.w. Board game for kids. Html](http://w.w.w.Boardgameforkids.html), 2009), p.15

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. The Location and Time of Study**

##### a. Location of the study

The writer conducted a research at SMPN 1 Langsa. It is located on Jln. Cut Nyak Dhien 10, Gampong Jawa, Kota Langsa, Aceh. SMPN 1 Langsa is one of the favourite Junior High School in Langsa and has completed infrastructure. The writer chose this school as location because the writer has an experience during as teacher practice. Therefore, the writer is interested to conduct a research in this school.

##### b. Time of the study

The research started from September 2016. Including the observation, test and all about this research held for 3 months.

#### **B. Population and Samples**

##### a. Population

Population was the group which the writer analyzed and studied the development about it. Arikunto states that “population is all of the research object”. In this case, the writer applied the research to the second year students at SMP Negeri 1 Langsa. The population was all second year students which consisted of 307 students.



b. Sample

Sample was part of the population which is representatively. The writer chose the sample purposively. “In purposive sample, writers select individuals based on their knowledge of the population and in order to elicit data in which they are interested. The sample may or may not be intended to be representative”.<sup>22</sup> Based on quotation above, the writer chose class VIII-E and VIII-J as the sample of the research. The students of class VIII-E acted as the experimental class, while class VIII-J as controlled class.

**C. Research Method and Variabel**

a. Research Method

In this research, the writer conducted an experimental research. Sugiyono states that “ experimental research is the research which studies about the effect of a certain treatment in studying”.<sup>23</sup> A typical experimental study usually uses comparison or controlled group to investigate research question. Many second language research studies involve a comparison between two or more groups. This is known as a between groups design. This comparison can be made in one or two ways, two or more groups with different treatment, or two or more groups, one

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<sup>22</sup> Allison Mackey and Susan Gass, *Second Language Research Methodology and Design*, (London: Laurence Erlbaum Associated, 2005), p.123

<sup>23</sup> Sugiyono, *Metode Penelitian Pendidikan*, (Alfabeta, Bandung, 2009), p.126

of which the controlled group with receives no treatment.<sup>24</sup> Therefore the writer chose two classes for this research. The writer taught adjective degree of comparison through board game to experimental class. Another class acted as controlled class and the writer taught adjective degree of comparison through conventional method. Finally, the writer compared the two scores of the classes to analyze the effect of teaching adjective degree of comparison through board game.

The writer designed this research by applying *Control Group Design*. The second standard type of experimental design was a control group design. This was similar to the comparison group design, with the important difference that one group does not receive treatment. The control group would typically take the same pretest and posttest as would the experimental group, but would not have the same treatment in between test.<sup>25</sup> The writer presents this research design as the table below :

**Table : 3.1**

**The Reseach Design**

<b>Class</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
Experimental class	T1	X	T1
Controlled class	T2	-	T2

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<sup>24</sup> Allison Mackey and Susan Gass, *Second Language Research Methodology and Design*, (London: Laurence Erlbaum Associated, 2005), p.146

<sup>25</sup> Allison Mackey and Susan Gass, p.148

Where

T1: Pre-test

T2 : Post-test

X : Treatment (the application of adjective teaching degree of comparison through board game)

- : No treatment<sup>26</sup>

In designing the research and analyzing the result of the research, the writer applied quantitative approach. “The quantitative approach is the method of research which used number and statistic in collecting and analyzing data”.<sup>27</sup> After conducting the research and scoring the student’s understanding, the writer analyzed the data statistically.

b. Research Variable

1. Dependent variable

Dependent variable was the factor that is observed and measured to determine the effect of the independent variable. That was the factor that appears, disappears or varies as the experimenter introduces, removes or varies the independent variable. Based on definition, the dependent variable of this study was student’s understanding.

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<sup>26</sup> Sugiyono, *Metode Penelitian Pendidikan*, (Alfabeta, Bandung,2009), p.112

<sup>27</sup> Sugiyono, p.13

## 2. Independent variable

Independent variable was the factor which is measured, manipulated or selected by the experimenter to determine the relationship to an observed phenomenon. Based on the definition, the independent variable of this study was board game.

### **D. Steps of the Study**

Before doing the research, the writer has planned some steps to conduct

The study, they are as following :

#### 1. Preparing proposal of the study

In this step, the writer collected some books and theories which related to the application of teaching degree of comparison through board game.

#### 2. Designing the instrument

The writer designed the instrument which used to collect data.

