

**THE INFLUENCE OF USING BOARD GAMES TOWARDS
STUDENTS' ABILITY IN USING DEGREES OF COMPARISON
AT FIRST SEMESTER AT THE EIGHTH GRADE
OF SMP NEGERI 1 PURBOLINGGO
IN THE ACADEMIC YEAR
OF 2019/2020**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1 Degree

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ABSTRACT

THE INFLUENCE OF USING BOARD GAMES TOWARDS STUDENTS' ABILITY IN USING DEGREES OF COMPARISON AT FIRST SEMESTER AT THE EIGHTH GRADE OF SMP NEGERI 1 PURBOLINGGO IN THE ACADEMIC YEAR OF 2019/2020

This research aimed to finding the influence of using board games towards students' ability in using degrees of comparison whether the use of board game can influence the students degree of comparison mastery, and how far the implementation of the students' degree of comparison mastery of students of the eighth grade of SMP Negeri 1 Purbolinggo in the academic year 2019/2020. The research methodology of this research was quasi experimental design with five meetings for each class and it consist of one meeting for pre-test, three meeting for treatment and one meeting for post-test. In the experimental class the researcher applied board game as treatment and control class the researcher applied lecturing technique. The population of this research was eighth grade students of SMP Negeri 1 Purbolinggo. In collecting the data, the researcher used test, the researcher determined that VIII A and VIII E as the control class. The researcher used instruments, pre-test and pos-test. The instrument of this research was degree of comparison test. After giving the test, the researcher analyzed the data by using SPSS to compute independent sample t-test. After the research analyzed the data by using independent sample t-test, it found that the result of Sig (P_{value}) of equal varience was $0.000 < \alpha = 0.05$. It means that H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there was influence of board game towards students' degree of comparison mastery at the first semester of the eighth grade of SMP Neger 1 Purbolinggo in the academic year 2019/2020.

Keywords: Board game, quasi experimental, degree of comparison.



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DECLARATION

Hereby, I state this thesis entitled “The Influence of Using Board Games Towards Students’ Ability in Using Degrees of Comparison at the First Semester of the Eighth Grade of SMP Negeri 1 Purbolinggo in the Academic Year 2019/2020” is completely my own work, I am fully aware that I have quoted some statement and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, 15 November 2019

Declared by,

Dwi Puspita Ariani
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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قَالَ لَهُ مُوسَىٰ هَلْ أَتَّبِعُكَ عَلَىٰ أَنْ تُعَلِّمَ مِنَّمَا عَلَّمْتَ رُشْدًا

In the name of Allah, most gracious most merciful

Moses said unto him: May I follow thee, to the end that thou mayst teach me right conduct of that which thou hast been taught. (Q.S Al-Kahfi :66)¹



¹ Abdullah Yusuf Ali Translation, *The Meaning of Holy Qur'an* (Maryland: Amana Publication, 2001), p. 175

DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr Purwanto and Miss Sukarmi, who always pray for my success and give me motivation and support to study hard until now. I really love them so much.
2. My beloved sister; Ratna Ekawati and my brother in-law; Muhammad Tri Muflihin, who always give me spirit and suggestion for my success.
3. My beloved brother; Ferdy Agung Nugroho.
4. My beloved lecturers UIN Raden Intan Lampung.
5. My beloved friends and almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

Dwi Puspita Ariani was born in Lampung Timur on June 24, 1997. Arin is the second daughter of Mr Purwanto and Miss Sukarmi's children. She has one sister and one brother in law and one another brother, she is Ratna Ekawati, Muhammad Tri Muflihin and Ferdy Agung Nugroho.

She began her study at Kinder Garden of Pertiwi Tambah Luhur in 2002 and graduated in 2004. Then she continued her Elementary School in SD Negeri 1 Tambah Luhur Lampung Timur 2004 and graduated in 2009. Then, she continued her study at SMP Negeri 1 Purbolinggo Lampung Timur in 2009. After she graduated from Junior High School in 2012, she continued her study at SMA Negeri 1 Purbolinggo Lampung Timur in 2012 and graduated in 2015. After that she continued her study in Raden Intan State Islamic University Lampung (UIN) as a student of English Education Study Program of Tarbiyah and Teacher Training Faculty.

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CHAPTER I

INTRODUCTION

A. Background of Problem

Grammar is important if we learn and understand the purpose of the language. Coghill and Magendanz says the grammar of a language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units.¹ Swan states, the rules that show how words are combined, arranged or changed to show certain kinds of meaning.² Thus, we can called grammar was a rules of the language because with grammar we knew the kind of meaning. That was why human being needed to learn about the grammar well.

