

**TEACHING DEGREE OF COMPARISON THROUGH DIRECT
METHOD (DM) TO THE ELEVENTH YEAR
STUDENTS OF SMAN 4 PALOPO**



THESIS

**Submitted to the English Language of SI Tarbiyah Department of
State College for Islamic Studies of Palopo in Partial
Fulfillment for S.Pd Degree in English
Education Program**

By,

**RIANI
NIM 09.16.3.0038**

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
OF STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2014**

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Supervised:

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**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
OF STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2014**

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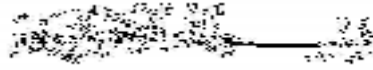
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ACKNOWLEDGEMENT



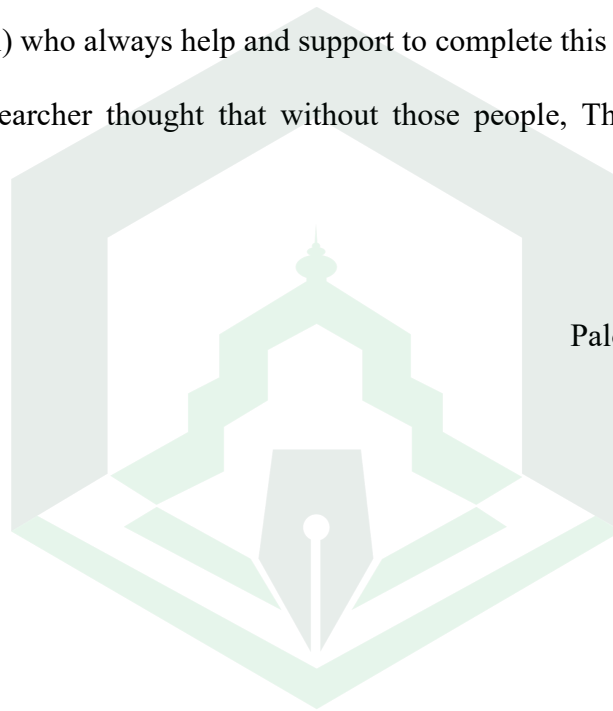
In the name of Allah, the beneficent and the most merciful, Lord of the world has created judgment day in here after and our prophet Muphammad saw, safety and peace be upon him. Many people have contributed to the writer in order to complete this thesis. Therefore, the researcher would thank very much to the following people.

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Palopo, January 4th 2014

The Writer

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Assalamu 'Alaikum Wr. Wb.

Sesudah melakukan bimbingan terhadap skripsi mahasiswa tersebut di bawah ini:

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Menyatakan bahwa skripsi tersebut telah layak untuk diujikan.

Demikian untuk proses selanjutnya.

Wassalamu 'Alaikum Wr. Wb.

Pembimbing

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CONSULTANT APPROVAL

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ABSTRACT

Riani, 2014. “Teaching Degree of Comparison through Direct Method (DM) to the Eleventh Year Students of SMAN 4 Palopo”.Thesis, English Study Program of Tarbiyah Department of State College for Islamic Studies (STAIN)Palopo. Consultants (1) Dr. Masruddin, S.S., M. Hum.(2) Amir Faqihuddin, S. Ag., M.Pd.I.

Key Words : Degree of Comparison, Direct Method.

This thesis is about teaching degree of comparison through direct method to the eleventh year students of SMAN 4 Palopo. The problem statement of this thesis: (1). Is the use of direct method effective in teaching degree of comparison to the eleventh year students of SMAN 4 Palopo?.(2). How is the students’ responses toward the use of directmethod in teaching Degree of Comparison at SMAN 4 Palopo?.

Population of this research was the eleventh year students of SMAN 4 Palopo the eleventh class in academic year 2013/2014.The sample was taken by using purposive sampling technique where the researcher focused to one class in order to which was consider as average class in English and the researcher took number of sample was 16 students.

The methodology of this thesis used pre experimental research with pre-test and post-test design and applied quantitative analysis method. The researcher used Degree of Comparison test and questionnaire as instrument for the data collection.

The result shows that: 1. The use of the direct method is effective in teaching degree of comparison to the eleventh year students of SMAN 4 Palopo.With comparing t_t and t_o which is got in pre-test and post-test, the research gives interpretation “ t_o “ is bigger than “ t_t “, it means that there was significant difference before and after used direct method, 2. student’s responses toward of direct method applied by the researcher, it is found that most of the students give positive respons by direct method.

CHAPTER I

INTRODUCTION

A. Background

Language as a matter of common knowledge is the medium of communication through which we express our emotion ideas, feeling and thought to our follow people.¹ But there are some people who could speak in English but sometimes do not attention of grammatical aspect, they have opinion that as long as it conveys, what the people can understand but when they want to convey their ideas in writing forms should pay attention to grammar as something important, so people when read it understand what is conveyed by the writer.

According to Michael Swam, “grammar is the rule that says how words are combined, arranged and changed to show different meanings”.² It means that grammar is one of the most important components that we have to know in learning English because learning grammar well will be ease the way to form good and right sentence.

¹J.D. Murthy,*Brush up Your English Grammar*,(Ed. 1;New Delhi: Book Palace,2000),p. 1.

²Michael Swam,*Practical English Usage*,(New York: Oxford Univercity Press, 1995),p. 10.

Based on the information from English teacher at SMAN 4 Palopo. Especially eleventh year students still have low ability in English. Most of them face some difficulties in mastering grammar, for example; Degree of comparison. Degree of comparison is important to learn for the students, because degree of comparison can be used to different thing with other thing in term of quality, form and etc, we must know about it so that we can not lie or cheated by other people. When they compare two thing or person in using degree of comparison, there are many mistakes in using degree of comparison in sentences. Some teachers only give assignment to the students without give more explanation about the grammatical. They think that the most important is the students can speak with others although the grammatical mistake.

In teaching process there are many methods that can be done. One way to improve student's skill in using degree of comparison is through of Direct Method. Direct Method is a foreign language could be taught without translation or the use of the learner's native tongue where meaning was conveyed directly through demonstration and action.

So the researcher sure that direct method (DM) is a suitable method for teaching degree of comparison. Direct is showing, for example, concrete noun through demonstration, objects, and pictures; Abstract vocabulary is taught by association of ideas, etc. And the researcher also sure that through this method, the students' ability will increase and they will be easy to make and use degree of comparison in sentences.

Based on the explanation above, it assumes that Direct Method helps the students to use degree of comparison in sentence. Based on the statement above, the writer interested in conducting a research entitled. “Teaching Degree of Comparison through Direct Method to the eleventh year students of SMAN 4 Palopo”

B. Problem Statement

Based on the background above, the researcher formulates the problem statement as follow:

1. Is the use of Direct Method effective in teaching Degree of Comparison to the eleventh year students of SMAN 4 Palopo?.
2. How is the students’ responses towards the use of Direct Method in teaching Degree of Comparison at SMAN 4 Palopo ?.

C. Objective of the Research

Based on the research question above, the writer state the objectives of the research as follow:

1. To find out whether the Direct Method is effective way in teaching Degree of Comparison to the eleventh year students of SMAN 4 Palopo.
2. To find out the students’ responses towards the use of Direct Method in teaching Degree of Comparison at SMAN 4 Palopo

D. Singnificances of the Research

The writer hopes this research to be useful information for:

1. The English teacher in teaching grammar especially in teaching Degree of Comparison through direct method (DM).
2. It can be the information and references to the next researcher who wants to conduct the related on the topic.
3. Provide new perspective on learning Degree of comparison for the more practical learning.
4. The students in learning degree of comparison through direct method.

E. Scope of the Research

The scope of this research is focused in grammar. The writer retricts on the use of Positive degree, Comparative degree, and Superlative degree by using Direct Method to the eleventh year students of SMAN 4 palopo.

F. Definition of Term

Based on the title. The researcher gives definition as follows:

1. Degree of comparison is a level of the adjective that have three types, Possitive degree, Comparative degree and Superlative degree.³
2. Direct method is a natural method that is used to teach that show things by real.



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³Dony Hariyanto and Rudy Hariyono, *English Grammar for General Application*, (Surabaya: Gitamedia Press, 2003), p.90.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related study

In writing this research, the researcher found a research related to this research as follows :

The reseacher, Hernawati had conducted research entitled improving students grammar achievement through Situational Language Teaching (SLT) method at the seventh year of SMPN 8 Palopo. She concluded that the use of Situational Language Teaching (SLT) method is effective method to improve the student grammar achievement at the seventh years of SMPN 8 Palopo.¹

The researcher, Jumaidah had concluded research entitled EnchangingStudentsGrammar ability through Grammar Racing at the Eighth Year of Students 8 Palopo, she concluded that the use of Grammar Racing is effective to increase the students grammar ability at the eighth year of students SMPN 8 Palopo. She suggested that the teaches must be creative in teaching grammar, in order that the students are interested in learning grammar.²

¹Hermawati, “*Improving Students Grammar through Situational Language Teaching (SLT) Method at the Seventh Years of SMPN 8 Palopo*”, Thesis S1, (Palopo: STAIN Palopo,2009),p. 59. Unpublished.

