

**IMPROVING ENGLISH VOCABULARY THROUGH  
THE USE OF DEGREE OF COMPARISON  
OF SMP NEGERI 31 MAKASSAR**

**SKRIPSI**

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2013

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Submitted to the faculty of teachership and educational  
science in partial fulfillment of the Requirements for the  
Sarjana degree

**BOSUWA**

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2013

**PERNYATAAN**

Saya yang bertanda tangan di bawah ini :

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Dengan ini menyatakan bahwa :

Skripsi yang saya buat di depan tim penguji  
adalah Asli karangan sendiri bukan hasil ciplakan atau  
dibuat oleh siapapun.

Demikian pernyataan ini saya buat dengan  
sebenar-benarnya dan saya bersedia menerima sanksi  
apabila pernyataan ini tidak benar.

Makassar, 30 October 2013

Yang membuat pernyataan,

**Harlina**

# MOTTO AND DEDICATION

**“When life change to be harder, change your life to be smarter”**

**This skirpsi is dedicated to:**

- **My beloved parents as my inspiration**
- **Family, friends and all the people who ever teach, help, recongnize, support, suggest, and inspire me.**

## ABSTRAK

**HARLINA. 2013. *Improving English Vocabulary through the Use of Degree of Comparison of SMP Negeri 31 Makassar. An Experimental Research*** (Dibimbing oleh Dra. Hj. Hanyah M.Si and Rampeng S.Pd,.M.Si.)

Penelitian ini bertujuan untuk mengetahui efektifitas penggunaan Degree of Comparison dalam meningkatkan prestasi siswa belajar bahasa Inggris pada Siswa kelas satu SMP Negeri 31 Makassar. Dalam pelaksanaan penelitian ini, penulis memberikan Pre-test kepada siswa untuk mengetahui kemampuan mereka sebelum diberikan treatment. Setelah itu, Treatment dilaksanakan selama dua kali pertemuan. Kemudian, post-test diberikan untuk mengetahui prestasi siswa setelah pemberian treatment.

Hasil analisis data menunjukkan bahwa nilai rata-rata pada siswa pre-test adalah (5,7) dan nilai rata-rata pada siswa post-test adalah (7,61), hasil analisis dari t-test yaitu (7,36), lebih tinggi dibandingkan t-table (2,042) pada level (0,05).

Hal ini membuktikan bahwa penggunaan tingkat perbandingan bahasa Inggris dapat meningkatkan prestasi siswa dalam belajar bahasa Inggris. Berdasarkan hasil dari analisis data tersebut diperoleh kesimpulan bahwa penggunaan tingkat perbandingan dapat meningkatkan kemampuan kosa kata siswa SMP Negeri 31 Makassar.

## **ACKNOWLEDGEMENT**

BISMILLAHİ RAHMANI RAHİM

“ALHAMDULİLLAH” The writer expressed her gratitude to Almighty Allah SWT, because of His blessing power and guidance she could finish this skripsi. Salam and salawat are addressed to the beloved and final messenger, the prophet Muhammad SAW.

The writer beloved parents, and my husband, her brothers and sisters thanks for their contribution in moral and material, endless love, affection, support, and prayer for safety and success.

The writer would like to devote special thanks to Rampeng S.Pd,M.Pd. and Dra. Hj. Hanyah Haneng, M.Si. as the first and the second consultants who have patiently guided, assisted and encouraged in finishing her thesis, through their suggestions, motivations, and corrections since the primary steps of the draft until the completion at this thesis. And special thanks to Dean of faculty of Teachership and Educational Science Drs. H. Herman Mustafa, M.Pd and my lecturer St. Haliah Batau, S.S,M.Hum who helped and supported the writer.

The writer also would like thanks for all lecturers and special thanks to Saphia and all staffs at Faculty of Theacership and Education Science at university "45" Makassar. My biggest thanks to all my best friends ( Milka, Riri, Kak Ari, Rika, Dayat, Fian, Indra, Akram "010" and all persons who can not mentioned individually here.

The writer do not forget to say thanks to the headmaster and the teachers of SMP Negeri 31 Makassar who have given permission to the writer to do the research in their school. Special thanks to all of the students for their participation

**Makassar 30 October  
2013**

**HARLINA**

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## CHAPTER 1

### INTRODUCTION

#### A. Background

English is very popular language in this world. As an international language English has an important role in doing communication with native speaker. In Indonesia, English has good position as a first foreign language.

