



**USING PICTURES TO TEACH THE DEGREE OF COMPARISON:
(PRE-EXPERIMENTAL RESEARCH TO COMPONENTE APOIO E SERVIÇO - METINARO)**

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ABSTRACT

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English Language grammar needs to be taught to the military to communicate effectively and efficiently with the foreign army interaction when they express their ideas to each other. Language is an instrument of communication used by people around the world to communicate with each other or to transmit information from one person to another. The objectives of this research were to answer the following questions: (1) Analysis and know the picture of a helpful strategy to influence the teaching Comparison Degree, (2) Describe the experimental and control classes before and after the treatment in the implementation of teaching comparison degrees through Pictures. The subject of the study was 20 militaries of Componente Servisu Apoio in Metinaro, which were selected randomly in two groups of 10 experimental and another 10 control classes. The instrument used for gathering the data was a non-test observation class and a test of 40 numbers of multiple choices comparison degrees were administered pre- and post-test to experimental and control classes before and after the treatments. Even though both groups were administered pre-test and post-test, however, only the experimental class was given treatment, and the control class was not given treatment. The result computation of the mean score of the experimental group is 3.8 which was greater than the mean score of the control group 1.3, while the level significance used 0.05 or 95% with the degree of freedom was 20: $N-2$ becoming $20-2= 18$. It is indicated that the treatment was successful. This is why; it was decided to interpret that using pictures in teaching degree of comparison had a positive significant influence on foreign language learners. The picture could increase students' comprehension of learning comparison degrees and more effective to do various activities in learning comparison degrees. So, pictures can be

considered a good strategy to teach English comparison degrees.

INTRODUCTION

Language is an instrument of communication; it is used by people to transmit information in society, to trace the background of human history, culture, and operates administration and it is as an identity of the ethnic groups in one country. And then language is an integral part of human nature and language has been the subject of human study at every time of recorded history, when people seek knowledge about human language, they seek knowledge about themselves as individuals and as members of the human species. For example, every time in human life, language is the source of all activities and knowledge.

English is considered as an international language which is spoken widely around the world. And English is mostly used to communicate with bilateral, regional, and multilateral cooperation among several countries in terms of social politics, economic education, and culture. In other words, English is one of the important foreign languages that should be acquired by Timorese for many reasons, such as for education and economic development. It means that the English language has an important role and function in education and economic development to find out more widely essential references of lifestyle to be adjusted. Timorese army needs to be able to communicate with other English native speakers in the military training through the English language is mandatory. So, the English language is used to facilitate local and foreign army communication.

The aim of learning English is to develop the communicative skill to be able to compete with foreign army forces in simulated training to be the professional army to defense nation in terms of physical and mental as well. As the foreign language in Timor-Leste, English becomes one of the school's compulsory subjects which has been taught by the teacher through various types of methods to understand very fast students in many class activities.

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Teaching a foreign language to foreign learners should implement through the picture to be easy for the learners to acquire knowledge of the language; grammar, vocabulary skills; listening, reading, speaking, and writing.

Degree of comparison is one of the components of grammar in teaching the English language. Grammar is a part of language and an important element in English. Grammar is a part of language and an important element in English. According to Harmer (2007: 12) the grammar of a language is the description of how words can change their forms and can be combined into sentences in the language. From this definition, it seems that grammar plays an important role in learning a foreign language. It is the main capital for studying English. Without a good knowledge of grammar, the learners will find many problems in making sentences for communication. By using the proper grammar, the student will know how words cannot be arranged to become a good sentence for communication to express their ideas and feelings.

The form of degrees of comparison of adjectives is divided into regular comparison and irregular comparison. Degrees of comparison have three types' namely positive, comparative, and superlative degrees as stated by Thomson and Martinet (1980:15), "There are three degrees of comparison. This involves positive, comparative, and superlative degrees." The positive degree is used to compare two things or people that are the same in quality. Adjectives or adverbs of a positive degree are simple forms. It is not changed when comparing them, it means that without suffixes: big, small, beautiful, smart, old, etc. Not only positive but also negative comparison is used to compare two things or people that are not equal or not the same.

LITERATURE REVIEW

Murcia, C. (1999: p. 717) mentioned that the degrees of comparison are known as the positive, the comparative, and the superlative. (Actually, only the comparative and superlative show degrees.) We use the comparative for comparing two things and the superlative for comparing three or more things. Furthermore, According to Martin Parrot, comparatives are adjectives and adverbs that end in -er. (e.g. bigger, richer, faster) and superlatives are adjectives and adverbs that end in -est. (e.g. biggest, richest, fastest). It means that degrees of comparison are used for comparing two or more

things, persons, or places to denote different levels of them.