²Jumaidah, “*Enchanging Students’ Grammar Ability though Grammar Racing at the Eighth Year of Students SMPN 8 Palopo*”, Thesis S1, (Palopo:STAIN Palopo,2011), p. 70. Unpublished.

Armawanto Tajuddin, in research entitled “Improving students Grammar ability by using Grammar Translation Method at the tenth year of SMAN 4 Palopo”. He came with conclusion said that the using Grammar Translation Method can improve students grammar ability the students of SMAN 4 Palopo.³

From the three research above, the researcher give state that there are some way to improve students’ grammar skill. It also motivate the researcher to do research by using another way. In this research, the researcher will use direct method (DM).

B. Degree of Comparison

1. Definition of Degree of Comparison

Degree of comparison refers to adjectives being written in different forms to compare one, two or more nouns which are words describing persons, places and things. Degree of comparison refers to adjectives being written in different forms to compare one, two or more nouns which are words describing persons, places and things. The three different forms of comparison are the Positive, Comparative and the Superlative. The positive is the form of the adjective that describes one noun. The comparative form of the adjective compares two nouns. The superlative form of the adjective compares more than two nouns.⁴

³Armawanto Tajuddin, “*Improving Student’s Grammar Ability by using Grammar Translation Method at the Tenth Year of SMAN 4 Palopo*”, Thesis S1,(Palopo: STAIN Palopo, 2011),p. 57. Unpublished.

⁴Venkata Ramanan, <http://www.mcwn.org/adjective/degreesofcomparison.html>, (November 7th 2012).

Based of the definition above the writer concludes degree of comparison is kinds of grammar is used to make sentense of comparison one thing to other thing,and degree of comparison have three type, Positive, Comparative and Superlative.

2. *Types of Degree of Comparison*

Degree of comparison have three types such as Positive degree, Comparative degree and Superlative degree.⁵

a. Positive degree

When we speak about only one person or thing, we use the Positive degree. Positive degree is used to say that the two parts of a comparison are equal or the some way.

Pattern : subject + tobe + as + adjective + as + noun/pronoun

Examples :

- Nurdin is as tall as Hasan.
- Semarang is as hot as Surabaya.
- You are as old as she.
- Lina is as young as Erni.
- Makasar is as near as Samarinda.
- He studies as hard as his brother.
- Mr. Suharto is as patient as Mr. Soekarno.
- Tiger is as dangeraus as Snake.

⁵Dony Hariyanto andRudy Hariyono, *loc. cit.*

- Honey is as sweet as Sugar.
- My voucher is as cheap as your voucher.
- Julia peres is as beautiful as Dewi persik.
- Ani is as thin as Rian.
- I am as happy as my mother.

b. Comparative degree

When we compare two persons or two things with each other.

1) If an adjective has more than one syllable, the word more or less is placed in front of the positive form of the adjective in the comparative form and the *er*.

Pattern : subject + tobe + adjective er + than + noun/pronoun.

Example :

- Today is hotter than yesterday.
- He must study harder than before.
- Bajai is slower than Taxi.
- Motorcycle is bigger than bycycle.
- Mario Teguh is cleverer than Syahrini

2) If an adjective has three syllable, the word more or less is placed in front of the positive form of the adjective in the comparative form and the *more*.

Pattern : subject + tobe + adjective more + than + noun/pronoun

Example :

- Arifah is more beautiful than fatimah
- You are more diligent than she.

- Car is more expensive than motorcycle.
- Tiger is more terrible than dog.
- Syahrini is more famous than SBY.
- Knowledge is more useful than love.
- Mathematic is more difficult than English.
- Mia is more careful than Idda.

c. Superlative degree

1) If an adjective has more than one syllable, the word more or less is placed in front of the positive form of the adjective in the comparative form and the *est*.

Pattern : subject + to be + the + adjective est + n/pronoun + in/of + adverb.

Example :

- She is cleverest student in the class.
- Jono is the tallest boy in my family.
- Fatin is the youngest artist in x factor.
- Daus mini is the smallest actor in Indonesia.
- Ahmad is the fattest students in STAIN.

2) If an adjective has three syllable, the word more or less is placed in front of the positive form of the adjective in the comparative form and the *most*.

Pattern : subject + to be + the + most adjective + n/pronoun + in/of + adverb.

Example :

- Knowledge is the most useful kind of live.
- Khadijah is the most diligent student in the class.

- Bayu is the most careless student in the school.
- Ucok baba is the most different in the intertainment.

3. *Rules of Degree of Comparison*

There are many rules of degree of comparison as follow.⁶

a. One-syllable Adjectives

There are many manner to use one-syllable adjective to comparative and superlative degree by to add *er/est*.

- 1) Adjective just only to add *er/est* to comparative and superlative degree :

No	Comparative	Superlative
01	Old + -er = Older	Old + -est = Oldest
02	Tall + -er = Taller	Tall + -est = Tallest
03	Cheap + -er = Cheaper	Cheap + -est = Cheapest
04	Low + -er = Lower	Low + -est = Lowest

Adjectives	Comparative	Superlative	Meaning
Fast	Faster	Fastest	Cepat
Loud	Louder	Loudest	Nyaring

⁶Dony Hariyanto and Rudy Hariyono, *English Grammar for General Application, op.cit.*, p. 90-93

Low	Lower	Lowest	Rendah
Cheap	Cheaper	Cheapest	Murah
Great	Greater	Greatest	Besar
Tall	Taller	Tallest	Tinggi
High	Higher	Highest	Tinggi
Near	Nearer	Nearest	Dekat
Light	Lighter	Lightest	Terang
Small	Smaller	Smallest	Kecil
Short	Shorter	Shortest	Pendek
Long	Longer	Longest	Panjang
Strong	Stronger	Strongest	Kuat
Young	Younger	Youngest	Muda
Hot	Hotter	Hottest	Panas
Fat	Fatter	Fattest	Gemuk

Thin	Thinner	Thinnest	Kurus
Big	Bigger	Biggest	Besar
Wet	Wetter	Wettest	Basah
Cruel	Crueller	Cruellest	Kejam
Hard	Harder	Hardest	Keras, Giat
Deep	Deeper	Deepest	Dalam
Wild	Wilder	Wildest	Liar

2) If the adjective in the positive form ends in *y*, the *y* is changed to *i* and the endings *er/est* are added in the Comparative and Superlative.

No Comparative

Superlative

- 01 Angry = angri + er = Angrier Angry = angri + est = Angriest
- 02 Funky = funki + er = Funkier Funky = funki + est = Funkiest
- 03 Lucky = lucki + er = Luckier Lucky = lucki + est = Luckiest
- 04 Gulty = gulti + er = Gultier Gulty = gulti + est = Gultiest
- 05 Hungry = hungry + er = hungrier Hungry = hungry + est = hungriest

Adjectives	Comparative	Superlative	Meaning
Easy	Easier	Easiest	Mudah
Friendly	Friendlier	Friendliest	Bersahabat
Angry	Angrier	Angriest	Marah
Guilt	Guiltier	Guiltiest	Bersalah
Hungry	Hungrier	Hungriest	Lapar
Rusty	Rustier	Rustiest	Berkarat
Snowy	Snowier	Snowiest	Bersalju
Sleepy	Sleepier	Sleepiest	Mengantuk
Happy	Happier	Happiest	Bahagia
Lucky	Luckier	Luckiest	Beruntung
Pretty	Prettier	Prettiest	Cantik
Lazy	Lazier	Laziest	Malas
Busy	Busier	Busiest	Sibuk

Crazy	Crazier	Craziest	Gila
Dry	Drier	Driest	Kering
Lovely	Lovelier	loveliest	Cantik
Funny	Funnier	Funniest	Lucu

b. Two-syllable Adjectives

There are many manner to use one-syllable adjective to Comparative and Superlative degree by to add *er/est*.

1) If the adjective in the positive form ends in *er* or *ow* and the endings *er/est* are added in the Comparative and Superlative.

Adjectives	Comparative	Superlative	Meaning
Clever	Cleverer	Cleverest	Pandai
Shallow	Shallower	Shallowest	Dangkal
Slow	Slower	Slowest	Lambat

2) If the adjective in the positive form ends in *e* so just only use *r/st* in the Comparative and Superlative.