One of the language elements that is very important in mastering English is vocabulary. The important of vocabulary is to support the mastery of the skill; they are listening, reading, speaking, and writing. Vocabulary is needed to convey what one wishes to say that to organized by grammar. The ability to communicate with our social needs much have enough vocabulary.

The grammatical problem can be further traced into smaller units, such as degree of comparison. We use it to communicate with other people to show degree of the level of person, place, or thing. It has three forms of comparison, namely, positive, comparative, and superlative degrees.

In this research the writer will form only for degree of comparison of adjective. Through this case, the writer would like to know whether the degree of comparison can improve the English vocabulary of SMP NEGERI 31 MAKASSAR.

Realizing the fact above, the writer carried out a research under the title: "Improving English Vocabulary Through the Use of Degree Of Comparison Of SMP NEGERI 31 MAKASSAR"

### **B. Problem Statement**

Concerning the previous statements, the writer formulates a research question as follow:

"Is the degree of comparison able to improve the English Vocabulary of SMP NEGERI 31 MAKASSAR?"

### **C. Objective of the Research**

Objective of the research is to find out whether or not degree of comparison is able to improve the English vocabulary of SMP NEGERI 31 MAKASSAR.

### **D. Significance of the Research**

The result of this research is expected to be usefull information to the readers and reference for the teacher in teaching English.

### **E. Scope of the Research**

The scope of this research is restricted to what extent degree of comparison can enrich the students vocabulary, especially which related to the theme involved in a degree of comparison. Here, the writer focuses on the vocabulary as one aspect of English through degree of comparison.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter deals with previous of related research and some pertinent ideas that consist of concept of vocabulary, definition of adjective, and degree of comparison.

#### A. Previous of Related Research

Merdawati (1997) suggested in teaching English, student must be given more activities in learning vocabulary in order that they have time to receive and produce the word.

#### B. Some Pertinent Ideas

##### 1. The concept of vocabulary

As it has been discussed before that vocabulary mastery is very essential in learning language it always mean we learn the word of the language, as Allen (1977:148) state that "the importance of vocabulary always means learning the word of the language.

##### 2. The Definition of Adjective

Adjective are essential English words where they include in the parts of speech most traditional grammar begun by definition and classify English word into parts of speech. Though, there is some disagreement but most traditional school grammars listed the



classification of English words into noun, verbs, adjectives, adverbs, conjunction and auxiliary verb.

Kind of adjectives

The main kind of adjective are states by Thompson and Martinet (1986: 33) as follows:

1. Demonstrative: This, that, these, those.
2. Distributive: Each, every, either, and neither.
3. Quantitative: Some, any, no, little/few, many, much, one, twenty.
4. Interrogative: which, what, whose.
5. Possessive: My, your, his, her, its, our, your, their.

### **3. Definition Degrees of Comparison**

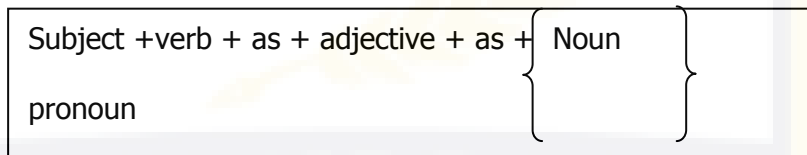
After having a clear idea of what adjectives is we have to understand well about the role of adjective is forming in the degrees of comparison.

John s, (1999: 20) said that in English language, comparison is commonly used in the varieties form. The comparison depends on the words syllable and there is also special pattern that are used to determine whether the words are regularly form or irregularly form.

The degrees of comparison consists there forms, they are: Positive degree, Comparative degree, Superlative degree.

### a. The Positive Degree of Adjectives.

The positive degree is formed by using as sentences. This form indicates the similarity is one subject.