Most grammar is not formally learned, but understanding builds up over a period.³ We could find that the difficulties of learners began to see similiarities and diffences of grammar. And very few laguange teachers nowadays thought that learn of grammar rule was the complicated of teaching learning process. But, grammar very influential part of the language that should learned by students. Grammar also be the annoying lesson for the students.

¹ Jeffrey Coghill and Stacy Magendanz, *English Grammar*, (New York: Wiley Publishing, Inc, 2003)

² Michael Swan, *Practical English Usage: 3rd Edition*, (London: Oxford University Press, 2005)

³ Michael Lewis and Jimmie Hill, *Practical Techniques, for Language Teaching*, (Boston: Christopher Wenger, 2002), p.87

In process of language learning, there are four basic skills that must be master. They are listening, speaking, reading, and writing. Besides the major skills, there are the elements of English. They are phonology, vocabulary, and grammar.⁴ By mastering those skills and elements of English, the students were suppose to be able to explore theselve in accessing many kinds of information source in English such as article, novel, magazine, etc.

It is clear that grammar is one of important thing of a language. It makes students know how to produce good sentences and to express ideas and feelings. By using grammar correctly, somebody will tend to write the speak English well. It is support by Harmer who states that if grammar rules are too carelessly violate, communication may suffer.⁵ Thus, without grammar, the meaning in a write and speak could lose or could not be submitted.

Based on the statements above, it can be concluded that grammar was a study about how the language was manipulated and how to combined one word to other words to become a longer units of meaning. Furthermore, grammar had a wide scope in its study and one of the scope is about degrees of comparison.

According to the Doubleday Dictionary “comparison is that inflection of adjectives or adverb which indicates the postive, comparative and superlative

⁴ Allan Laudre, *The Status and Function of English in Indonesia: a Review of Key Factors*, *Makara, Social Humaniora*, Vol. 12 No.1 (July 2008), p. 16

⁵ Jeremy Harmer, *The Practice of English Language Teaching*, (Edinburgh: Longman, 2007), p. 12

degree”.⁶ The term “comparison” is derived from Latin word “comparaso” meaning action of comparing, capacity for being compared”.⁷

Based on the two statements above the researcher can concluded that comparison was the tool to compare thing or people in the term of capacity or quality and quantity. It was cause the inflection of adjectives or adverbs which indicates the positive, comparative and superlative degree. Degrees of comparison of an adjective or adverb decribed the relational value of one thing with something in another clause of a sentence. The adjective was a modifier that had the grammatical property of comparison. It was often identified by special derivational endings or by special adverbial modifiers that precede it.

With the exception of the adjectives ending in a c consonant plus –y or –le, grammarians were not in complete agreement about which two-syllable adjective will accept –er, -est ending for comparison. In the grammar of comparison there were three forms which were positive, comparative and superlative form. Adjective can have comparative forms (‘big – bigger’, ‘nice – nicer’, ‘noisy – noisier’, ‘young – younger’) and superlative form (biggest’, ‘nicest’, ‘noisiest’, ‘youngest’).⁸

Based on the preliminary reasearch conducted at SMP Negeri 1 Purbolinggo Lampung Timur at the eighth grade, from the result of interview with the English

⁶ Sidney I. Landau, *The Doubleday Dictionary*, (New York: Doubleday & Company Inc), p. 143

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

⁸ Jeremy Harmer, *How to Teach English*, New Edition, (Edinburgh: Pearson Education Limited, 2007), p.68

teacher, Mr. Kaprawi S.Pd, the writer found that most of the students at the eighth grade students of the school still found difficulties in mastering grammar especially in degrees of comparison. The situation in the class was not active this was because the students motivation in learning English very low.

In Mr. Kaprawi's class he used lecturing technique in teaching grammar.⁹ When the researcher asked some students, they said English was a hard and boring lesson too because the teacher explanation were monotonous in learning grammar. They had difficulties to remember the formula and the way to change from positive to comparative and superlative degree.¹⁰

Based on the data of the interview above the students were seemingly still low in understanding grammar. Its probably caused by the teacher: the teacher should use an appropriate method or technique in teaching grammar.