Adjectives	Comparative	Superlative	Meaning
Wide	Wider	Widest	Lebar

Complete	Completer	Cmpletest	Lengkap
Wise	Wiser	Wisest	Bijaksana
Polite	Politer	Plitest	Sopan
Brave	Braver	Bravest	Berani
Large	Larger	Largest	Besar
Nice	Nicer	Nicest	Baik
Simple	Simpler	Simplest	Sederhana
Possible	Possibler	Possiblest	Mungkin

c. More than three-syllable adjectives

If the adjective has three or more syllables, the word *more* or *most* is placed in front of the positive form of the adjective.

Adjectives Comparative Superlative Meaning

Beautiful More beautiful Most beautiful Cantik

Handsome More handsome Most handsome Gagah

Terrible More terrible Most terrible Mengerikan

Useful More useful Most useful Berguna

Useless	More useless	Most useless	Tak berguna
Readable	More readable	Most useess	Dapat dibaca
Difficuld	More difficuld	Most difficuld	Sulit
Dilligent	More dilligent	Most dilligent	Rajin
Careful	More careful	Most dilligent	Berhati-hati
Careless	More careless	Most careless	Ceroboh
Differe	More different	Most different	Berbeda

d. Irregular Comparison

Some common adjectives have irregular Comparative and Superlative forms. The table below gives examples of the positive, Comparative and Superlative forms of these adjectives.

Adjectives	Comparative	Superlative	Meaning
A few	Less	Least	Sedikit
A little	Less	Least	Sedikit
Bad	Worse	Worst	Buruk
Evil	Worse	Worst	Jahat

Far	Further/farther	Futhest/farthest	Jauh
few	Fewer	Fewest	Sedikit
Good/well	Better	Best	Baik
Hind	Hinder	Hindmost	Belakang
Ill	Worse	Worst	Sakit
Late	Later	Latest	Akhir/terlambat
Many	More	Most	Banyak
Much	More	Most	Banyak
Nigh	Nigher	Nighest	Dekat
Old	Older	Oldest	Tua.

4. Grammar Perspective on Teaching Degree of Comparison

Grammar is the rule that says how words are combined arranged and changed to show different meanings.⁷

Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. Technically, grammar refers to sentence level

⁷Michael Swam, *Practical English Usage*, (New York: Oxford University Press,1995),p. 10.

rules only and not to rules governing the relationship among sentences, which we refer to as discourse rules.⁸

Grammar is sometimes defined as the way words are put together to make correct sentences.⁹

Based on the above, grammar is a rule to organize and arrange a word of more to make good sentence.

In linguistics, grammar is the set of structural rules that govern the composition of clauses, phrases, and words in any given natural language. The term refers also to the study of such rules, and this field includes morphology, syntax, and phonology, often complemented by phonetics, semantics, and pragmatics. Linguists do not normally use the term to refer to orthographical rules, although usage books and style guides that call themselves grammars may also refer to spelling and punctuation and English grammar consist of several parts commonly called part of speech, as below :

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⁸H.Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (USA: Person Longman, 2007), p. 362.

⁹ Betty Schampfer Azar, *Underrstand and using Gammar*, (USA: Prentice Hall,1999), p. xiii.

a. Noun

Noun is words that are used to show the name of people, place, animals or name of things.¹⁰

There are two kinds of noun: they are uncountable noun and countable noun. Countable noun is the name of something, which can be counted, it comprises plural and singular form.¹¹

Example :

Singular

Pens

Pencil

Book

Box

Radios

Banana

Plural

Two pens

Pencils

Books

Boxes

Radios

Bananas

Uncountable noun is the noun, which cannot be counted, and it does not have plural form.

Example :

Water

¹⁰Doni Hariyanto and Rudi Hariyono, *English Grammar for General Application*, *op.cit.*, p. 28.

¹¹Yusran Pora, *Develop your Vocabulary, Grammar and Idiom*, (Yogyakarta: Pustaka Belajar, 2003), p.282.

Oil

Sand

Milk

Tea

Coffee

Sugar

b. Verb

In English Grammar, verb can be divided into four kinds, they are :

1) Infinitive verb

(a) Infinitive with to

Example :

To start

To want

To wish

To go

To propose

To refuse

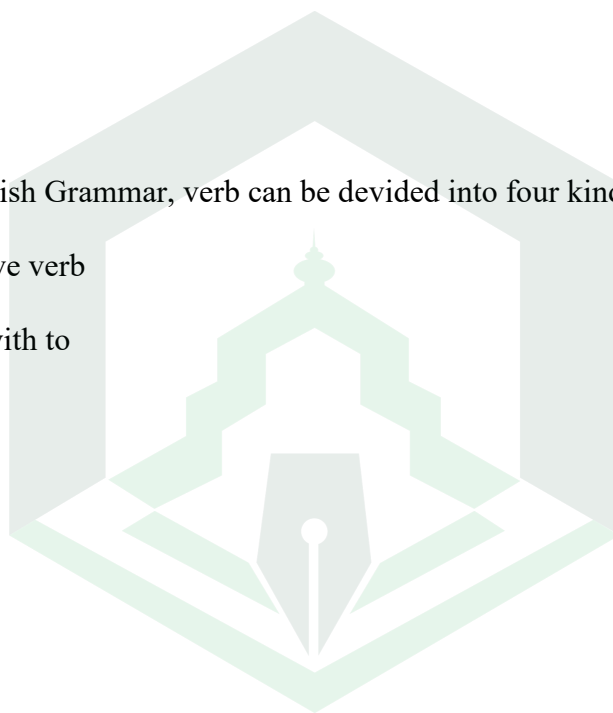
(b) Infinitive without to

Example :

Eat *Drink*

Buy *Go*

Bring *Write*



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2) Regular and Irregular verb

Regular verb is the change of verb that follows the normal form by adding with “d” or “ed” to the past tense and past participle.

Example :

Invinitive	Past tense	Past participle
<i>Discuss</i>	<i>Discussed</i>	<i>Discussed</i>
<i>Call</i>	<i>Called</i>	<i>Called</i>
<i>Open</i>	<i>Opened</i>	<i>Opened</i>
<i>Cook</i>	<i>Cooked</i>	<i>Cooked</i>
<i>Look</i>	<i>Looked</i>	<i>Looked</i>

Irregular verb is the change of verb, which does not follow the normal form, but is must be memorized.

Example :

Invinitive	Past tense	Past participle
<i>Buy</i>	<i>Bought</i>	<i>Bought</i>
<i>Drink</i>	<i>Drank</i>	<i>Drunk</i>
<i>Eat</i>	<i>Ate</i>	<i>Eaten</i>
<i>Make</i>	<i>Made</i>	<i>Made</i>
<i>Know</i>	<i>Knew</i>	<i>Known</i>

3) Transitive and Intransitive verb

Transitive verb is the word that needs object to complete the meaning or it cannot stand without noun and pronoun as object.

Example :

She *buys* a car

I will *come* to your house

They *give* me money

Intransitive verb is the verb that does not need an object because it has complete meaning and is the verb always active verb.

Example :

Go

Cry

Fall

Become

4) Full verb, Auxiliary verb and Linking verb

Full verb is the verb that is used to state an activity or action. It can stand by itself and has complete meaning without to.

Example :

Sing

See

Say

Drink

Laugh

Auxiliary verb is the verb, which help other to for complete structur, it can not stand by it self but it needs other verb especially full verb.

Example :

To be (*am, is, are, be, being, been*)

Do, does, did

Have, has, had

Modals auxiliary they are:

Can Could

May Might

Must Have to Had to Need to

Will Would

Shall Should Aught to

Dare.

5) Non progressive verb

Some verb are not used in progressive tenses.¹² The words include non progressive verbs :

Believe Prosses Need Like Forget Near

Think Own Want Love Remember See

Understand Have Prefer Hate Know Belong

¹²Azar, *Fundamental of English Grammar*, (Ed. 2; USA: Prentice Hall, 1990), p.9.

c. Adjective

Adjective is the word that is used to give characteristic of thing and it is put before noun. There are eight kinds of adjective, they are:

1) Descriptive Adjective

Descriptive adjective is the word, which is used to know someone's condition or someone's characteristic, animals, etc.

Example :

Sick

Clever

Happy

Pretty

Near

Sad

2) Numeral Adjective

Numeral adjective is adjective that indicate or show the quantity of something. It is divided into three, they are:

(a) Cardinal number

(b) Ordinal number

(c) Fractional number.

3) Quantitative Adjective

Quantitative adjective is objective which indicate the number of something, or adjective which indicate how much/many things that we mean. They are:

Many *A great many* *A little, ect.*

Much *A few*

Alots of *A great deala little*

4) Demonstrative Adjective

Demonstrative adjective is the word which is used toknow someone's condition or someone characteristic, animals, etc.