While the comparative gives a comparison between two people or things, the superlative gives the greatest degree of the meaning of the adjectives. The forms of degrees of comparison of adjectives are not simply described. Their forms are also divided into the forms of degrees of comparison of regular adjectives and the forms of degrees of comparison of irregular adjectives that would be discussed next.

One-syllable adjectives normally have comparatives and superlatives ending in -er, est. Some two-syllable adjectives are similar; others have more and most. Longer adjectives have more and more. -syllable adjective (regular comparison).

Adjective	Comparative	Superlative	
Old Tall Cheap	Older Taller Cheaper	Oldest Tallest Cheapest	Most adj; + <i>er-est</i> .
Late Nice	Later Nicer	Latest nicest	Adj. ending in -e; +-r,-st.
Fat Big Thin	Fatter Bigger Thinner	Fattest Biggest Thinnest	One vowel + one consonant: double consonant.

a. Irregular comparison

Adjective	Comparative	Superlative
Good	Better	Best
Bad	Worse	Worst
Far	Worse	
old	Farther/further Older/elder	Further/furthest Oldest/eldest

b. Two-syllable adjectives

Adjectives ending in *-y* have *-ier* and *-iest*.

Example:

Happy happier happiest

Easy easier easiest

Some other two-syllable adjectives (e.g. polite, common), -er/-est and more/most are both possible. With others (including adjectives ending in-ing, -ed, -full, and -less), only more/most is possible. In general, the structure with more/most is becoming more common. To find out the normal comparative and superlative for a particular two-syllable adjective, check in a good dictionary.

c. Longer adjectives

Adjectives of three or more syllables have more and most.

Examples:

Intelligent	more intelligent	most intelligent
Practical	more practical	most practical
Beautiful	more beautiful	most beautiful

Words like unhappy (the opposites of two-syllable adjectives ending in-y) are an exception: they can have formed in -er and -est.

Examples:

Unhappy	unhappier/more unhappy	unhappiest/most unhappy
Untidy	untidier/more untidy	untidiest/most untidy

Some compound adjectives like good-looking or well-known have two possible comparatives and superlatives.

Examples:

Good-looking	better-looking	best-looking
	Or more good-looking	or most good-looking
Well-known	better-known	best-known
	Or more well-known	or most well-known

d. Positive

Marcella says that a positive degree is two units compared to an equal degree Comparative. Positive degree is the most basic form of the adjective, positive because it does not relate to any superior or inferior qualities of other things. Positive refers to the quality of one person or thing. It is simply the adjective form.

e. Comparative

Zandvoort and Van Ek state that comparative is when two persons or things are compared or constructed as bearers of a certain quality. Murphy, R. (1989) says that the comparative form is -er or more that is used adjective and adverb. A comparative degree is used to compare two people, places, or things.

Examples: Neo is taller than Tirta.

This novel is more interesting than that one.

f. Superlative

Murphy says that the superlative use the with-est or-most to form the superlative of adjective and adverbs. Superlative degree is used to stress the highest degree of quality for more than two objects compared. It is the highest or lowest degree of quality when more than two persons or things are compared.

The superlative is used to compare somebody or something with the whole group that she or he belongs to.

Examples: Bob is the tallest boy in the club.

According to Wright (1989: p. 2, 128) pictures contribute to interest and motivation, a sense of context of the language, and a specific reference point or stimulus. The most benefit a picture can make is to contribute to the student's understanding of a more general context which may be made up of pictures. In addition, pictures can be used by the students to help them understanding none verbally.

In other words, it can be concluded that pictures as media in the teaching process are suitable for teaching grammar to comparison degrees. Pictures have an important role and advantages in the teaching-learning process to make the students still focus and understand the material easily and make the students interested in learning the material.

METHOD

This research was conducted to find an innovative method to facilitate the teaching and learning process that occurs in class. This research was designed with two groups of experimental and control classes selected randomly, and then they were given a pretest to know the initial condition and whether there was a difference between the experimental group and the control group. After that, the experimental class was given treatments by implementing teaching comparison degrees through pictures. However, the control class was not given treatment. The researcher compared the test result of the pre-and post-test to determine the score of the t-test of statistical analysis.

The subject of this study was the 20 English learners of the military of Componente Apoiu e serviciu in Metinaro. The 10 armies were an experimental

group and another 10 were classified as a control group. The instrument of the research was 40 numbers of optional tests for two groups experimental and control classes of English language learners from army forces in Componente Apoio e-service in Metinaro. Some techniques used to collect the data in this research are Test and Non-test (Observation). To analyze data, the writer used a t-test to determine whether there was an influence of using pictures in teaching comparison degrees. To find out the mean scores of the two groups between experimental and control classes as the formula was:

- a. Mean score experimental group;

$$Mx = \frac{\sum x}{N}$$

- b. The mean score control group

$$My = \frac{\sum y}{N}$$

After finding the meaning of the students, the writer calculated the deviation of the student. To calculate deviation scores, the writer used the score formula.

