

CHAPTER I

INTRODUCTION

This chapter describes the reasons for conducting the research, and it deals with several points: an introduction that concerns with the background of research, research questions, purposes of the research, significance of the research, rationale, hypothesis, methodology of the research and data analysis.

A. Background of Research

Grammar for junior high school students is challenging. Whereas, grammar becomes an important part of the language that people use in daily communication. Based on the interview with an English teacher in MTs. Miftahulfalah, the problem in teaching grammar especially degree of comparison often happens. The degree of comparison is considered difficult for the students. It happened because the degree of comparison has its own rules to make forms and sentences. And also the problem in learning degrees of comparison appeared because the teacher used to apply the traditional strategies in teaching degrees of comparison to students. Students only asked to memorize the rules so that students may feel hard and bored in learning degrees of comparison. Therefore, that problem needs a solution so that students can understand what they learn and have a motivation to learn degrees of comparison. This research conducted to help the teachers know what the effective strategies that can be implemented in teaching English grammar especially degrees of comparison.

The problem also can be seen from their score in their test. Based on the teacher's explanation, the average score of their exercise was 63 for English

grammar especially degrees of comparison. It is categorized as low score because it was below the Minimum Passing Score (KKM) which is required 70 as the English standard score at the school. As a result, the students have low ability in learning degrees of comparison.

According to Ur (1998), “grammar as the way a language manipulates and combines words in order to form longer units of meaning”. It means that grammar is a study of how language is manipulated and how to combine one word to another word to become a longer unit of meaning. Grammar has the substantial limitation and degrees of comparison are included in it. Degrees of comparison are the modification of an adjective and adverb to denote different levels of quality, quantity or relation. The degrees of comparison have three types of an adjective that may simply describe a quality. It may compare the quality with that of another kind and it may compare the quality with many or all others.

There are several grammar strategies to improve students’ ability in the degree of comparison. Nevertheless, to overcome the students’ difficulties in the degree of comparison, the researcher selected animated cartoons as media. This media is commonly used to teach English grammar as previously conducted by some researchers. First, the research conducted by Faloye and Afuye (2013) examine the effectiveness of utilizing censored animated cartoons in teaching and learning English Grammar at St Louis Nursery and Primary School, IkereEkiti, Nigeria. The animated cartoon was chosen as one of the media to help students increase their vocabulary. The results showed that there was a significant improvement of students’ ability in the academic performance. Second, the

research conducted by Arikan and Taraf (2010) find out whether there was a significant effect of cartoons in grammar and vocabulary instruction to young learners. The overall results indicate that at the beginning of the study both the experimental group and the control group performed poorly in the test. However, at the end of the research, the experimental group outperformed the control group. The last, the research conducted by Surya and Darma (2015) state that teaching degree of comparison through simple completion in eight grade is effective because there was a significant difference between the result of students' achievement test. Then, progress and successfulness of the students in learning degrees of comparison through simple completion are also supported by the students' attention, motivation, and a chance that was given by the teacher to the students to practice as much as they can. The researcher concludes that animated cartoons are also potentially used in teaching degree of comparison.

This research is different from previous research. This research focuses on using animated cartoons in the degree of comparison, while the previous research focuses in animated cartoons to improve English grammar and vocabulary.

Dealing with the background above, the researcher conducted the research entitled "THE USE OF ANIMATED CARTOONS IN TEACHING DEGREE OF COMPARISON (A Quasi-Experimental Research at the Eighth Grade Junior High School Students of MTs. Miftahul Falah Kota Bandung in the Academic Year 2016/2017)"

B. Research Questions

Concerning the background of the study above, the research questions were formed to examine students' ability in the degree of comparison taught by using animated cartoons. They are shown as follows:

1. How is the students' ability in the degree of comparison using animated cartoons?
2. How is the students' ability in the degree of comparison using board races game?
3. How significant is the difference between students' ability in the degree of comparison with using animated cartoons and with board races game?

C. Purposes of Study

Regarding to the research questions above, the purposes of this research are:

1. to find out the students' ability in degree of comparison using animated cartoons;
2. to find out the students' ability in the degree of comparison using board races;
3. to find out a significant difference between students' ability in the degree of comparison with using animated cartoons and with using board races game?

D. The Significance of Study

Theoretically, this study is expected to make teaching degree of comparison using animated cartoons is easier to understand.

Practically, this study is intended to use the effective media in teaching degree of comparison in order to be more understood by students in forming and making a sentence using a degree of comparison. The teachers can use animated cartoons as media in teaching degree of comparison to teach their students.