Example:

Sick

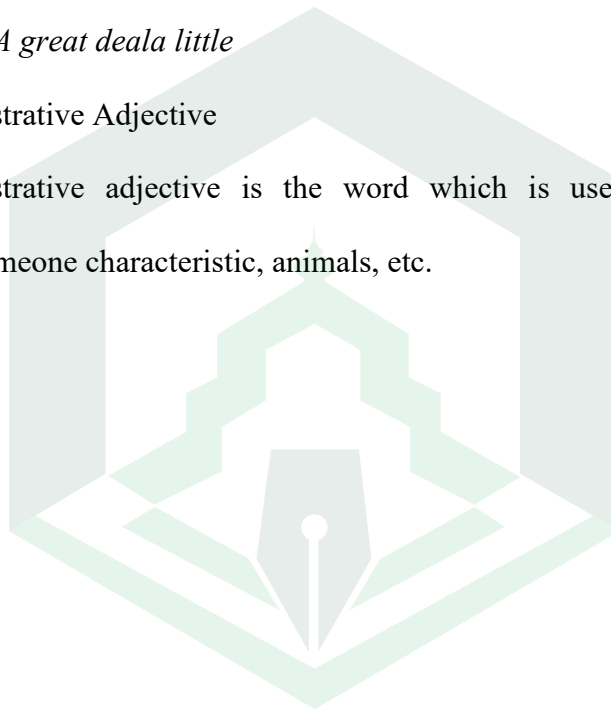
Clever

Happy

Pretty

Near

Sad, etc.



IAIN PALOPO

5) Proper adjective

Proper adjective is adjective which is used to indicate proper noun; generally, it is begun by capital letter, for example the name of country.

6) Interrogative adjective

Interrogative adjective is adjective which is used as question. It used to ask noun. Example :

whose car is?

which pen is your?

7) Possessive adjective

Possessive adjective is adjective used indicate possession to something for

Example:

My, our, your, their, his, etc.

8) Distribute adjective

Distribute adjective is an adjective which shows that the noun which we means is many kinds

Example:

Each, every, either, etc.

d. Adverb

Adverb is the word that is used to explain the meaning of verb, adjective, and another adverb.¹³

Example :

She come here yesterday

We work to hard

I walk quickly

He is clever

¹³ Rudy Hariyono, *Complete English Grammar*, (Surabaya: Gita Media Press, 2002),p. 126.

1) Adverb of manner

Adverb of manner is information that show the way or how something done,

like:

Happily *Slowly* *Fast* *Well* *Quickly* *Hard* *Late*
Easily *Activily, etc.*

2) Adverb of place

Adverb of place is information to show place of event or act, like:

In texas *At home* *Out here* *In there* *Insomewhere*
Above, etc.

3) Adverb of time

Adverb of time is the word is used to inform the time of something happen,

like:

Now *Yesterday* *At few days ago* *Tomorrow*
Tonight *Last week* *In last year, etc.*

e. Pronoun

There are kinds of pronoun

1) Personal pronoun

(a) Nominative subjective

Singular plural

I *we*

You *you*

He,she, it *they*

(b) Objective/accusative

Singular	plural
----------	--------

<i>Me</i>	<i>us</i>
-----------	-----------

<i>You</i>	<i>you</i>
------------	------------

<i>Him,her,it</i>	<i>then</i>
-------------------	-------------

2) Interrogative pronoun

3) Indefinite pronoun

4) Reflexive pronoun

5) Relative pronoun

f. Preposition

Preposition is word which put befor, noun or pronoun to show the relationship with parts of the other sentences.¹⁴

Example :

About, above, at, behind, beside, in, in front of, under, on, etc.

g. Conjunction

Kind of conjunction

1) Coordinating conjunction : and, but, for, no, or and yet.

2) Subordinating conjunction : after, because, since, though, that, etc.

¹⁴*Ibid.*, p. 143.

h. Interjection

Hi ! Ha !

Hellow ! Ho !

That is all the explanation about part of speech, namely there are eight, there are noun, verb, adjective, pronoun, adverb, preposition, conjunction, and interjection.

According to Nunan there are at least 3 principles in teaching grammar to the students, they are:

- 1) Integrate both inductive and deductive method in your teaching.

In the deductive classroom, the teacher gives a grammatical explanationer rule followed by a set of exercise designed to clarify the grammatical point and help the learners master the point. In deductive teaching, you work from principles to examples. Inductive procedures reverse this process. In inductive teaching, you present the learners with samples of language and through a process of guided discovery, get them to work out the principles or rule for themselves.

- 2) Use tasks that make clear the relationship between grammatical form and communicative function.

Grammar based courses are relatively ineffective because they teach grammar as an abstract system, present the language as isolated sentences and fail to give learners as proper context for the grammar point. Teaching was largely limited to the form of the new grammatical item. For example, when the passive voice was introduced typically students were given a list of sentence in the active voice (“the boy work the window”, “the dog bit the man”). Along the model of how to form the

pasive (“the window was broken”). The task for the students was to turn the active voice sentences into the pasive. Such a procedure does not give students anyinsights into the communicate contexts in wich they should use the pasive rather than active voice. However, the solution proposed by some-do away with teaching grammar all together-is not solution. The solution is to present the grammar in context that makes clear the relationship between the grammatical form and the communicative function.

3) Focus on the development of procedural rather than declarative knowledge.

In the field of language learning, declarative knowledge knows language rules. Procedural knowledge is being able to use the knowledge for communicative. Most of us who have been teaching for any time at all know learners who can give a more or less standard text book explanation of a grammatical rule of principle, but who violate the rule when using language communicatively. They are also learners who have procedural but not declarative knowledge. In fact, the vast majority of native speakers fall into this category. Unless, they have studied grammar formally, few native speakers can state the rule for third person.

While declarative knowledge can facilitate the development of procedural knowledge, it is not necessary and sufficient condition for the development of such knowledge. Students need to develop mastery of target language items, not by memorizing rules, but by using the target items and communicative context. This

learning through use of learning by doing principles in one that has come to us through the approach to education known as experientialism.¹⁵

After knowing the principles of the teaching grammar, the teachers are expected to be able to manage the classroom situation and their teaching strategy or method, so, teachers have to make good preparation before teaching.

C. Direct Method

1. Definition of Direct Method

The direct method has one very basic rule : no translation is allowed.¹⁶ In fact, the direct method receives its name from the fact that meaning is to be connected directly with the target language. Without through the process of translating into student's native language.¹⁷

Direct Method language is seen as what native speakers speak so that language learners not only learn the target language but also the culture of the native speakers. The method also suggests that language is seen as a set of grammatical rules and its vocabulary in real situations.

Grammatical rules and its vocabulary are presented in text. Oral or written texts. Language teachers should use the grammar and vocabulary in context and them

¹⁵David Nunan, *Practical English Language Teaching*, (New York: Cambridge University Press, 1998), p. 158-160.

¹⁶Henry Guntur Tarigan, *Metodologi Pengajaran Bahasa*, (Jakarta: Depdikbud, 1989), P.180.

¹⁷Diane Larsen, *Principle Language Learning and Teaching*, (London: Oxford University Press, 2001), p.18.

relate them to the situations in the classroom. The materials are arranged based on topics. Learning a target language means that the students are able to communicate in the target language, both oral and written forms.¹⁸

Based of the above direct method of teaching, sometimes called the *natural method*. Not limited to but often used in teaching foreign languages, the method refrains from using the learners' native language and uses only the target language.

2. *History of Direct Method*

Direct method was introduced in France the method was first ignored in the country. The method found some support in Germany, Scandinavia, and finally people in France accepted the method at the turn of the century. Later, the method was also developed in England and the United States.¹⁹

3. *Principles of Direct Method*

Event though the Direct Method has derived from psychology, the method has principles related to learning foreign languages. The following principles are some of the characteristics of the direct method regarding to language learning.

- a. Classroom instruction was conducted exclusively in the target language
- b. Only everyday vocabulary and sentences were taught

¹⁸Bambang Setiyadi, *Teaching English as a Foreign Language*, (Graha Ilmu, 2000), p. 44-45.

¹⁹*Ibid.*

- c. Oral communication skills were built up in a carefully traded progression organized around question and answer exchanges between teachers and students in small intensive class.
- d. Grammar was taught inductively
- e. New teaching points were taught through modeling and practice
- f. Concrete vocabulary was taught demonstration, objects, and pictures, abstract vocabulary was taught by association of ideas
- g. Both speech and listening comprehension were taught
- h. Correct pronunciation and grammar were emphasized.²⁰

Based on principle above, we can understand that Direct Method in English learning process has purpose how to improve Grammar skill of students in class. The teacher teach grammar by through orally and learn the target language in the class most of the time to make the students are more quickly to understand target language.

In learning process, direct method has many roles to the teacher should know and the students understand about it. That roles in application in the direct method class, are as follows

- a. Review the features about the material of learning
- b. Following the teacher directions about pictures, after that the students give direction to the teacher.
- c. Practice the pronunciation.

²⁰ H.Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (United States of America: Person Longman, 2007),p.21.