Example :

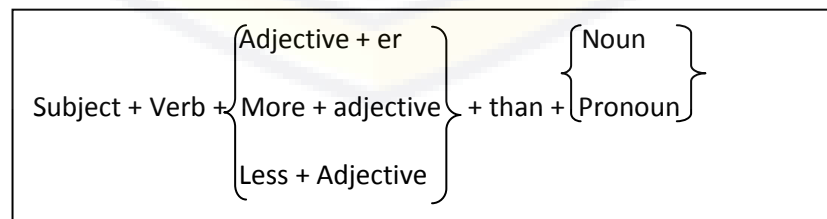
- 1) Nurdin is as tall asYusran
- 2) Makassar is as hot as Yogyakarta

Example :

- 1) Nurdin is not tall as Yusran
- 2) Makassar is not hot as Yogyakarta

### b. The Comparative Degree of the Adjectives

The comparative degree of adjective is used to make comparison for two items. The first is said to be superior to the other that some respects.



Example :

1. Anti is more beautiful than Icha is
2. You are less diligent than she is

There are three ways to use comparative degree:

### **1. ... Comparative + than ...**

This form is used when you want to compare two things you (places, people, events or actions) and indicate how they are different.

Example:

- a) Static friction is greater than sliding friction
- b) This equation is less difficult than the previous one

### **2. ... as + comparative + as ...**

This form is used when you want to compare things, places, people, events, or actions when there is no difference

Example:

- a) Aeronautics is as exciting as biomechanics.
- b) Thermoplastics are as strong as metals.

### **3. ... not as + comparative + as ...**

This form creates a different emphasis to the **comparative + than** form.

Example:

- a) Nabi agrees that chemistry **not as difficult** as physics
- b) Metals are not as heat resistant as ceramics

Comparative degree can be formed by adding the suffix – er (-r) on one syllable, and adding more on the two more syllables.

The following are the rules are given as follow:

1. The adjectives of one syllable form which –y, -er, ie, or ow adding...r form the positive to form comparative degree. However, if adjectives are ending-e, the comparative is formed by adding –r

The example of adjective with one syllable :

<b>Positive</b>	<b>Comparative</b>
<i>Short</i>	<i>shorter</i>
<i>Tall</i>	<i>taller</i>

Example:

- Andi is taller than Ahkmad.
- Rina is shorter than Rani.

Those adjectives are ended by consonant expect (W)

The lists of those adjective are as follow:

Positive	Comparative
<i>Fat</i>	<i>fatter</i>
<i>Big</i>	<i>bigger</i>

Example:

- The elephant is *bigger* than the cow
- Wawan is *fatter* than Iwan

## 2. Comparative of two syllable words vary

The comparative for most two syllables adjective use "more". A comparative degree can be made by merely adding "more" before the positive degree, whether the word an adjective or adverb.

Example:

Positive	Comparative
<i>Beautiful</i>	<i>more beautiful</i>
<i>Interesting</i>	<i>more interesting</i>

- The suffix is use with some words are ending with *-y*, *-er*, *-ie*, *-or*, *-ow*, more is use with other. The examples of adjective of two syllables.

**Positive****Comparative***Heavy**heavier**Simple**simpler*

Example:

- My box is heavier than yours
- He is simpler than we are

b. The adjective of three syllables or more. Form the comparative degree by adding the word *more* before the adjectives.

The examples of adjectives with three or more syllables.

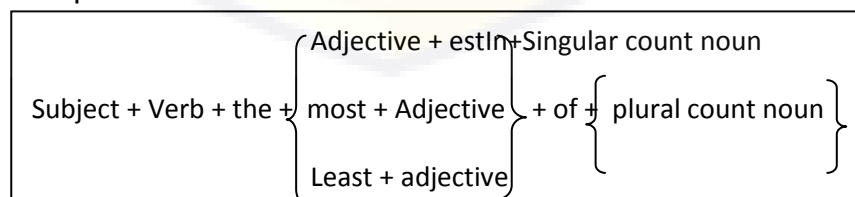
**Positive****Comparative***Beautiful**more beautiful**Intelligent**more intelligent*

Example:

- Titin is more intelligent than Memes
- Nur is more beautiful than Mrs Dian

**c. The superlative degree of adjectives**

The pattern



Example:

- She is the cleverest students in the class
- Jono is the tallest boy in my family

The pattern of superlative degree can be made by;

One of the + Superlative + plural noun

So it's rule similar with the formation of the comparative degree.