E. Research Framework (Rationale)

Grammar as one of the language components is very important to be learned by the students. In order to make the communication more meaningful and improve students skill in writing, grammar becomes one of the basic requirements that must be mastered when they learn English at school. Nunan (1999) notes that grammar is the description of the structure of a language and the way in which linguistic unit such as words and phrases are combined to produce sentences in the language. The statement above shows that grammar is the basic knowledge and the essential role in understanding the English language. It tells how the rules of language actually work and they arrange and shape words.

One of the grammatical components is degrees of comparison. Degrees of comparison are ways to compare two or more objects by finding out the differences the objects being compared. Azar (1993) states that comparison on the degree of an adjective and adverbs describe a relational value of one thing with something in another sentence. According to Danesi (2006) “comparison of adjectives and adverbs can be used to indicate that something or someone has

relatively equal, greater, or lesser degree of some quality or feature". It clearly shows that adjective and adverb are used to compare the quality of people or things whether they are equal, greater or lesser. Degrees of comparison are important for the students because when they compare one thing with another, they need to use the correct form of degrees of comparison.

One of the common strategies in teaching degree of comparison which is used by other researchers is media. Brown, cited in Hasanah (2015) defines media as the tools or the physical thing used by a teacher to facilitate the instruction. From the definition, media is used to stimulate the students to get knowledge and engage the learners in learning process. One of the media used in teaching degree of comparison is animated cartoons. Other researchers used animated cartoons to improve the students' vocabulary mastery and English grammar or the particular material of grammar itself.

Related to media, cartoons are one of the motivating visuals that are frequently used in teaching a foreign language to the children and teenagers around the world. An animated cartoon is basically an animated visual format with sound. Regarding to Karakas (2012), animated cartoons are innovation as language input as well. Canning-Wilson (2000) notes that cartoons that are used to help learner see an immediate meaning in the language might be beneficial in language learning by helping to clarify the message, providing the visual works in a positive way to enhance the language point. In finding out the effect of animated cartoons in teaching degrees of comparison, a research framework is presented below.

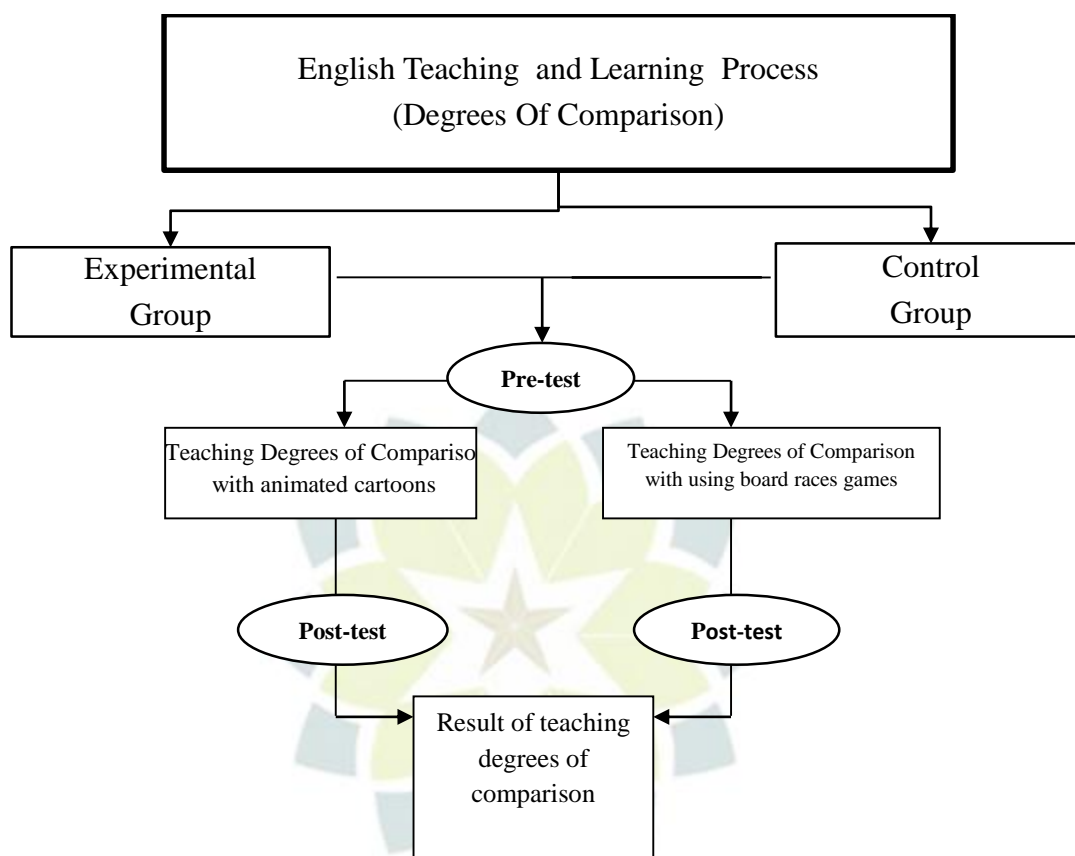


Figure 1.1 Research Framework

Based on the research framework presented in the figure above, the process of this research consists of three steps: giving pretest, teaching degrees of comparison with animated cartoons, and giving post-test. The result of those steps presents the answer for questions of significant difference between students' ability in degrees of comparison with animated cartoon and with board races game.