- d. Write a paragraph about the material
- e. Discussion.²¹

Like other method, the Direct Method also has assumptions about language learning. Some of the assumptions seem to be similar to natural method. The following are basic assumptions about language learning of the Direct Method.

- a. Meanings are made clear by presenting physical objects, such as pictures and pantomimes
- b. Self corrections is more emphasized than teacher corrections
- c. Vocabulary is learned more effectively if they use it in full sentences rather than memorize it
- d. Teaching another language means taking a role as a partner of the students in communications
- e. Students should learn to think in the target language as soon as possible
- f. Student should be actively involved in using the target language in using the target language in realistic everyday situations.²²

Based on roles and assumptions of Direct Method above, we can get similar about Direct method is natural method, can make to active or passive vocabulary and this method is based on sound principles of education. So we can use the Direct method to teach language learning especially grammar skill.

²¹Diana Larsen, *Principle Language Learning and Teaching*, *op.cit.*, p. 18-20.

²²Bambang Setiyadi, *Teaching English as a Foreign Language*, *op.cit.*, p.49-50.

4. *Procedure of Direct Method*

In learning process, Direct Method has many procedure to the teacher should know and the students understand about it. That procedure in application in Direct Method class, are as follow.

- a. Each student has a reading passage in front of him/her.
- b. The students are called on one by one and they read the text loudly.
- c. After the students finish reading the passage, they are asked in the target language if they have questions.
- d. The teacher answer the student questions in the target language .
- e. The teacher works with the student s on the pronunciation.
- f. The teacher give questions to the students.
- g. The students make up their own questions and statements and direct them to other students in the classroom.
- h. The teacher instructs the students to turn to un exercise in the lesson wich asks them tofill in the blanks.
- i. The students read a sentence out loud and supply the missing word as they are reading.
- j. The teacher asks the students to take out their notebooks and he/she gives them a didictations.²³

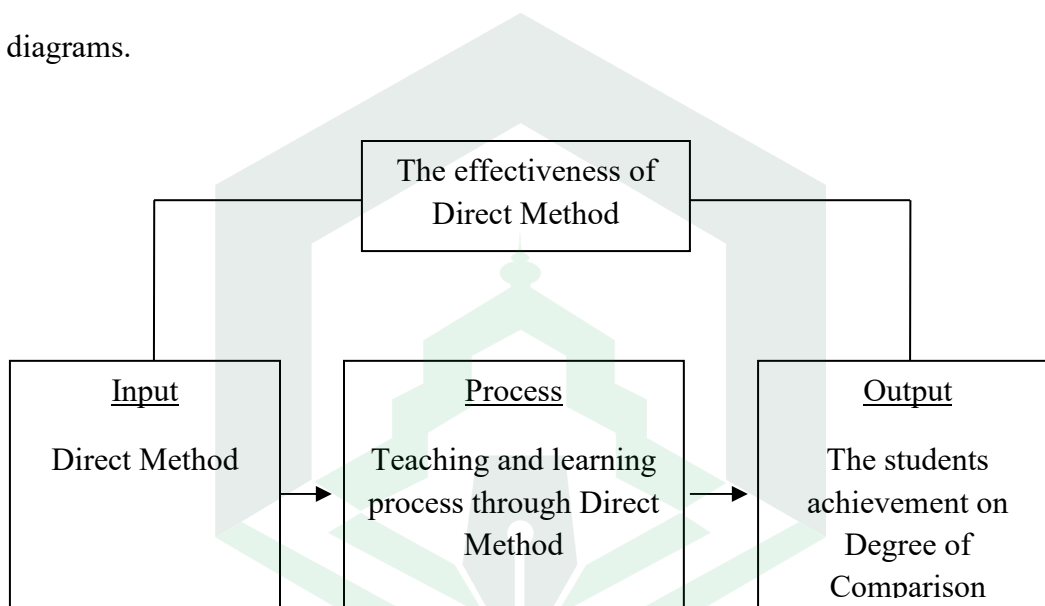
Based on procedures of Direct Method above, we can get similar procedure is that language is first introduced through,the ear, and than reinforced through the eye

²³Bambang Setiyadi, *Teaching English as a Foreign Language, op.cit.*, p. 50.

and hand by reading and writing. So the teacher can use the procedure this method to more actively teaching.

D. Theoretical Framework

The theoretical framework underlying this research is given in the following diagrams.



In the diagram above; input, process, output, are briefly clarified as follows:

1. Input: teaching Degree of Comparison through Direct Method
2. Process: the process refers to the implementation of the input in the classroom. In this case, the students will be taught by means of the teaching in the variable refer to technique that will be used Direct Method in teaching Degree of Comparison.

3. Output: refers to effect of teaching and learning process Degree of Comparison by using Direct Method .

E. Hypothesis

The hypothesis is formulated, as follow:

Alternative Hypothesis (H_a): Direct Method is effective in using Degree of Comparison to the eleventh year students of SMAN 4 Palopo.

Null Hypothesis (H_0) : Direct Method is no effective in using Degree of Comparison to the eleventh year students of SMAN 4 Palopo.

The criteria of testing hypothesis, as follows:

If $t_o < t_t$ it means significant difference

If $t_o > t_t$ it means no significant difference.

CHAPTER III

RESEARCH METHOD

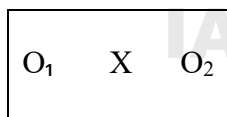
This chapter describes about the method, research design, population, and sample, instrument of the research, procedures of collecting data, analysis technique.

A. Method

This research applied pre experimental research method. It aimed to find out whether direct method was effective in teaching degree of comparison at the eleventh year students of SMAN 4 Palopo.

B. Research Design

The researcher applied experimental method consisted of pre-test, treatments post-test design.¹ The design was written as follows: The design of this research was described as follows:



Where:

O₁: Pre-test

X: Treatment

O₂: Post-test

¹Suharsini Arikunto, *Prosedur Penelitian*, (Jakarta: Pustaka Setia, 2005), p. 75.

C. Variable

This research consisted of the two variables namely:

1. Independent Variable was the implementation direct method in teaching grammar especially degree of comparison.
2. Dependent Variable was students' grammar especially degree of comparison.

D. Population and Sample

1. Population

The population of this research took the eleventh year students of SMAN 4 Palopo 2013/2014 academic year. The population consist of 7 classes and the numbers of population are 114 students.

2. Sample

The sample was taken by using purposive sampling technique where the researcher focused to one class, namely class XI.7. Since this class is the lowest score in English. In this class consist of 16 students. So, the numbers of sampling in this research were 16 students.

E. Instruments of the Research

1. Test

The instruments of this research was degree of comparison test in form of multiple choice test, pre-test and post-test design that consisted of 10 numbers. It is given to know the students' ability before and after giving treatment.

2. *Questionnaire*

Questionnaire as a technique in collecting data aimed to finding out the students' ability about direct method. The questionnaire were provided in liker scale which was modified in three alternative answer that consists of agree, neutral, and disagree.

F. Procedure of Collecting Data

The procedure of collection data as follow:

1. *Pre-test*

The pre-test took 45 minutes. The researcher gave pre-test which aim to know and to identify the students' prior knowledge. The researcher gave test worksheet that related with sentences of comparison such as positive, comparative and superlative degree, for the students to answer. Before, the researcher explained to the students the ways to answer the questions as well as time need to answer it.

2. *Treatment*

After the Pre-test, the researcher gave treatment to the students. The treatment was done during third meetings:

a. The first treatment, the research taught about degree of comparison (positive degree, comparative degree, and superlative degree, it is explained by using target language and use media (concrete noun, picture, object, and abstract noun) to help students to understanding of material.

- b. The second treatment, the researcher taught possitive degree, definition and pattern by using target language and using media of concrete noun to help students to make easy understanding possitive degree for example pens, books or students to made sentense of possitive degree and sizes as adjectives, shapes as adjectives, and age as adjectives. Examples: big, small, tall, high, short, fat, thin, near, far, young, old, expensive, and circular.
- c. The third treatment, the researcher taught about comparative degree, which explain about pattern which use picture of car, robbot etc, to made sentences, sizes as adjectives, shapes as adjectives, and age as adjectives. Examples: big, small, tall, high, short, fat, thin, near, far, young, old, expensive, and circular.
- d. The fourth treatment, the researcher taught about superlative degree by using object in the class for example students, table, chair etc to be come examples supperlative sentences and sizes as adjectives, shapes as adjectives, and age as adjectives. Examples: big, small, tall, high, short, fat, thin, near, far, young, old, expensive, and circular.
- e. The vivth threatment, the researcher taught about change form of possitive sentences to comparative sentences and be come to supperlative sentences by using some media of picture, object etc.

3. *Post-test*

After giving treatment, the researcher gave post-test. The post-test took 45 minutes. The researcher gave post-test which aimed to knowingthestudents' grammar of degree of comparison after taught by using direct method (DM).