The reseacher also asked the teacher about the students' score of degrees of comparison ability in the first semester it can be seen in the table below:

Table 1
Students' Score of Degrees of Comparison in the First Semester at the Eighth Grade SMP Negeri 1 Purbolinggo in Academic Year of 2019/2020

No	Score	Class						Total	Percentage
		VIIIA	VIIIB	VIIIC	VIIID	VIIIE	VIIIF		
1.	≥ 70	27	7	9	7	11	5	66	38.37%
2.	< 70	3	21	21	20	17	24	106	61.63%
Total		30	28	30	27	28	29	172	100%

Source: The data from English teacher of SMP Negeri 1 Purbolinggo

⁹ An interview, *English Teacher at SMP Negeri 1 Purbolinggo*, September 9th 2018

¹⁰ An interview, *Students at the eighth grade of SMP Negeri 1 Purbolinggo*, September 9th 2018

From the data on Table 1, it can be concluded that there are 61.63% or 106 students got score below the criteria of minimum mastery (KKM). On the other hand, 38.37% or 66 students got score above the criteria of minimum mastery (KKM). The KKM score is 70. Since the criteria minimum of mastery (KKM) is 70, the researcher assumes that most of the students still get difficulties to understand the grammar especially in degrees of comparison.

There are many experts in TEFL and TESOL who support the use of games in the classroom for the success of English language teaching (ELT) or English language learning (ELL).¹¹ Thus, in learning degrees of comparison the learner can use a game which one is board games. A board game is a tabletop game that involves counters or pieces moved or placed on a pre-marked surface or board and card, according to a set of rules.¹² Board game played with card or on the board in the classroom.

Board games have benefits and roles in education. The following is the function of the board: rules of the game, board game always contains rules, through this regulation children could learn to obey existing rules and learn discipline; Social interactions, board games that are played in one place and the same board must trigger social interaction between players; Education, game boards require players

¹¹Prof. Dr. Bustami Subhan, M.S., *Practical Theories of English Language Teaching and Learning*, (Yogyakarta: Debut Press, 2011), p. 33

¹²Wikipedia, *Board Games*, available on https://en.wikipedia.org/wiki/Board_game, Access in Feb 2019

to think, solve problems, and make decisions the result of decisions taken in the game and its impact on the player himself.¹³

In learning degrees of comparison with board games were not be applied in previous reseach. The researcher found in previous reseach was the application of the board games toward grammar mastery and not especially in learning degrees of comparison.

One way to eliminate the fear of grammar lesson was by using language games. Language games were important to create excitement in language lessons. This session reported on a study that aimed to explore the benefits of using board game to teach grammar.

Board game was a useful teaching tool to be used in grammar lesson as there were many positive outcomes that could be seen after several activities have been carried out in the classrooms. By using board game as the supplement to textbooks, the students are motivated to learn grammar as they believe that board game is an interesting and useful method to be used in the classrooms.¹⁴ Many experienced textbook and methodology manuals writers have argued that games are not just time-filling activities but have a great educational value.¹⁵

¹³ Limantara, Daniel, Heru Dwi Waluyanto, and Aznar Zacky, "Board game Design to Increase The Moral Value of Teenagers", *Journal DKV Adiwarna* Vol. 1. No. 6 (2015), p.3

¹⁴ Tengku Nazatul ShimaTengku Paris and Rahmah Lob Yussof, "Enhancing Grammar Using Board Game", *Journal* Vol. 68. (2012), p. 213-221

¹⁵ Uberman, Agnieszka, "The Use of Games for Vocabulary Presentation and Revision". *Journal Forum*, Vol. 36 No. 1, (January-March 1998), p.20

Based on previous research conducted by Dyah Saraswati about The Use of Board Game to Improve Students' Grammar Mastery, board game is a good way toward students' grammar mastery at SMP Negeri 1 Bergas.¹⁶

In addition, another research journal of Denok Admila Suci, Sudirman, I Putu Ngurah Wage Myartawan, about The Effect of Pictionary Game Integrated with Board Game on Students' Grammar Mastery in SD Negeri 1 and SD Negeri 3 Lokapaksa also revealed that board games helped the teacher to effective for English learning process to taught grammar and degrees of comparison too.¹⁷

In Dyah's research was focus in grammar mastery only. Furthermore, in the research journal of Denok Admila Suci, Sudirman, I Putu Ngurah Wage Myartawan, focus in comparing of two games to taught a grammar. Both of the researcher above were so different with the researcher topic. The researcher research focused in degrees of comparison by used board games.

Based on explanation above, the researcher interested in conducting the research about using game in english teaching, this research entitled: "The Influence of Using Board Games Towards Students' Ability in Using Degrees of Comparison at The First Semester of Eighth Grade of SMP Negeri 1 Purbolinggo in The Academic Year of 2019/2020".

¹⁶ Dyah Saraswati, *The Use of Board Game to Improve Students' Grammar Mastery at SMP Negeri 1 Bergas in Academic Year 2014/2015*, (Salatiga: State Institute of Islamic Studies Salatiga).