F. Hypotheses

According to Sugiyono (2015), the hypothesis is the provisional answer or assumption toward either research question or research problem which is simply

based on theories, not empirical data. The associative hypothesis is formulated as follows.

1. If $t_{count} > t_{table}$, H_a is accepted and H_o is rejected, it means that there is a significant difference between students' ability in the degree of comparison taught by using animated cartoons and by using board races game.
2. If $t_{count} < t_{table}$, H_a is rejected and H_o is accepted, it means that there is no significant difference between students' ability in the degree of comparison taught by using animated cartoons and by using board races.

G. Research Methodology

This research is a quantitative research to explain how one variable affects another, in this case, how the animated cartoons affect students in teaching degrees of comparison. According to Creswell (2012:13), the primary characteristics of quantitative research among other things are investigating a research problem by explaining a relation among variables, collecting numeric data from a large number of people using instruments with fixed questions and responses, and analyzing data, comparing groups, or relating variables using statistical analysis. Then, the researcher takes several steps which are explained below to reach the aims of this quantitative research.

1. Research Design

The research used the quantitative method. In quantitative research, the investigator relies on statistical analysis (mathematical analysis) of the data, which is typically in numeric form (Creswell, 2012:19). The experimental design

is implemented in this study by using the pre-test and post-test in both groups, experimental and control. Treatments using animated cartoons were conducted in the experimental group. The post-test assesses the differences between two groups (Creswell, 2012:310). In the circumstances, the researcher could not choose the classes and just took two available classes. Therefore, the researcher used the quasi-experimental design in this study. Creswell (2012) states quasi-experiment includes assignment, but not a random assignment of participants to groups.

Table 1.1 Quasi – Experimental Design

| | | | |
|---------------------------|----------|------------------------|-----------|
| Select the control group | Pre-test | No treatment | Post-test |
| Select experimental group | Pre-test | Experimental treatment | Post-test |

Returning to Table 1.2, the researcher assigned intact groups of the experimental and control treatments, administered a pre-test to both groups, conducted experimental treatment activities with the experimental group only, and then administered a posttest to assess the differences between the two groups.

2. Research Procedures

As stated by Creswell (2012:171), there are five key steps in the process of quantitative data collection. The first step is selecting subjects for the research. In this study, the researcher took the eighth-grade students of MTs Miftahulfalah as the participants to be divided with no random into two groups; experimental group and control group. The next step is obtaining permission from the headmaster, curriculum staff and English teacher. The third step is deciding what type of data needed to collect based on the research question or hypotheses. As the researcher

requires finding out the students learning degrees of comparison using animated cartoons, the type of data collected was degrees of comparison test especially in the form of pre-test and post-test. After that, the fourth step is locating, selecting and assessing the instruments used in data collection. It means that the researcher finds an existing instrument to be used in acquiring the data. It is important to consider reliability and validity of the instruments applied. Finally, the last step is the actual process of collecting the data which needs to be standard and appropriate with the procedure of research design selected. Particularly, in this quasi-experimental research, there are three steps of collecting data: administering a pre-test to both experimental group and control group, giving treatment to the experimental group, and administering post-test to the two groups.

3. Research Subjects

a. Research Site

The study was conducted in MTs. Mifahulfalah Kota Bandung. Based on the observation, students get difficulties in mastering English grammar, especially in degrees of comparison. For Example, when the teacher gives them an adjectives word and ask them to change in to positive, comparative and superlative degree, they can not answer and just say that they forget. Therefore, the researcher plans to use the media animated cartoons in teaching degree of comparison in order to see the result whether animated cartoons are effective in teaching degree of comparison.

b. Population

A population is a group of interest whom would like to generalize the result of the study (Fraenkel & Wallen, 2006). The population of this research was the eighth-grade students of MTs Miftahulfalah. There are four classes: VIII A, VIII B, VIII C and VIII D. The total number of population is 442 students.

c. Sample

The sample is the group of participants in a study of which the researcher generalizes to the target population (Fraenkel & Wallen, 2006). In this study, two classes were chosen as the sample. The classes were divided into experimental group and control group. The sample was non-randoms selected because the classes were selected based on the selection made by the school. The researcher was given VIII C and VIII D as the sample of this research. The total of students is 57 students, 28 students in VIII C and 29 students in VIII D.