- a. The standard deviation of the experimental group.

$$\Sigma X^2 = \Sigma X^2 - \frac{(\Sigma X)^2}{N}$$

- b. The standard deviation of the experimental group;

$$\Sigma Y^2 = \Sigma Y^2 - \frac{(\Sigma y)^2}{N}$$

Lastly, find out the significant difference between the pre-test and post-test by calculating the t-test, as the following formula:

$$t = \frac{Mx - My}{\sqrt{\frac{\Sigma x^2 + \Sigma y^2}{(Nx + Ny) - 2} \left[\frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

DISCUSSIONS

Here, the writer would like to present the mean score of one group Componente Apoio e Servico - Metinaro with pre-test and post-test. In this result, the writer presented the mean score of the pre-test and post-test of each group between experimental and control groups as follows.

Nu	Initial	Scores
1	EF	5
2	LDA	4

3	NA	3
4	JS	6
5	SM	4
6	PS	4
7	CC	6
8	IS	3
9	ADJ	5
10	MDS	4
Total		44

Table 1. Pre-Test of Experimental group (X1)

Calculating the Mean Scores of the Pre-test of the Experimental class.

$$\text{Mean: } \bar{x} = \frac{\sum x}{n} \text{ Mean: } \bar{x} = \frac{57}{10} = 5.7$$

The mean score of the pre-test shows that 5.7 was low and this score could not be achieved as the passing grade is based on the national standard of measurement and the mean score of 5.7 is considered a failure. This is why, there was an intervention through using Picture to teach English Comparison degrees based on the lesson plan. Then, the researcher administered the post-test as the table below:

Nu	Initial	Scores
1	EF	9
2	LDA	9
3	NA	9
4	JS	9
5	SM	8
6	PS	8
7	CC	8
8	IS	8
9	ADJ	7
10	MDS	7
Total		82

Table 2. Post-Test of Experimental group (X2)

Calculating the Mean Scores of the Post-test of the Experimental class.

$$\text{Mean: } \bar{x} = \frac{82}{10} = 8.2$$

Nu	Initial	Scores
1	JS	3
2	JA	5
3	AM	5
4	IT	4
5	JG	6
6	PL	5
7	JMS	6
8	FS	5
9	AG	5
10	AM	3
Total		47

Table 3. Pre-test-Control Group (Y1)

Calculating the Mean Scores of the Pre-test of the control class.

$$\text{Mean: } \bar{x} = \frac{47}{10} = 4.7$$

The mean score of the pre-test control class was 4.7 was very low. It was not achieved a passing grade.

Nu	Initial	Scores
1	JS	6
2	JA	5
3	AM	7
4	IT	6
5	JG	5
6	PL	5
7	JMS	6
8	FS	5
9	AG	7
10	AM	6
Total		58

Table 4. Post-test-Control Group (Y2)

Calculating the Mean Scores of the Post-test of the control class.

$$\text{Mean: } \bar{x} = \frac{58}{10} = 5.8$$

The mean score of Post-test control class was 5.8 was still very low. It could not be considered a passing grade. Here, the writer analyzed the result of students' scores in the pre-test and post-test with the standard deviation and analyzed t-test values in both experimental and control groups.

Nu	Initial	Pre-test (X1)	Post-test (X2)	X	X ²
1	EF	5	9	4	16
2	LDA	4	9	5	25
3	NA	3	9	6	36
4	JS	6	9	3	9
5	SM	4	8	4	16
6	PS	4	8	4	16
7	CC	6	8	2	4
8	IS	3	8	5	25
9	ADJ	5	7	2	4
10	MDS	4	7	3	9
Σ		Σx1= 44	Σx2= 82	38	160

Table 5. Presents the Students' Deviation Scores of Experimental Group (X)

Nu	Initial	Pre-test (Y1)	Post-test (Y2)	Y	Y ²
1	EF	3	6	3	9
2	LDA	5	5	0	0
3	NA	5	7	2	4
4	JS	4	6	2	4
5	SM	6	5	1	1
6	PS	5	5	0	0
7	CC	6	6	0	0
8	IS	5	5	0	0
9	ADJ	5	7	2	4
10	MDS	3	6	3	9
Σ		Σy1= 47	Σy2= 58	13	31

Table 6. presents the Students' Deviation Score of the Control Group (Y)