#### 3. Doing pre-test

Pre-test was the first test which gave to measure students' grammar ability in using adjective degree of comparison. The pre-test did for both experimental and controlled class before giving a treatment.

#### 4. Implementing treatment

The treatment is the implementing of teaching adjective degree of comparison through board game. The application was done for experimental class.

#### 5. Doing post-test

Post-test is the test which was given after doing treatment. The post-test activity was done for both controlled and experimental class.

#### 6. Analyzing data

The data were analyzed after the proses of collecting data is done. In this step, the writer analyzed the score in the pre-test and post-test from both controlled and experimental class. The data analysis steps aim to answer the hypothesis of the research.

#### 7. Making the final report of the research

In this step, the writer concluded the result of the research and took conclusion to answer the research question.

### **E. Technique of Data Collection**

Technique for collecting data is the way that can be used by the writer to collect data. To collect the data, the writer used test and observation.

#### a. Observation

Observation conducted during the learning process takes place, along with the implementation of the action. Observation used to observe the student's interest and student's attract in during learning process. This observation was conducted from the beginning to the end of the teaching and learning process.

**Tabel 3.2**  
**Observation Sheet**

No	Student's learning activity	YES	NO
1	Student's attraction during the teaching learning process.		
2	Student's motivation in learning to do learning activity		
3	Student's ability in understanding degree of comparison		
4	Student's participation in playing board game during learning activity		
5	Student's cheerful during the learning process		
6	Student's ability in doing the task has been given by the reseacher		

b. Test

Test is systematic procedure which made in the form of standardized duties and passed to individual or group of people to be done, to be answered or response, good in the form of written and oral. Test is usually used in collecting data for quantitative research because it is more reliable than others. The test divided into two parts. They are pre-test and post-test design. Pre-test was used to find out the ability of the student before the treatment. And post-test was used after treatment. The researcher was used the multiple choice test. Test was used to develop students' understanding in degree of comparison after using board game.

**Tabel 3.3****The indicators used in test**

<b>NO</b>	<b>Indicators</b>	<b>Items</b>	<b>Total</b>
1	Positive degree	4, 6, 13, 17	<b>4</b>
2	Comparative degree	1, 2, 7, 8, 11, 12, 16, 19, 20	<b>9</b>
3	Superlative degree	3, 5, 9, 10, 14, 15, 18,	<b>7</b>
			<b>20</b>

**F. Technique of Data Analysis**

## 1. Normality Test data

Test for normality as data analysis used chi-square with the following steps:

a. Searching lowest and highest score

b. Searching value span (R)

$$R = \text{highest score} - \text{lowest score}$$

c. Searching to the number of class (BK)

$$BK = 1 + 3,3 \log n$$

d. Searching long value of class (i)

$$i = \frac{R}{B}$$

e. Making tabulation with tables of benefactor

f. Searching mean

g. Searching the standard deviation

h. Listing expected frequency

i. Searching Chi square ( $X^2_{\text{calculated}}$ )

$$X^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

j. Comparing  $X_{\text{calculated}}$  and  $X_{\text{table}}$

Description:

$X^2$  = Chi square

$f$  = frequency of observation / observation

$f$  = expected frequency / expected

Distribution (Table  $X^2$ ) untuk  $\alpha = 0,05$  and degree of freedom (dk = n - 1)

Testing criteria:

If  $X^2_{\text{calculated}} > X^2_{\text{table}}$  means that the data distribution is not normal

If  $X^2_{\text{calculated}} < X^2_{\text{table}}$  means that normal data distribution

## 2. Homogeneity Test Data

Homogeneity test as the test requirements of data analysis to test whether the value of the data including the data obtained homogeneous.

Homogeneity was calculated using the formula F value as follows:<sup>28</sup>

$$F = \frac{\frac{the\ n1\ he\ v}{the\ k}}{\frac{the\ k}{v}}$$

Distribution (table F) for and degrees of freedom (dk = n - 1)

Testing criteria:

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<sup>28</sup> Riduwan, *Belajar Mudah Penelitian Untuk Guru-Karyawan dan Peneliti Pemula*, (Bandung: Alfabeta, 2007), p.120.