4. Research Instrument

Research instruments are the tools used to measure something that the researcher observes in order to obtain the data and answer the research problem (Sugiyono, 2011). These are the instruments used in collecting the data:

a. Conducting the pre-test

Firstly, a pre-test was administrated to both groups; experimental group and control group after try out the test was conducted in order to find out the students basic ability before conducting the treatments to experimental class. As Creswell (2012:297) notes that pre-test provides a measure of some characteristics that the researcher assess for participants

in an experiment before the participants were given the treatments. Then, pre-test consists of thirty multiple-choice questions based on the three kinds of degrees of comparison; positive degree, comparative degree and superlative degree.

b. Conducting the post-test

The next step is post-test. Post-test was used in the last program of this study after giving some treatments to experimental groups in the period of time. It was used to find out whether the media is effective or not. This test was also given to both groups. Creswell (2012:297) states that after the treatment, the researcher could take another reading on the attributes or characteristic and a post-test is a measure of some attributes or characteristics that are assessed for participants in an experiment after treatments. The post-test is similar with the pre-test consists of of thirty multiple-choice questions based on the three kinds of degrees of comparison; positive degree, comparative degree and superlative degree.

5. Research Activities

The research involved several activities in five meetings. The activities of the research divided in the four sections: administering pre-test to experimental and control class, implementing the three treatments for experimental class, three supervising teaching process in control class and the last is administering post-test to both class. below is the table of activities of the research.

Table 1.2 Research Activities

| No | Activities | Experimental Class | Control Class |
|-----------|-------------------|---|--|
| 1. | Pre-test | Students answer the thirty multiple-choice questions about degrees of comparison. | Students answer the thirty multiple-choice questions about degrees of comparison. |
| 2. | Treatment 1 | Students watch the animated cartoons, explain what they have got and understood from the video. Finally, the students try to change an adjective into positive degree form and make a sentence using positive degree. | The teacher explains how to make a form of positive degree and the formula how to make a sentence using positive degree. The last students do the board races game to make sure that they have understood. |
| 3. | Treatment 2 | Students watch the animated cartoons, explain what they have got and understood from the video. Finally, the students change an adjective into comparative degree form and make a sentence using comparative degree. | The teacher explains how to make a form of comparative degree and the formula how to make a sentence using comparative degree. The last students do the board races game to make sure that they have understood. |
| 4. | Treatment 3 | Students watch the animated cartoons, explain what they have got and understood from the video. Finally, the students | The teacher explains how to make a form of superlative degree and the formula how to make a sentence using |

| | | | |
|----|-----------|--|--|
| | | change an adjective into superlative degree form and make a sentence using superlative degree. | superlative degree. The last students do the board races game to make sure that the have understood. |
| 6. | Post-test | Students answer the thirty multiple-choice questions about degrees of comparison. | Students answer the thirty multiple-choice questions about degrees of comparison. |

Table 1.2 explains the activities of the research started from administering the pre-test to experimental class and control class, implementing three treatments using animated cartoons in experimental class, then three supervising teaching process using board races game in control class, ended by administering post-test to both class.

H. Data Analysis

Data analysis was the last step of the research that was done as one of the procedures of the experiment. In this case, the researcher calculated the data which was obtained from the research. The objective of data processing is to know students' learning achievement of both experimental class and control class. After getting the data from pre-test and post-test of both experimental class and control class, the researcher compared the result of both classes to know the average score of each class. This technique was used to know whether there was a significant difference in the achievement of students who were taught through animated cartoons and those who were taught a degree of comparison through board races game.

- a. Calculating the mean of pre-test and post-test score;

- b. Counting the normality of pre-test and post-test score data using Chi square or Kolmogorov-Smirnov to know whether the distribution of pre-test and post-test score data is normal; (Rahayu, 2014: 17).
- c. Calculating the homogeneity of two variances;

$$F_{count} = \frac{s_1^2}{s_2^2}$$

- d. Determining hypothesis by testing the differences between two interrelated averages score using t-table;

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

Then,

$$t_{count} = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

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t_{table} with significance level 5% :
df = N1 + N2 - 2

- e. Determining the improvement of students' ability in degrees of comparison after treatment by testing the index gain, comparing pre-test and post-test score using the formula;

$$g = \frac{S_{post-Spre}}{S_{maks-Spre}} \quad (\text{Meltzer, 2002})$$

Note:

S_{pre} : Pretest Score

S_{post} : Posttest Score

S_{maks} : Maximum Score

Index Gain (g) category:

$g > 0.7$: High

$0.3 < g \leq 0.7$: Medium

$g \leq 0.3$: Low