If the adjective is former by adding "-er", the superlative is formed by adding "est" at the end of the adjective

Example:

<b>Positive</b>	<b>Comparative</b>	<b>superlative</b>
<i>Old</i>	<i>older</i>	<i>oldest</i>
<i>Simple</i>	<i>simpler</i>	<i>simplest</i>

Several different grammatical structure can be used for comparing

- a. Similarity and identity if we went to say that people, things, action, or event are similar. We can use as or like, so/neither do I and similar structures.

b. Difference

To talk about difference, we can use the negative forms of the structures used for talking about similarity and identity.

c. Equality

To say that people, things etc are equal in the particular way, we often use the structure as (much/many)... as

#### **4. Using comparative and Superlative**

a. The different between comparative and superlative

We use comparative to compare one person, thing, action, event or group with another person, thing etc, we use the superlative to compare somebody/something with the whole group that he/she/it belong to

b. Group with two member

When a group only has two member, we sometimes use the comparative instead of superlative.



### CHAPTER III

#### RESEARCH METHOD

This chapter discusses the method of the research, population and sample, instrument of the research, technique of collection data, and technique of data analysis.

##### A. Method of the Research

The writer method applied in this research is experimental method with one group pre-test and post-test design. It research involved one group to whom the treatment will be given. The research design is represented as follow:

Pre-test	Treatment	Post-test
O1	X	O2

Notes :

O1 = The result of the students' pre -test

X =The treatment by using Sensation of Feeling Technique.

O2 = The result of the students' post -test

{Gay, 1981 : 43}

## **B. Population and Sample**

### **1. Population**

The population of this research is the first year student of SMP NEGERI 31 MAKASSAR. Total population 200 students.

### **2. Sample**

The writer used random sampling technique. Writer take one class is VII.F. consist 30 students.

## **C. Instrument of the Research**

The writer used an objective test as the instrument of this research. The researcher gave them test comparative and superlative adjective.

## **D. Procedure of Collecting Data**

In collecting the data, the writer performed the following procedures:

### **1. Pre-test**

The writer gave the students pre-test by asking them to work on the test before applying the treatment it is aimed to know about the comparative and superlative of adjective.

## 2. Treatment

The writer applied comparative and superlative of adjective method by presenting the following activities:

- a. Giving explanation and introduction to the students about comparative and superlative adjective.
- b. Giving the chance for the students to ask about everything which relate to their comparative and superlative adjective.

## 3. Post –test

After presenting the treatment, the writer distributed the post–test to the students in order to know the achievement to improve their English vocabulary through degree of comparison.

### **E. Technique of Collecting Data**

In collecting data, the writer performed the following procedure; the research distributed the instrument and explains how to work out the test. The time allocated for the test was 60 minutes.

### **F. Technique of Data Analysis**

The data collecting through the pre – test and post – test would be analyzes quantitatively. It would employ descriptive and inferential statistic using t– test.

The statistical analysis undertaken in the following steps:

1. Tabulating the students scores.
2. Classifying the students scores into five levels which based on the standard some of evaluation as follows:
  - 9.6 – 10 is classified as excellent
  - 8.6 – 9.5 is classified as very good
  - 7.6 – 8.5 is classified as good
  - 6.6 – 7.5 is classified as fairly good
  - 5.6 – 6.5 is classified as fair
  - 3.6 – 5.5 is classified as poor
  - 0 – 3.5 is classified very poor

(Sudjana, 1998 : 27)

3. Calculating the mean score of the students pretest and posttest using the following formula:

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

Where  $\bar{X}$  = mean score

$\sum X$  = total score

$N$  = total sample

(Gay, 1981 : 35)

$$SD = \sqrt{\frac{\sum x^2 - (\sum x)^2}{N-1}}$$

Where :

SD = Standard Deviation

$X$  = Total Raw Score

$N$  = Total Number of Students

(Rahmat, 2006 : 27)

4. Finding out the significant difference between the result of the pre – test and post – test by calculating the value of the t-test using the following formula

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \left(\frac{\sum D}{N}\right)^2}{N(N-1)}}$$

where:  $t$  = test of significant

$\bar{D}$  = the mean of different score

$\sum D$  = the sum of total different score

$N$  = total number of the sample

(Gay, 1981 : 35)

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter presented the finding and discussion. The finding of the research cover descriptive of the result the data collected through the test.

#### A. Findings

This section shows the findings of the research. The findings are taken from the implementation of the research and result of the research in cycle I and cycle II.