G. *Technique Data Analysis*

The data analysis technique involved some steps that were elaborated as follows:

1. Scoring the students answer from the given test.

$$\text{Score} = \frac{\text{Students correct answer}}{\text{Total number}} \times 100$$

2. Classifying the students' score by using percentage as cited below :

$$P = \frac{F}{N} \times 100$$

In which :

P : Percentage

F : The cumulative frequency of subjects

N : Total number of subject²

Score or the test is classified into criteria as follows:

- a. 80 to 100 is classified as very good.
- b. 61 to 80 is classified as good
- c. 41 to 60 is classified as fair.
- d. 21 to 40 is classified as poor.
- e. 1 to 20 is classified as very poor.³

²Sitti Wahyuni, “*Improving Students’ Vocabulary through Elicitation at the Eighth Graduate of SMP PMDS Putri Palopo*”, Thesis S1,(Palopo:STAIN Palopo,2010), p. 41. Unpublished.

³Makmur, “*Improving Students’ Vocabulary through Jumping Words S1*”, Thesis S1, (Palopo: STAIN Palopo, 2008), p.55. Unpublished.

3. Calculating the mean score of the students

$$\bar{X} = \frac{\sum X}{N}$$

In which \bar{X} = Mean score

$\sum X$ = Total raw score

N = Number of sample.⁴

4. Looking for D (difference) between score variable I (x) and score variable II (y) by using the following formula.

$$D = x - y$$

5. Looking for mean from difference, by using following formula

$$MD = \frac{\sum D}{N}$$

6. Looking for standard deviation from difference (SDD). By using following formula:

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{N}}$$

⁴Suharsini arikunto, *Prosedur Penelitian, op.cit.*, p. 185.

7. Looking for error standard from mean of difference (SE_{MD}), by using following formula:

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

8. Finding to be using the formula :

$$T_o = \frac{MD}{SE_{MD}}$$

Criteria of to hypothesis:

If $t_o \geq t_t$ = acceptable null hypothesis

If $t_o < t_t$ = unacceptable null hypothesis

Notation:

D = Score variable between I (x) and II (x)

N = Total number of sample

M_D = Mean from difference

SD_D = Standard deviation from different

SE_{MD} = Error standard from mean different.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Tests Analysis

In the previous description it had been explained that in data analysing the data, the writer used quantitative analysis. These data described teaching degree of comparison through Direct Method (DM) to the eleventh year students of SMAN 4 Palopo.

The researcher made raw score of students' sample. The data analyzed and performed in the following table.

Table 4.1
Pre-test scores on the Degree of Comparison

No	Respondent	Correct answer	Score
1	R1	2	20
2	R2	3	30
3	R3	2	20
4	R4	3	30
5	R5	5	50
6	R6	4	40
7	R7	5	50
8	R8	5	50
9	R9	1	10
10	R10	4	40

11	R11	1	10
12	R12	3	30
13	R13	2	20
14	R14	1	10
15	R15	2	20
16	R16	3	30

Based on the table 4.1, the data shows that the students' ability in Degree of Comparison before giving treatment was still low: There were 3 students got score 50. 2 students got score 40. 4 students got score 30. 4 students got score 20. 3 students got score 10.

Table 4.2
Pre-test score on classification of the Degree of Comparison test

Classification	Score	Frequency	Percentage
Very good	81-100	-	-%
Good	61-80	-	-%
Fair	41-60	3	18,75%
Poor	21-40	6	37,50%
Very poor	1-20	7	43,75%
		16	100%

The table 4.2 indicates that in answering Degree of Comparison test at theeleventh year students of SMAN 4 Palopo were still difficult. Degree of Comparison test in pre-test, there was not student getting very good and good

category. There were 3 (18,75%) students got fair category. 6 (37,50%) students got poor category. And 7 (43,75%) students got very poor category.

Table 4.3
Post- test scores on the Degree of Comparison

No	Respondent	Correct answer	Score
1	R1	6	60
2	R2	4	40
3	R3	5	50
4	R4	6	60
5	R5	6	60
6	R6	6	60
7	R7	6	60
8	R8	9	90
9	R9	4	40
10	R10	9	90
11	R11	9	90
12	R12	9	90
13	R13	9	90
14	R14	4	40
15	R15	9	90
16	R16	8	80

Based on the table 4.3 after giving treatment that the students' ability Degree of Comparison was higher: There were 6 students got score 90. There was 1 student got score 80 and 50. There were 5 students got 60 score. 3 students got score 40.

Table 4.4
Post-test score on classification of the Degree of Comparison test

Classification	Score	Frequency	Percentage
Very good	81-100	6	37,50%
Good	61-80	1	6,25%
Fair	41-60	6	37,50%
Poor	21-40	3	18,75%
Very poor	1-20	-	-
		16	100%

The table 4.4 showed that in answering Degree of Comparison through Direct Method (DM) in pos-test the eleventh year students of SMAN 4 Palopo were easy: There were 6 (37,50%) students got very good category. There was 1 (6,25%) student got good category. There were 6 students (37,50%) got fair category. 3 (18,75%) students got poor category. And there was not student got very poor category.

It means that, there was improvement after giving treatment to the student, so the used of Direct Method (DM) was effective in teaching Degree of Comparison. In pre-test there were 3 (18,75%) students got fair category, 6 (37,50%) students got poor category, 7 (43,75%) students got very poor category. And in pos-test there were 6 (37,50%) students got very good category, there was 1 (6,25%) student got good category, there were 6 students (37,50%) got fair category, 3 (18,75%) students got poor category, and very poor category there was no student got category that. And it indicated that there was improvement after giving treatment.

Table 4.5
Degree of Comparison test score through Direct Method (DM), before and after treatment

NO	Sample	The Result of Voc. Test Through Chaining Words		D (x - y)	D ² = (X - Y) ²
		Pre-test	Post-test		
1	R1	20	60	-40	1600
2	R2	30	40	-10	100
3	R3	20	50	-30	900
4	R4	30	60	-30	900
5	R5	50	60	-10	100
6	R6	40	60	-20	400
7	R7	50	60	-10	100
8	R8	50	90	-40	1600
9	R9	10	40	-30	900
10	R10	40	90	-50	2500
11	R11	10	90	-80	6400
12	R12	30	90	-60	3600
13	R13	20	90	-70	4900
14	R14	10	40	-30	900
15	R15	20	90	-70	4900
16	R16	30	80	-50	2500
N= 16		$\Sigma X_1 = 460$	$\Sigma X_2 = 1090$	$\Sigma D = -630$	$\Sigma D^2 = 32300$
		$\bar{X}_1 = 28,75$	$\bar{X}_2 = 68,125$		

From the table above, the writer got $\sum D = -630$ and $\sum D^2 = 32300$ and from this data, the writer presented the result of mean score (X_1) in pre-test and post-test (X_2), the difference means between pre-test and post-test (Md), standard deviation (SD_D), standard score mean (SE_{MD}) and t count, as follow:

a. Looking for mean score of pre-test

$$\bar{X}_1 = \frac{\sum X_1}{N}$$

$$= \frac{460}{16}$$

$$= 28,75$$

Looking for mean score of post-test

$$\bar{X}_2 = \frac{\sum X_2}{N}$$

$$= \frac{1090}{16}$$

$$= 68,125$$

b. Looking for mean of difference (MD)

$$MD = \frac{\sum D}{N}$$

$$= \frac{-630}{16}$$

$$= -39,375$$

c. Looking for Standard Deviation (SD_D)

$$\begin{aligned}
 SD_D &= \sqrt{\frac{SD^2}{N} - \frac{(\sum D)^2}{(N)}} = \sqrt{\frac{32300}{16} - \frac{(-630)^2}{16}} \\
 &= \sqrt{2018,75 - (-630)^2} \\
 &= \sqrt{2018,75 - 1550,39} \\
 &= \sqrt{468,36} \\
 &= 21,642
 \end{aligned}$$

d. Looking for Standard Error mean (SE)

$$\begin{aligned}
 SE_{MD} &= \frac{SD_D}{\sqrt{N-1}} = \frac{21,642}{\sqrt{16-1}} \\
 &= \frac{21,642}{\sqrt{15}} \\
 &= \frac{21,642}{3,8730} \\
 &= 5,588
 \end{aligned}$$

e. Looking for t count (t_o) by using the following formula

$$\begin{aligned}
 T_o &= \frac{MD}{SE_{MD}} = \frac{39,375}{5,588} \\
 &= 7,046
 \end{aligned}$$

f. Given interpretation based on criteria hypothesis acceptability

$$df \text{ or } db = N - 1$$

$$= 16 - 1$$

$$= 15$$

$$t_{test} = 7,046$$

$$t_{table} = t (1 - \frac{1}{2}\alpha) (df)$$

$$= t (1 - \frac{1}{2}0,05) (15)$$

$$= t (1 - 0,025) (15)$$

$$= t (0,975) (15)$$

$$= 2,13 (\text{find out in "t" table})$$

if $t \geq t_t$ = acceptable null hypothesis

if $t < t_t$ = unacceptable null hypothesis

Based on the table "tt" standard of signification 5% with $df = 15$ we got t table = 2,13 and with standard of signification 1% we got 2,95 and $t_o = 7,046$ from the result above the researcher gave interpretation, as we known that :

$$2,13 \leq 7,046 \geq 2,95$$

Where 2,13 was smaller than 7,046 and 7,046 was bigger than 2,95. It means that there was significant between the student's ability before using Direct Method with after using Direct Method at the eleventh year students of SMAN 4 Palopo.