If the  $F_{\text{calculated}} \geq F_{\text{table}}$  data is not homogeneous

If the  $F_{\text{calculated}} \leq F_{\text{table}}$  data is homogeneous

### 3. Determination of the Combination Variance ( $S^2$ )

Determine the combined variance ( $S^2$ ) with the following formula :

$$S^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Where :

$S^2$  = Variants average

$n_1$  = Average of response in experiment group

$n_2$  = Average of response in control group

$S_1^2$  = Experiment group variants

$S_2^2$  = Control group variants

### 4. Test of hypothesis

To test the hypothesis that have been formulated about the improvement of students' understanding in degree of comparison by using board game, the writer used formula below:<sup>29</sup>

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

where :

$t_{\text{calculation}}$  = Value of that is calculated

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<sup>29</sup> Nana Sudjana, *Metode Statistika*, (Bandung : Tarsito, 2000), p.239.

$\bar{x}_1$  = Experiment group average

$\bar{x}_2$  = Average of control group

S = Deviation standard

After the data obtained, they are some criterions of hypothesis are:

$H_0 : \mu_1 = \mu_2$  There was no development of students' understanding in degree of comparison at second year of SMPN 1 Langsa.

$H_a : \mu_1 \neq \mu_2$  There was any development of students' understanding in degree of comparison at second year SMPN 1 Langsa.

The criterion of hypothesis test is if  $t_{\text{calculation}} > t_{\text{table}}$  therefore  $H_a$  was accepted but if  $t_{\text{calculation}} < t_{\text{table}}$   $H_a$  was rejected.<sup>30</sup>

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<sup>30</sup>Nana Sudjana, p. 240.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

The writer has done the research in SMPN 1 Langsa. Before the writer started this research at the school, she collected some information from several sources about the school. Starting from the staff administration, the writer obtained such information the total number of students, number of classes. Then for teacher, especially English teacher, the writer asked things that related to learning grammar in using degree of comparison. Not only that, the writer also got the information, that the teachers had difficulty when teaching grammar. It was cause to the lack of media owned by the school, but also it is the lack of student interest in learning adjective degree of comparison.

#### **A. Finding of the Study**

The purpose of the study was to find out whether using Board game can develop students' understanding in degree of comparison to second year students at SMP N 1 Langsa. The writer gave pretest for experimental class and controlled class. Then, the writer taught degree of comparison through board game in experimental class and taught it without using board game in controlled class. And then, the writer gave them posttest to know the result score.

The writer took student's scores based on the result scores from pretest and posttest. There was the different score between experimental class and controlled class. The scores in experimental class was better than scores in controlled class. Furthermore, the result of the test could be drawn in the tables below:

**Table 4.1****The students's score in the Experimental class**

NO	Name of Students	Experimental class	
		Pre test	Post test
1	AR	40	50
2	AZ	50	45
3	AH	25	50
4	FHB	30	60
5	FRS	30	45
6	FK	70	70
7	FJ	45	45
8	HPB	65	70
9	IA	50	80
10	IF	35	65
11	JDB	50	70
12	MA	50	55
13	MDR	80	85
14	MFAM	25	45
15	MFA	30	55
16	MFA	75	80
17	MFH	60	50
18	MA	80	75
19	MA	75	85
20	MARF	70	85
21	NA	30	60
22	RKP	80	80
23	RP	40	60
24	RA	30	60
25	RM	50	75
26	RSD	60	75
27	SFM	30	65

<b>28</b>	SD	75	80
<b>29</b>	SD	45	50
<b>30</b>	S	30	80
<b>31</b>	VAA	25	50
<b>32</b>	YAH	35	65
	<b>AMOUNT</b>	1565	2065
	<b>AVERAGE</b>	48,90	64,54
	<b>MAX</b>	80	85
	<b>MIN</b>	25	45

Based on the table above, the experimental class showed that there are differences in score before and after treatment. In pretest, the lowest score is 25, the highest score is 80, and the average score is 48,90. After the treatment, the writer provided teaching adjective degree of comparison by through board game, students' score has increased, which the lowest score is 45, the highest score is 85, and the average score is 64,54.

**Table 4.2**

**The students's score in the controlled class**

<b>NO</b>	<b>Name of Students</b>	<b>Controlled class</b>	
		<b>Pre test</b>	<b>Post test</b>
<b>1</b>	AEM	65	70
<b>2</b>	AH	60	65
<b>3</b>	ACP	50	60
<b>4</b>	AMI	50	55
<b>5</b>	ABZ	20	45