To find out the answer of the previous chapter question, the writer administrated two kinds of test. They are pre-test and post-test.

#### 1. Cycle I.

##### a. Planning

Planning of this research based on the problems faced by students in learning English. The writer had consulted with English teacher before conducting the research. Students faced problem of the use of Degree of Comparison. Before conducting

research, the writer made preparation such as create lesson plan, and teaching material.

b. Action

This research was conducted on Monday, 29 April 2013. The class was begun at 08.30 A.M. the writer addressed the class and gave brief brainstorming to students about subject that they would learn in this meeting. All of the students paid attention to what writer explained to them.

The writer explained about Degree of Comparison. After explaining, the writer also gave several examples Degree of Comparison. After that, the writer gave pre-test

Before writer closed the class, she gave chance to students to tell what the difficulties they found in this meeting. Students said that they were confused to differentiate between positive and comparative.

c. Observation

In teaching and learning process, majority of students were looked enjoy the class but some of them still made noisy and disturbed their friends, but when the writer showed the material and asked them to make sentence Degree of Comparison, they



paid attention and interested to give answer. Many of them raised their hands to try practice in front of the class.

To get whole data about the use Degree of comparison, the writer gave evaluation to students. The evaluation was the students were asked to use Degree of comparison. The result of their test is described with the frequency and rate percentage of the students' score.

1. The rate percentage of the rating score of students pre-test.

**Table 1.**

No	Classification	Score	Frequency	Percentage
1	Excellence	9,6-10	-	-
2	Very good	8,6-9,5	-	-
3	Good	7,6-8,5	4	14%
4	Fairly good	6,6-7,5	3	9,9%
5	Fair	5,6-6,5	10	33,3%
6	Poor	3,6-5,5	12	39,9%
7	Very poor	0,3,5	1	3,3%
	Total		30	100%

The data table 1 shows that the students' vocabulary achievement before giving the treatment, there is no students (0%) got excellent and very good score and there were 4 (13,32%) students got good score, 3 (9,99%) students got fairly good score, 10 (33,3%) students got fair score, 12(39,97%) students got poor score and 1 (3,33%) students got poor score

d. Reflection

The result in this cycle 1 are:

1. They students have problem to use Degree of Comparison.
2. They looked confused to differentiate between comparative degree and superlative degree.

2. Cycle II.

a. planning

Planning in this cycle based on the finding and result of data and observation in the previous cycle. The finding in cycle 1 showed the students improve English vocabulary through the use of Degree of Comparison not satisfied enough. They looked confuse in using Degree of comparison and they were difficult to differentiate between comparative and superlative. So the writer prepared some

material about Degree of comparison and when to use comparative and superlative.

b. Action

This cycle was conducted on Thursday, 8 May 2013. The class started at 8.45 A.M. There were 30 siswa join the class. When the writer entered the class, all of the students were ready to study. The writer opened the class by greeting students.

The next activity was the writer discussed about students test result in cycle 1. She explained generally about some mistakes that students done such as didn't use Degree of Comparison and confuse differentiate between comparative and superlative.

She also explained again about the patterns of positive degree, comparative Degree and superlative degree, and the writer also gave several examples about positive degree, comparative degree and superlative degree. Then she review again by showing some material and the After that, the writer gave post-test.

At the end of the class, writer gave motivation to the students to keep studying English and asked students about what their opinion about using Degree of Comparison. Majority said that was interesting making sentence by using Degree of Comparison.

c. Observation

In this cycle, the teaching and learning process was more conducive because from the beginning, the students were cooperative paid attention about what the writer explained. They were looked busy and seriously in making their tests. There was not citing in the test between students, they did the writing tests by their self in a short time. The result of the students' test is shown in the table below.

2. The data percentage of the rating score of students post-test

**Table 2.**

No	Classification	Score	Frequency	Percentage
1	Excellence	9,6-10	-	-
2	Very good	8,6-9,5	6	19,98%
3	Good	7,6-8,5	10	33,3%
4	Fairly good	6,6-7,5	10	33,3%
5	Fair	5,6-6,5	4	14%
6	Poor	3,6-5,5	-	-
7	Very poor	0,3,5	-	-
	Total		30	100%

The data table. 2 above shows that, after giving the treatment no student (0%) got excellent but there were 6 (19,98%) students got very good score and there were 10 (33,3%) students got good score, 10 (33,3%) students got fairly good score, 4 (13,3%) students got fair score, there were no student (0%) got poor score and very poor score.