2. Questionnaires Analysis

Some responses of students in learning Degree of Comparison through Direct Method were measured through questionnaire that consists of 5 items. Score of the students responses in learning Degree of Comparison were collaborated through that table distribution frequency, percentage of each items, as follow :

Table. 4.6
Advantages of the Direct Method

No	Questionnaire	Item of choice	Frequency	Percentage
1	Learning English through Direct Method is more enjoyable	Agree	6	37,50%
		Neutral	7	43,75%
		Disagree	3	18,75%
			16	100%

The table 4.6 indicates that there were 6 students (37,50%) chose agree, 7 students (43,75%) chose neutral, and 3 students (18,75%) chose disagree. It means that the most of the students neutral with the statement that learning English through Direct Method is more enjoyable.

Table. 4.7
Understanding in Learning

No	Questionnaire	Item of choice	Frequency	Percentage
2	Learning English through Direct Method is easier to understandable	Agree	14	87,50%
		Neutral	1	6,25%
		Disagree	1	6,25%
			16	100%

The table 4.7 indicates there were 14 students (87,50%) chose agree, there was 1 student (6,25%) chose neutral, and 1 student (6,25%) chose disagree. It means that the most of the students agree with the statement that learning English through Direct Method is easier to understandable.

Table. 4.8
Ability to Understand the Material

No	Questionnaire	Item of choice	Frequency	Percentage
3	Learning Degree of Comparison more easilyby using Direct Method	Agree	14	87,50%
		Neutral	2	12,50%
		Disagree	-	-
			16	100%

The table 4.8 indicates that there were 14 students (87,50%) chose agree, 2 students (12,50%) chose neutral, and there was not students chose disagree. It means that the most of the students agree with the statement that learning Degree of Comparison easier by using Direct Method.

Table. 4.9
Equation of Using Method

No	Questionnaire	Item of choice	Frequency	Percentage
4	Learning English by using Direct Method was as knowledge as after using Direct Method	Agree	3	18,75%
		Neutral	12	75,00%
		Disagree	1	6,25%
			16	100%

The table 4.9 indicates that there were 3 students (18,75%) chose agree, 12 students (75,00%) chose neutral, and there was 1 student (6,25%) chose disagree. It means that although there were students choose agree with the statement but the most of the students neutral with the statement that learning English by using Direct Method was as knowledge as after using Direct Method.

Table. 4.10
Comparison of Method

No	Questionnaire	Item of choice	Frequency	Percentage
5	Learning English by using Direct Method was easier than using Usual Method learning	Agree	11	68,75%
		Neutral	5	31,25%
		Disagree	-	-
			16	100%

The table 4.10 indicated that there were 11 students (68,75%) chose agree, 5 students (31,25%) chose neutral, and there was not chose disagree. It means that the most of the students agree with the statement that learning English by using Direct Method was easier than using Usually Method learning.

B. Discussion

Based on the result above shows that direct method can improve students' ability in learning degree of comparison. It can be seen on the table before and after treatment (different result between pre-test and post-test).

Looking the result of data analysis, the researcher presents the discussion of data given to the students. The students have low ability in learning degree of comparison with mean score 28,75 based on the pre-test. After the treatment through direct method, the students' ability improves with mean scores 68,125 based on the result of post-test. It means that total scores between the result of pre-test and post-test are significantly different.

The result of the data analysis above shows that direct method has effect in improving ability in learning degree of comparison that means that after giving treatment through direct method, the students ability in learning degree of comparison is better than before giving treatment where the treatment, the highest score the students got was 50 and the lowest score was 10.

The students post test is better than the students pre test because most of the students achieved find appropriate equivalence score in post test table. In post-test table, 6 students got "very good" score, 1 student got "good" score. 6 students got "fair category" score, 3 students got "poor" score. On the contrary, in pre-test table, most students got unexpected score.

Based the students' responses on the treatment every meeting and students' answer in the questionnaire it proved that students' respons toward direct method is

positive and the negative response is rejected. It can be seen on the table questionnaire. And it had proved that the students ability in learning degree of comparison can improve and it can be seen on the differentt scores in the pre-test and post-test.

This is indicating that applying Direct Method give positive contributes to English teacher to teach the teacher teach grammar by through orally and learn the target language in the class most of the time to make the students are more quickly to understand target language.

Direct method recerves its name from the fact that meaning is to be connected directly with the target language. Without going trough the process of translating into student's native language. It can make students difficult to understanding of material but the researcher can use media, example picture, object, abstract noun and concrete vocabulary is tough demonstrasion. So the students can make easy to understanding of material. And degree of comparison is compare thing with other thing, so there is connection direct method with degree of comparison.

The theory is correlated to the research result which was done by the researcher by looking the data. Looking at the result of data analysis, the writer present discussion of data given to the students . The students have low ability in learning degree of comparison with mean score 28,75 based on the result of pre-test. After the treatment trough direct method, the students' ability improves with mean scores 68,125 based on the result of post test, it means that the total score between the result of pre test and post test significantly different.

Seeing the comparison of students pre test and post test above, the writer can say that there was improvement of students' ability in understanding degree of comparison after giving treatment through direct method in learning process.



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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results of the discussion, it could be concluded that the effective ways in teaching Degree of Comparison through Direct Method could be achieved by giving motivation for students in learning.

Some conclusion could be drawn after analyzing the result of finding and discussions, as follows :

1. By using Direct Method in teaching Degree of comparison, the students' achievement can be improved. It can be seen from the mean score on post-test (68,125) which is higher than the mean score on pre-test (28,75). The difference of students' mean score on post-test and pre-test is 39,375.

The researcher concluded that direct method was effective in teaching Degree of Comparison. The students identified the Direct Method in the right way and the using Degree of Comparison of them was improved. In the pre-test the student's Degree of Comparison test was still low, but after doing treatment in research the students began to understand and after the researcher gave the post-test the students had a big change.

2. Having analyzed the result of students' responses toward of direct method applied by the researcher, it is found that most of students give positive response and improve their grammar especially degree of comparison by using direct method.

B. Suggestions

Based on the conclusion above, the researcher put forward some suggestion for English teacher, as follows:

1. The English teacher can use direct method as alternative way in improving students grammar ability specially degree of comparison.
2. By using direct method, the students may find the learning process become more interesting and they find it is easily to make degree of comparison sentence.
3. The English teacher at the eleventh year students of SMAN 4 Palopo should always give the motivation to their students that English was very important to be known because by the english we would be able to develop our knowledge.
4. It was suggested to the next researcher that this thesis could be as literature and it could be as previous study and the researcher expected that Direct Method give more contribution to the teacher to increased their students.

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APPENDIX I

LESSON PLAN

Sekolah : SMAN 4 Palopo

Materi pelajaran : Bahasa Inggris

Kelas / Semester : XI

Alokasi Waktu : 2X 45 Menit

A. Standar Kompetensi

Mengetahui tata bahasa dengan baik dan benar dalam konteks kalimat

B. Kompetensi Dasar

Memahami grammar (degree of comparison)

C. Tujuan

Siswa dapat mengetahui dan memahami degree of comparison dengan benar

D. Indikator

1. Siswa dapat mengetahui dan memahami macam-macam bentuk degrees of comparison
2. Siswa dapat membuat bentuk kalimat degree of comparison (positive degree, comparative degree dan superlative degree).

E. Materi Pelajaran

1. Positive degree

Subject + to be + as + adjective + as + noun/pronoun

Example: Nurdin is as fat as Hasan.

2. Comparative degree

- *subject + to be + adjective er + than + noun/pronoun.*
- *subject + to be + adjective more + than + noun/pronoun.*

Example:

- Nurdin is fatter than Hasan.
- Caris more expensive than motorcycle.

3. Superlative degree

- *subject + tobe +the +adjective est +n/pronoun+in/of+adverb.*
- *subject + tobe +the +most adjective +n/pronoun+in/of +adverb.*

Example:

- Nurdin is fattest than Hasan.
- Carismoseexpensive than motorcycle.

Adjectives: big, small, tall, high, short, fat, thin, near, far, young, and old.