<b>6</b>	AF	40	45
<b>7</b>	CNB	60	50
<b>8</b>	DS	40	40
<b>9</b>	FS	45	60
<b>10</b>	FPM	30	55
<b>11</b>	FAK	20	60
<b>12</b>	KD	35	50
<b>13</b>	LPA	40	65
<b>14</b>	LAO	40	50
<b>15</b>	MM	45	55
<b>16</b>	NA	50	70
<b>17</b>	NS	35	65
<b>18</b>	NPK	60	65
<b>19</b>	NAC	25	35
<b>20</b>	NC	40	45
<b>21</b>	NSD	65	70
<b>22</b>	NAS	40	50
<b>23</b>	NH	60	70
<b>24</b>	PSR	20	45
<b>25</b>	SN	50	70
<b>26</b>	STN	40	60
<b>27</b>	SH	50	70
<b>28</b>	SFS	55	40
<b>29</b>	SK	40	55
<b>30</b>	SA	65	60
<b>31</b>	W	30	60
<b>32</b>	WA	55	70
	<b>AMOUNT</b>	1420	1825
	<b>AVERAGE</b>	44,37	57,03
	<b>MAX</b>	65	70
	<b>MIN</b>	20	35

Based on the table above, the controlled class showed that there were differences in score before and after learning adjective degree of comparison. The lowest score of pre-test was 20, the highest score of pre-test was 65, and the average score of pre-test was 44,37. In addition, the writer provided post-test with the same questions without the using of board game. Controlled class also increased, although the score is not very significant. The lowest score of pre-test was 35, the highest score of pre-test was 70, and the average score of pre-tes was 57,03.

**Table 4.3**

**The Comparing Score of Experimental Class and Controlled Class  
after the Treatment (Post-test)**

Number of Respondent	Students' Score	
	Experimental Class	Controlled Class
1	50	70
2	45	65
3	50	60
4	60	55
5	45	45
6	70	45
7	45	50
8	70	40
9	80	60
10	65	55
11	70	60
12	55	50
13	85	65
14	45	50
15	55	55
16	80	70

<b>17</b>	50	65
<b>18</b>	75	65
<b>19</b>	85	35
<b>20</b>	85	45
<b>21</b>	60	70
<b>22</b>	80	50
<b>23</b>	60	70
<b>24</b>	60	45
<b>25</b>	75	70
<b>26</b>	75	60
<b>27</b>	65	70
<b>28</b>	80	40
<b>29</b>	50	55
<b>30</b>	80	60
<b>31</b>	50	60
<b>32</b>	65	70
Amount	2065	1825
Average	64,54	57,03

Based on the table above, the average score of post-test (64,54) in experimental class is better than the average score of post-test (57,03) in controlled class. It was found that the students' scores in experimental class are better than controlled class, but the difference is not too significant.



## B. Analysis of the Test Result

### 1. Normality Test

#### a. Experimental Class

Comparing  $X_{\text{calculated}}$  with  $X_{\text{table}}$

With comparing  $X^2_{\text{calculated}}$  with  $X^2_{\text{table}}$  for  $\alpha = 0,05$  and  $dk = k - 1$ ,

$= 9 - 1 = 8$ , thus calculated in Chi Square  $X^2_{\text{table}} = 15,51$ , with the formula :

If  $X^2_{\text{calculated}} > X^2_{\text{table}}$ , meaning the data distribution is abnormal.

If  $X^2_{\text{calculated}} < X^2_{\text{table}}$ , meaning the data distribution is normal

After calculated,  $X^2_{\text{calculated}} < X^2_{\text{table}}$ , or  $15,45 < 15,51$ , thus the data distribution is normal. The discussion on normality is explained in appendix III.

#### b. Controlled Class

Comparing  $X_{\text{calculated}}$  with  $X_{\text{table}}$

With comparing  $X^2_{\text{calculated}}$  with  $X^2_{\text{table}}$  for  $\alpha = 0,05$  and  $dk = k - 1$ ,

$= 9 - 1 = 8$ , thus calculated in Chi Square  $X^2_{\text{table}} = 15,51$ , with the formula:

If  $X^2_{\text{calculated}} > X^2_{\text{table}}$ , meaning the data distribution is abnormal.

If  $X^2_{\text{calculated}} < X^2_{\text{table}}$ , meaning the data distribution is normal

After calculated,  $X^2_{\text{calculated}} < X^2_{\text{table}}$ , or  $7,53 < 15,51$ , thus the data distribution is normal. The discussion on normality is explained in appendix III.