3. The mean score and standard deviation of the students pre-test.

**Table 3**

<b>Test</b>	<b>Means score</b>	<b>Standard deviation</b>
Pre-test	5,7	0,17
Post-test	7,61	3.45

The data of the table shows that the students mean score of pre-test was 5,7 (fair) and while the students meat score of post-test was 7,61. (good) it indicate that the mean score of the students post-test is greater than the mean score of students' pre-test.

4. The significance of the defference

The result shows that the mean score of the students' pre-test was (5,7) and the mean score of the students' post-test was (7,61). The result of t-test analysis among these tests was found that t-test (7,36), was higher than the t-table (2,042) at the level of significance (0,05) and the degree of freedom (30-1).

**TABLE 4**

VARIABLE	VALUE OF T-TEST	T-TABLE
X1-X2	7,36	2,042

d. Reflection

1. Students looked enjoy the teaching and learning process
2. Students were active complete the sentences with comparative degree and superlative degree.

**B. DISCUSSION**

Relating to the data collected through the pre-test and post-test, it showed that the students' vocabulary of SMP Negeri 31 Makassar was good. It is supported by the rate percentage of the students pre-test and post-test. After giving the treatment there was no students got excellent score, but there were 6 (19,98%) students got very good score, and there were 10

(33,3%) students got good score, 10 (33,3%) students got fairly good score, 4 (13,32%) students got fair, there is no student (0%) got poor score and very poor score. The data shows that the result of the percentage of the students post-test was higher than pre-test and after treatment.

Based on the result of t-test, the writer found that there was a significant difference between the result of pre-test and post-test before and after teaching and learning process through degree of comparison. This is because the students learned through degree of comparison can improve their knowledge and have new vocabulary.

From the discussion above, it can be concluded that the first years students of SMP 31 Makassar have good vocabulary after learning degree of comparison.

Finally the writer concludes that use of degree of comparison in teaching vocabulary can help the students improve their vocabulary.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents some conclusion and suggestion based on the findings and the discussion from data analysis.

#### A. Conclusion

By observing the result of the data and discussion in the previous chapter. The writer puts forward some conclusion as follow;

1. The first year students of SMP Negeri 31 Makassar can improve their English vocabulary after learning degree of comparison.
2. Learning vocabulary through degree of comparison can improve the English vocabulary.
3. Degree of comparison can improve the achievement in learning English vocabulary.
4. The first year students of SMP Negeri 31 Makassar have been successful in learning degree of comparison, by using degree of comparison the students get new vocabulary.