Based on the data test above, the writer started with the calculation of students' mean score, deviation score, and identification of significance t-test of experimental and control groups. The computation means the score of the experimental and control groups. After getting the score deviation of the pretest and posttest, the mean score is obtained by dividing the sum of the deviation score by the number of samples in the group. The mean score of the Experimental group that: $\Sigma x = 38$, and $N = 10$. So, the mean score of the experimental group was:

$$\text{Mean score} = \frac{38}{10} = \mathbf{3.8}$$

The mean score of the Control group in Table 5, it was known that:

$$\text{Mean score} = \frac{\Sigma y}{N}$$

$$\text{Mean score} = \frac{13}{10} = \mathbf{1.3}$$

Here is the calculation of the standard deviation of the mean score of the groups. The computation can be calculated by using the formula below:

The standard deviation of the experimental group in Table 4, is known that:

$$\Sigma X^2 = 160$$

$$N = 10$$

So, the standard deviation of the experimental group was:

$$\begin{aligned} \Sigma X^2 &= \Sigma X^2 - \frac{(\Sigma X)^2}{N} \\ &= 160 - 144.4 \\ &= 15.6 \end{aligned}$$

The standard deviation of the control group in Table 5, is known that; $\Sigma y^2 = 31$, and $N = 10$. So, the standard deviation of the control group was:

$$\begin{aligned} \Sigma y^2 &= \Sigma y^2 - \frac{(\Sigma X)^2}{N} \\ &= 31 - 16.9 \\ &= 14.1 \end{aligned}$$

The Computation and Analysis of the T-test to know the significance influence, and value the writer has formulated a t-test to get the result between experimental and control groups. As Arikunto (1991: p. 252) suggested the formula of the t-test to compare the deviation of two mean scores and to measure whether the deviation is significant or not, the formula as follow:

$$t = \frac{Mx - My}{\sqrt{\frac{\Sigma x^2 + \Sigma y^2}{(Nx + Ny) - 2} \left[\frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

$$t = \frac{2.5}{\sqrt{\frac{29.7}{18} [0.1+0.1]}}$$

$$t = \frac{2.5}{0.57}$$

$$= 4.4$$

After the data has been analyzed it found differences in scores between the experimental group and control group and would discuss the results significantly t-test value obtained from each item. Based on the data above, the writer found that the mean score of the experimental group is 3.8 which was higher than the mean score of the control group 1.3. The level of significance used is 05 while the degree of freedom is N-2 become $20 - 2 = 18$. Furthermore, the result of the computation of the t-test value of the two groups is equal to 4.4. It is indicated that the treatment was successful and there were some significant differences between before and after the implementation of the teaching Comparison degree through pictures which was conducted in the experimental group.

It can be seen here in the t-table, the writer found out that the t-table for confidence $\alpha = 0.05$ was 2, 101. If we compared the t-test to the t-table, we would find that: t-test $4.4 \geq$ t-table = 2.101.

The level of significant difference is 0.05 in the t-table above with the degree of freedom (df) is 20: $N - 2 = 20 - 2 = 18$ which could be found in the t-table was 2.101. Therefore, the t-test compares the deviation of two mean scores between the Experimental class and control class to measure whether the deviation is significant that can be concluded that the t-test of the two groups was $4.4 \geq$ t-table was 2.101.

Based on the criteria that have been mentioned above, the *t - test* of the two groups were $4.4 \geq$ t-table was 2.101, and through the $df = N - 2 = 20 - 2 = 18$ with the level of significant $\alpha 0.05$ at the two confidence levels. The result above showed that the null hypothesis is rejected, and the alternative hypothesis is accepted. So, the picture has a positive influence on teaching comparison degrees.

In other words, it is decided to interpret based on the criteria above that the Picture can be used to teach Comparison Degrees to English learners of *Componente Apoio e Servico in* Metinaro. There were some significant differences between before and after the implementation of teaching Comparison Degrees through the Pictures as the innovative method to be adjusted. And the pictures are considered a very effective way as an innovative method to be used by foreign language teachers and students.

CONCLUSIONS

The result from the computation of the mean score of the experimental group was 3.8 which was greater than the mean score of the control group 1.3, while the level significance used 0.5% with the degree of freedom is $N-2$ becoming $20-2= 18$. It is indicated that the treatment was successful. On the hand, the result of the standard deviation by using the formula of t-test was 4.4 as greater than the t-table was 2.101. (0, 5%, or 95%). This is why; it was decided to interpret that using pictures in teaching degree of comparison has a positive significant influence on students. The picture increases students' comprehension in learning comparison degrees. The students comprehend the lesson easily and are more effective to do various activities in learning comparison degrees. And pictures can be considered as a good strategy to teach English comparison degree to Service Support Component in Metinaro. Aside from that, there are some significant differences between before and after the treatment through teaching English comparison degrees by using Pictures.

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