## 2. Homogeneity Test

Based on the previous calculation, the variants of experimental class and controlled class were,  $S_1^2 = 184,41$  and  $S_2^2 = 107,74$ , thus :

$$F = \frac{b}{s} \frac{v}{v} = \frac{S_1^2}{S_2^2} = \frac{184,41}{107,74} = 1,71$$

Comparing value of  $F_{\text{calculated}}$  with  $F_{\text{table}}$  with formula  $dk = n - 1 = 32 - 1 = 31$  (for the biggest variants),  $dk = n - 1 = 32 - 1 = 31$  (for the smallest variants). The significance ( $\alpha$ ) = 0,05, thus looking for in  $F_{\text{table}}$ , is acquired  $F_{\text{table}}$ , is acquired  $F_{\text{table}} = 1,82$ , with criteria below :

If  $F_{\text{calculated}} > F_{\text{table}}$ , meaning variants are not homogeneity.

If  $F_{\text{calculated}} < F_{\text{table}}$ , meaning variants are homogeneity.

In addition,  $F_{\text{calculated}} < F_{\text{table}}$  or  $1,71 < 1,82$ , thus variants are homogeneity.

The discussion on Homogeneity test is explained in appendix IV.

## 3. Combination Variants

After analyzing the data above, the scores in experimentall class was ( $M_{x1}$ ) = 66,53 and ( $S_1^2$ ) = 184,41 and the scores in controlled class ( $M_{x2}$ ) = 59,03 and ( $S_2^2$ ) = 107,74, therefore the combination of variants are :

$$S^2_{\text{comb}} = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$S^2_{\text{comb}} = \frac{(3-1)1,4 + (3-1)1,7}{3+3-2}$$

$$S_{\text{comb}} = 12,08$$

#### 4. Testing Hypothesis

t-test used the formula below :

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Criteria of calculated :

If  $t_{\text{calculated}} > t_{\text{table}}$ , thus  $H_0$  is rejected.

If  $t_{\text{calculated}} < t_{\text{table}}$ , thus  $H_0$  is accepted.

In  $\alpha = 0,05$  and  $dk = n_1 + n_2 - 2 = 32+32-2=62$

From the list of distribution for  $\alpha = 0,05$  and  $dk = 62$ ,  $t_{\text{table}}$  is 1,99.

Then, comparing between both value,  $t_{\text{calculated}} > t_{\text{table}}$ , or  $2,59 > 1,99$ . It

means that  $H_0$  is rejected and  $H_a$  is accepted. It is concluded that the use of

board game in learning degree of comparison was improved.

## **C. Discussion**

### ***1. The development students' grammar ability in using adjective degree of comparison***

The data of this research were concluded from the second year student at SMPN 1 Langsa. At the first time, the writer observed students ability in using adjective degree of comparison. In essence, the students had problem to understand grammar. Therefore, the application of board game is appropriate to be applied in teaching degree of comparison. Because, this technique enabled students to be more interest and serious in learning grammar, especially adjective degree of comparison.

Board game can develop students' understanding since they could reflect their memories in playing board game to write incorrect adjective degree of comparison. The writer found that, the students' understanding has developed after applying the technique. This technique could motivate students to learn grammar enthusiastically. It could be seen from their achivement in post-test. Their scores were increased after the use of board game.

### ***2. The Enhancements of students' score in using adjective degree of comparison***

In using board game, based on the observation and test which have been given to the students was good. After doing the research, the writer found that the lowest score in experimental class was 25, the highest score was 80, and the average score was 48,90. After treatment, the writer taught

adjective degree of comparison by using board game, students' score has increased, which the lowest score is 45, the highest score is 85, and the average score is 64,54. In controlled class, the lowest score is 20, the highest score is 65, and the average score is 44,37. On the other hand, the writer provided post-test with the same questions without using board game. The lowest score is 35, the highest score is 70, and the average score is 57,03. It proven that the use of board game was better then without using it.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

It can be concluded that the use of board game develop the students' understanding in degree of comparison. It can be seen on the average score of students' post-test in experiment class has increased from 48,90 to be 64,54 and the result of average score has increased from 44,37 to be 57,03. Although both score were not too significant, but it is showed that the use of board game in learning adjective degree of comparison is better than without using it.

#### **B. Suggestions**

In this research, the writer would like to offer some suggestions, which may be useful for those who want to teach and learn through board game.

1. In learning grammar it is suggested to apply board game in the learning process especially in learning adjective degree of comparison, in order to motivate and make the students interested in learning English.
  
2. Teachers should not teach grammar monotonously, because it makes them bored. A teacher needs to have sense of humor in teaching. Therefore the students feel happy and more interested when their teacher explains the subject.

3. Board game is one of effective technique be use in learning english especially in learning grammar.

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