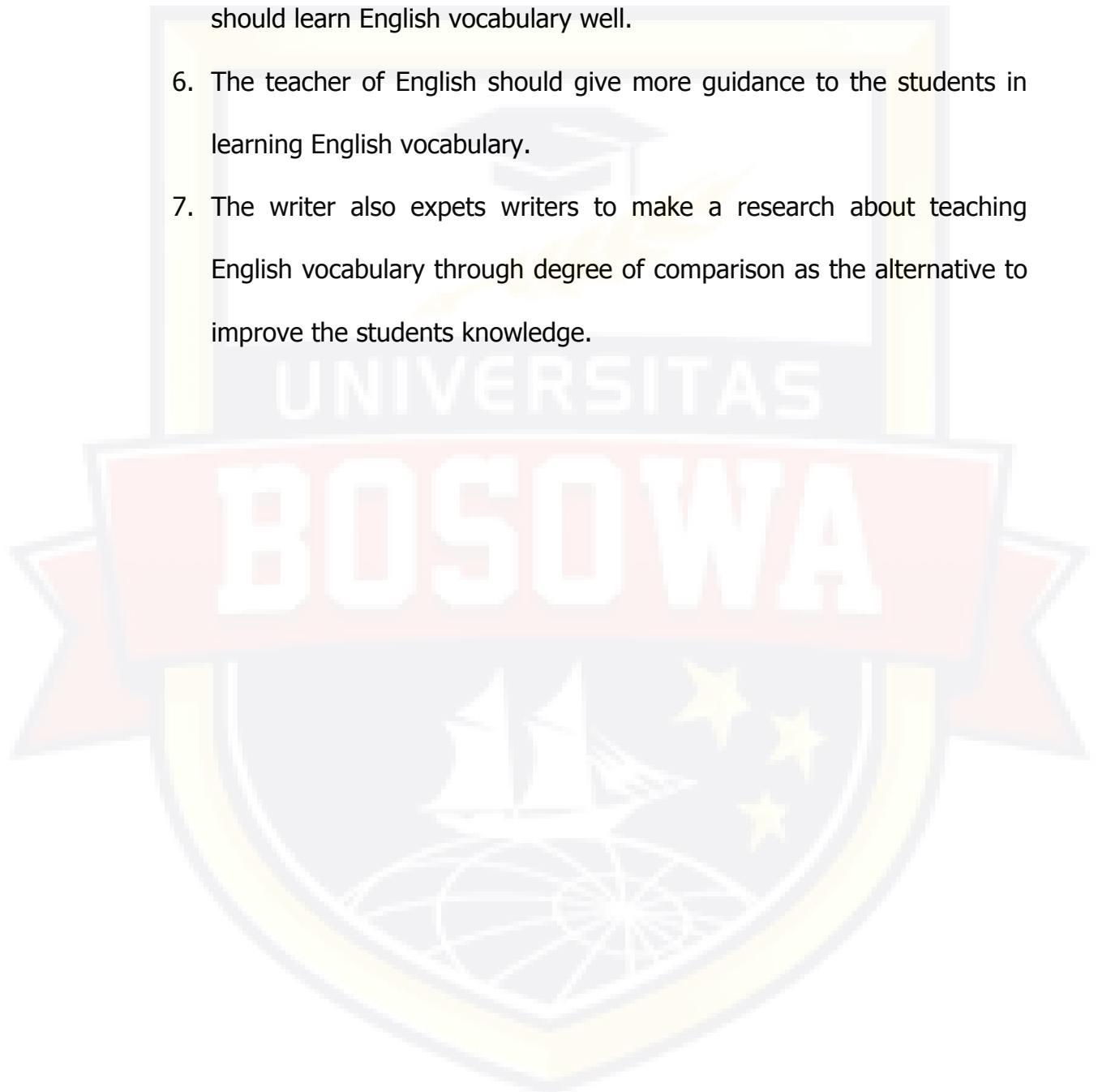
5. The ability of the first year students of SMP Negeri 31 Makassar is good. It was shown by the result of the test.
6. The first year students of SMP Negeri 31 Makassar have a big motivation in learning vocabulary through the use of degree of comparison.

#### B. Suggestion

Realizing that the students got fairly good score after presenting degree of comparison, the writer considers to give suggestion in order to achieve something better.

1. It is suggested that the teacher use degree of comparison in teaching and learning English adjective as one of the effective teaching aids or medias, to stimulate the students to participate in learning English.
2. The English teacher should use various method in teaching and learning process to avoid the monotonous in the classroom.
3. The teacher may motivate the students to use degree of comparison in their spare time to master a certain skill in English.
4. The teacher should always give materials relevant with the students' need in order to increase their interest and achievement in learning English.

5. The teacher should give more attention to the students that they should learn English vocabulary well.
6. The teacher of English should give more guidance to the students in learning English vocabulary.
7. The writer also expects writers to make a research about teaching English vocabulary through degree of comparison as the alternative to improve the students knowledge.



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**APPENDIX 1****Instrument of the Research****“IMPROVING ENGLISH VOCABULARY THROUGH DEGREE OF COMPARITON OF SMP NEGERI 31 MAKASSAR”**

Keterangan:

1. Tujuan penelitian ini adalah sebagai bahan penyusunan skripsi pada program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan Dan Ilmu Pendidikan universitas “45” Makassar.
2. Penelitian Mengharapkan kiranya para siswa menjawab pertanyaan yang telah di berikan sesuai dengan petunjuk.
3. Atas partisipasinya para siswa diucapkan banyak terima kasih.