F. Metode Pembelajaran : Direct Method

G. Langkah –langkahpembelajaran:

pertemuan 1

1. Kegiatan pendahuluan:

- salam pembuka
- absensi
- menjelaskan pentingnya belajar bahasa inggris
- memberikan arahan-arahan apa yang akan dilakukan dalam proses belajar mengajar.

2 kegiatan inti

- Menjelaskan pengertian degree of comparison
 - Menjelaskan materi positive degree
 - menjelaskan rumus atau pola positif degree
 - memberikan contoh-contoh kalimat dengan menggunakan alat bantu (alat peraga) baik berupa alat peraga langsung, tidak langsung (bnda tiruan) maupun peragaan melalui simbol-simbol.
 - Memberikan daftar kata sifat
- Antara lain: big, small, tall, high, short, fat, thin, near, far, young, old, expensive, and circular.
- Memberikan kesempatan siswa untuk bertanya atau sebaliknya
 - Siswa atau anak didik benar-benar dikondisikan untuk menerima dan bercakap-cakap dalam bahasa asing, dan dilarang menggunakan bahasa lain.

3. kegiatan penutup :
- menyimpulkan materi possitive degree
 - memberikan umpan balik terhadap proses dan hasil pembelajaran
 - memberikan motivasi kepada siswa.

Pertemuan ke 2

1. Kegiatan pendahuluan:

- salam pembuka
- absensi
- menyinggung kembali materi possitive degree

2. kegiatan inti :

- Menjelaskan materi comparative degree
- menjelaskan rumus atau pola comparative degree dengan menggunakan bahasa sasaran
- memberikan contoh-contoh kalimat dengan menggunakan alat bantu (alat peraga) baik berupa alat peraga langsung, tidak langsung (bnda tiruan) maupun peragaan melalui simbol-simbol.
- Memberikan daftar kata sifat
Antara lain: big, small, tall, high, short, fat, thin, near, far, young, old, expensive, and circular.
- Memberikan kesempatan siswa untuk bertanya atau sebaliknya

3. kegiatan penutup :

- menyimpulkan materi comparative degree
- memberikan umpan balik terhadap proses dan hasil pembelajaran
- memberikan motivasi kepada siswa.
- salam penutup

Pertemuan ke 3

1. Kegiatan pendahuluan:

- salam pembuka
- absensi
- Mengulang kembali materi comparative degree untuk mengetahui tingkat keahaman siswa terhadap materi tersebut.

2. kegiatan inti :

- Menjelaskan materi superlative degree
- menjelaskan rumus atau pola superlative degree
- memberikan soal kalimat untuk merubah dari positive, comparative serta superlative degree dari kata sifat yang telah diberikan
- memberikan contoh-contoh kalimat dengan menggunakan alat bantu (alat peraga) baik berupa alat peraga langsung, tidak langsung (bnda tiruan) maupun peragaan melalui simbol-simbol.
- Memberikan kesempatan siswa untuk bertanya atau sebaliknya

3. kegiatan penutup :

- Memberikan soal berkaitan dengan materi dari pertemuan pertama sampai ketiga
- memberikan motivasi kepada siswa.
- salam penutup

H. Sumber belajar: buku grammar

I. Penilaian : tertulis = pilihan ganda (post test)

Appendix II

Pre-test

Choose the best answer to complete the sentences!

1. Your house as as my house
 - a. small
 - b. smaller
 - c. smallest
 - d. more smaller.
2. My cat as as your cat
 - a. funnier
 - b. funny
 - c. Funniest
 - d. More funny
3. The red car as as black car.
 - a. more expensive
 - b. most expensive
 - c. expensive
 - d. expensiver
4. New York is..... than Jakarta.
 - a. more big
 - b. biggest
 - c. as big as
 - d. bigger.
5. Yuli is than her sister
 - a. cleverer
 - b. more clever
 - c. cleverest
 - d. Most clever

6. Dancow milk is..... than honey
- a. sweeter c. sweetest
b. more sweet d. most sweet
7. Miss Indonesia is Than miss univrs
- a. beautiful c. beautifuler
b. more beautiful d. most beautiful
8. Sofi is the sister in my family
- a. young c. most young
b. younger d. youngest.
9. Abhu is the student in his class
- a. more fat c. Fattest
b. fatter d. Most fat
10. Yuyun is the girl in this boarding house.
- a. more diligent c. most diligent
b. diligenner d. diligenneest.

Appendix III

Post - test

Choose the best answer to complete the sentences!

1. Your house as as my house
 - a. small
 - b. smaller
 - c. smallest
 - d. more smaller.
2. My cat as as your cat
 - a. funnier
 - b. funny
 - c. Funniest
 - d. More funny
3. The red car as as black car.
 - a. more expensive
 - b. most expensive
 - c. expensive
 - d. expensiver
4. New York is..... than Jakarta.
 - a. more big
 - b. biggest
 - c. as big as
 - d. bigger.
5. Yuli is than her sister
 - a. cleverer
 - b. more clever
 - c. cleverest
 - d. Most clever

6. Dancow milk is..... than honey
- a. sweeter c. sweetest
b. more sweet d. most sweet
7. Miss Indonesia is Than miss univiers
- a. beautiful c. beautifuler
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- a. young c. most young
b. younger d. youngest.
9. Abhu is the student in his class
- a. more fat c. Fattest
b. fatter d. Most fat
10. Yuyun is the girl in this boarding house.
- a. more diligent c. most diligent
b. diligenner d. diligenneest.

Appendix IV

QUESTIONNAIRE

A. Identitas responden

1. Nama responden :
2. Kelas :

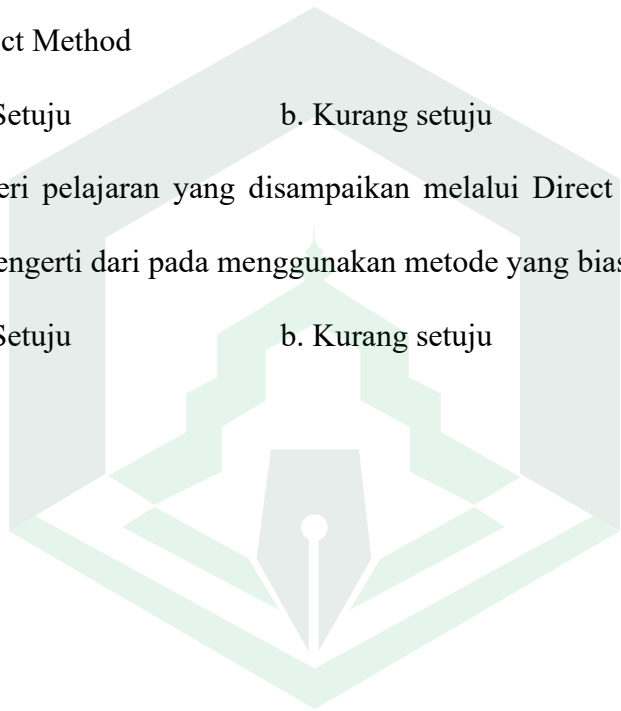
B. Petunjuk

1. Bacalah dengan teliti petunjuk sebelum menjawab pertanyaan.
2. Tulislah identitas anda pada tempat yang telah disediakan
3. Berikan tanda silang (X) pada pilihan anda dan apabila terjadi kesalahan berikanlah tanda (#) pada jawaban yang salah tersebut, kemudian berikan tanda silang pada jawaban yang benar.
4. Terima kasih atas kesediaannya mengerjakan angket penelitian dengan jujur.

C. Pertanyaan

1. Belajar Bahasa Inggris dengan menggunakan Direct Method lebih menarik dan menyenangkan
 - a. Setuju
 - b. Kurang setuju
 - c. Tidak setuju
2. Belajar Bahasa Inggris melalui Direct Method lebih mudah dimengerti
 - a. Setuju
 - b. Kurang setuju
 - c. Tidak setuju

3. Melalui Direct Method kemampuan memahami materi Grammar khususnya Degrees of Comparison semakin lebih baik.
- a. Setuju b. Kurang setuju c. Tidak setuju
4. Setelah mengikuti pelajaran Bahasa Inggris melalui Direct Method maka pengetahuan Bahasa Inggris saya sama ketika sebelum menggunakan Direct Method
- a. Setuju b. Kurang setuju c. Tidak setuju
5. Materi pelajaran yang disampaikan melalui Direct Method lebih mudah dimengerti dari pada menggunakan metode yang biasa digunakan
- a. Setuju b. Kurang setuju c. Tidak setuju



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Judul skripsi : “TEACHING DEGREE OF COMPARISON THROUGH DIRECT METHOD (DM) TO THE ELEVENTH YEAR STUDENTS OF SMAN 4 PALOPO”.

Pembimbing I : Dr. Masruddin, S.S., M. Hum.
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