¹⁷ Denok Admila Suci, Sudirman, I Putu Ngurah Wage Myartawan, *The Effect of Pictionary Game Integrated with Board Game on Students' Grammar Mastery in SD Negeri 1 and SD Negeri 3 Lokapaksa*, Vol. 5 No. 2 (2017), p.1

B. Identification of the Problem

Based on the background, the researcher identified the problem of as follow:

1. The students had difficulties in finding the meaning of sentences especially the sentence which included degree of comparison materials.
2. The students motivation in learning grammar especially in degree of comparison material was low.
3. The students comprehension about grammar especially in degree of comparison material was low.

C. Limitation of Problem

Based on identification of problem above, this reasearch focused on positive, comparative and superlative degrees of comparison in nominal sentences. Board game have many kinds, based on the statement, the researcher determined one of board game that was make a match game.

D. Formulation of the Problem

The researcher formulated the problem as follows: “is there any significant influence of using board games toward students’ ability in using degrees of comparison at first semester of the eighth grade of SMP Negeri 1 Purbolinggo in the academic year of 2019/2020?”

E. Objectives of the Research

The objective is to know whether there is a significant influence of using board games toward students' ability in using degrees of comparison at first semester of the eighth grade of SMP Negeri 1 Purbolinggo in the academic year of 2019/2020.

F. Use of Research

The researcher expected that there were some uses of the research as follows:

1. Theoretically, the students can improve their ability in using degrees of comparison.
2. Practically, the teacher can improve students' ability in using degrees of comparison especially in positive, comparative and superlative.

G. Scope of Research

1. The Subject of Research

The subject of research was the students at the first semester of the eighth grade of SMP Negeri 1 Purbolinggo.

2. The Objective of Research

The object of the research was the use board games towards students' ability in using degrees of comparison.

3. Place of Research

The place of the research was conducted in SMP Negeri 1 Purbolinggo.

4. The Time of Research

5. The time of research was conducted at the first semester in the academic year of 2019/2020.



CHAPTER II

REVIEW OF RELATED LITERATURE

1. Frame of Theory

A. Grammar

One elements that students must master in learning English is grammar. Grammar is the central component of language.¹ Grammar is rules for forming words and making the sentences.² It means that grammar is the central component of language, which was consist of rules of grammatical structure.

Moreover, Widodo states that grammar is taught to furnish the basis for a set of language skills: listening, speaking, reading, and writing.³ Furthermore, Ur in Widodo states that grammatical rules enable them to know and apply how such sentence patterns should be put together.⁴ It means that grammar covers all of language skills.

Grammar is desription of the ways in which words can change their forms and can be combined into sentences in that language.⁵ Grammar was the rules of how words and their components parts combine to form sentences. Grammar as the

¹ Sidney Greenbaum, Gerals Nelson, *An Introduction to English Grammar*, (Longman: Person Education Limited, 2002), p.1

² Oxford, *Leearners' Pocked Dictionary*, (Oxford: Oxford University Press), p. 193

³ Handoyo Puji Widodo, "Approaches and Procedures for Teaching Grammar" *English Teaching: Journal of Practice and Critique*, Vol. 5 No. 1 (May 2006), p. 122

⁴ Handoyo Puji Widodo, *Ibid*, p. 125

⁵ Jeremy Harmer, *The Practice of English Language Teaching 3rd Edition* (Harlow: Longman, 2007), p. 56

system of rules by some words were form and put together to made sentences and it guides people on how to speak correctly. Grammar was also call as an organization words that combination into sentence to express thinking and feeling or to express their idea in written. Grammar is a scientific statement of the principles of good usage which concerns with the relation of words in the sentence.⁶ It means that grammar was a system of rules that shows how the words were combined and collated in to the sentence. Grammar also could be define as the system of language to help people to made meaningful and correct sentence.

Grammar was one of sub skills that must be mastery by the students who learn English. Because the grammatical rules of Indonesian language were different from English. So learning English grammar was very important to understand English easier. In teaching English as foreign language, the students need to master grammar because by mastering the grammar students would be able to speak and write English correctly, it was fact that different language, and every language had system which was called grammar.

Based on the statements above the researcher concluded that grammar was study about pattern or rule to make a good sentence. Learning grammar was important, because it was a basic knowledge and an important tool for students to master English, without knowing the grammar rule the students could not make meaningful sentence. Another consideration grammar was important to be learn

⁶ M.F. Patel and Praveen M. Jain, *English Language Learning*, (Sunrise: Longman, 2008), p.31

by students was because mastering the grammar would help the students organize well their sentence oral and in written form.