Nama :

Nim :

Kelas :

**A. The Result of the Students’ Pre-test and Post-tests**

- **Complete the sentence with comparative and superlative from the box below**

- **Older**
- **Longer**
- **Taller**
- **Tallest**
- **Bigger**
- **Biggest**
- **Fastes**
- **Faster**

- **Younger**
- **Smallest**
- **Smaller**
- **Most dilligent**

1. Andi is 165 cm tall. Donna is 167 cm tall. Donna is ..... than Andi.
2. My father is 45 years old. My mother is 46 years old. So, My mother is..... than my father
3. A buffallo is big. But, elephant is ..... a buffalo.
4. Begawan solo river is long but Nil river is ..... than begawan solo river.
5. Roger is 12 years old. Danu is 15 years old. So, Roger is ..... than Danu.
6. The elephant is the ..... animal on the earth
7. There are four tall student in my class. But the ..... student is Raka.
8. Chetaah is known as the ..... runner animal on the earth.
9. An ant may be the ..... animal in the world.
10. Jakarta is the ..... city in Indonasia

## Appendix 2.

The result of the students improvement vocabulary

The Students' Score					
No	Respondent	Pre-test (X1)	Post-test (X2)	D (X2- X1)	D <sup>2</sup>
1	Hasmiati	8	7	-1	-1
2	Ishak	4	8	4	16
3	Rahmawati	6	7	1	1
4	Fusiah	5	6	1	1
5	Abd. wahab	6	7	1	1
6	Normati	5	8	3	9
7	Ratnawati	6	9	3	9
8	Mirna	4	8	4	16
9	Abd. kadir	4	7	3	9
10	Hasniati	7	8	1	1
11	Aulia wahyuni	4	6	2	4
12	Nur ika	6	9	3	9
13	Irmawati	8	7	-1	-1

14	Dian nirwana	4	6	2	4
15	A. aksa	4	8	4	16
16	alfian	6	6	0	0
17	Rahman	3	9	6	36
18	Wahyuni	5	9	4	16
19	Asriadi	6	7	1	1
20	Hermansyah	6	8	2	4
21	Rahmi	4	7	3	9
22	Kasmawati	5	8	3	9
23	A. asrianti	8	7	-1	-1
24	Isnawati	7	8	1	1
25	Ade nurfiana	8	7,5	-0,5	-0,25
26	Asrul	6	8	2	4
27	Adrianti	6	7	1	1
28	Syamsuriani	6	9	3	9
29	Abd. muis	7	9	2	4
30	A. wahyu sidik	4	8	4	16
	Total	171	228,5	66,5	202,75



**APPENDIX 3.**

The students mean score of the Pre-test and Post-test

a. Pre-test = **5,7**

b. Post-test = **7,6**

**APPENDIX 4.**

The standard Deviation of the students in Pre-test and Post-test

a. Pre-test :

$$SD = \mathbf{0,17}$$

b. Post-test

$$SD = \mathbf{3,45}$$

**APPENDIX 5**

Mean Difference :

$$\overline{D} = \mathbf{2,21}$$

**APPENDIX 6.**

T-test

$$t = \mathbf{7,36}$$

**APPENDIX 7.**

## Distribution Of t-table

Df	$\alpha$ (level of significance) (one- tailed test)			
	.10	.05	.01	.001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.353	3.182	5.841	12.924
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.869
6	1.943	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.860	2.306	3.355	5.041
9	1.833	2.262	3.250	4.781
10	1.812	2.228	3.169	4.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.145	2.977	4.140
15	1.753	2.131	2.947	4.073
16	1.746	2.120	2.921	4.015
17	1.740	2.110	2.898	3.965
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.845	3.850
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792

23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.706	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.697	<b>2.042</b>	2.750	3.646
40	1.684	2.021	2.704	3.551
60	1.671	2.000	2.660	3.460
120	1.658	2.980	2.617	3.373



**BOSOWA**

## BIOGRAPHY



Harlina S.Pd. she was born on December 21, 1991 in Teppoe (Sulawesi Tenggara)

From the marriage of her parents Moh. Yusuf and Rusia. She has three brothers and two sisters.

In 1996 she started her study in SD Negeri Teppoe Sulawesi Tenggara and she graduated in 2002. In 2002 she continued her study in SMP Negeri 2 Poleang Timur. After graduating from junior high school, she continued her study in SMA Karya Sahari Bulukumba. She finished her study in 2008. In 2009 she decided to continue her study at English Department, Faculty of Teachership and Educational Science University 45 Makassar. She then reached her Sarjana Degree on 2013.