One of the important things in learning grammar was degree of comparison. In English, tense was important to be learned. If we knew degree of comparison, it could be sure we knew all grammar in English, because all the grammar that you learn was inseparable from the wording. If we made sentence in English, we should know whether it were positive, comparative or superlative forms.

B. Adjective

The adjective is a modifier that has the grammatical property of comparison. Adjective themselves imply to a large degree and are seldom used with these adverb.⁷ It means often identify by special derivation ending or by special adverbial modifiers that preceed it.

The statement above means that adjective was important to use for describing words order to make it clear and easy to understand. Adjective was a word use to describe a noun. Adjective could be used in front of both countable and uncountable noun. It clearly that adjective were often used to describe word, especially noun, without an adjective we could not describe a thing or a person in the sentences.

⁷ Martin Hewings, *Advanced Grammar in Use*, (Cambridge: Cambridge University Press, 2002), p.166

C. Degrees of Comparison

1. Definition of Degree of Comparison

The term “comparison” is derived from Latin word “comparaso” meaning action of comparing, capacity for being compared”.⁸ Based on the two statements above the researcher can concluded that comparison was the tool to compare thing or people in the term of capacity or quality and quantity. It was cause the inflection of adjectives or adverbs which indicated the positive, comparative and superlative degree.

Degrees of comparison have a kinds, Parrot states in Grammar for English Language Teachers “comparatives are adjectives ad adverbs that end in –er (e.g: bigger, richer, faster) and superlative are adjectives and adverbs that end in –est (e.g: biggest, richest, fastest)”.⁹ It means that degrees of comparison were used for compare two or more things, person or place to denoted different level of them.

Based on the definitions above, the researcher inferred that comparison was a process of comparing people, things, or places through the level of quality or quantity. It is form from adjective and adverb. But this research was only focus on comparison of adjectives. Therefore, comparison of adjective was the modification of and adjective to denoted different level of quality or quantity.

⁸ C. T. Onions, *The Oxford Dictionary of English Etymology*, (London: Oxford University Press), p. 196

⁹ Martin Parrot, *Grammar for English Language Teachers*, (NewYork: Cambridge University Press, 2000), p.79

2. The Usage of Degrees of Comparison

As it was stated above, there were three kinds of degrees of comparison in English, they were: positive degree, comparative degree and superlative degree which was used for comparing two and more people or things the level of quality, quantity or relation. Each kind had different form and usage.

a. Positive Degree

Positive degree is the most basic form of the adjective, positive because it did not relate to any superior or inferior qualities of other things. Positive refers to the quality of one person or thing. Positive also used to compare two nouns or verbs that were equal or almost equal (equality). Positive degree was the most basic form of the adjective, positive because it did not relate to any superior or superior qualities or quantities of other thing. Positive refers to the quality of one person or thing. It was simply the adjective form. As it was said before that positive degree *implies no comparison*. It means that positive degree was used to compare two people or things which had no difference each other.

According to Hewings “we use as + adjective/adverb + as to say that something or someone is like something or someone else, or that one situation is like another, and the negative forms of sentence can use either not as or not so.¹⁰ One of the other hand, we could use as + adjective + as for comparing two people or things that had the similarity of quality or quantity.

¹⁰ Martin Hewings, *Advanced Grammar in Use*, (Edinburgh: Cambridge University Press, 2005), 2nd edition, p. 146

For example:

- a) Tom is as age as George.
- b) I cannot run as fast as him.¹¹

b. Comparative Degree

The comparative degree denoted a greater amount of quality relative to something else. The comparative was when two people or things (or two groups of people or things) are compare or constrate as bearer of certain quality. Murphy says that the comparative form is –er or more that is used adjective and adverb.¹² The comparative form of degree was used to compare the quality of two persons or things on condition that one exceeds another.

Faidlal states, in fundamentals of English grammar “Most of degrees of comparison in this adjective related to descriptive adjective and adjective of quantity. The using of degrees of comparison is to point out comparative adjective in noun.¹³ It could be conclude that degree of comparison could describe thing or people. For example:

- a) It’s cheaper to go by car than by train.
- b) Going by train is more expensive than going by car.¹⁴

¹¹ Raymond Murphy, *English Grammar in Use: a self-study reference and practice book for intermediate learners of English*, (Cambridge: Cambridge University Press, 2002), p. 212

¹² Raymond Murphy, *English Grammar in Use Second Edition*, (Cambridge University: Cambridge University Press, 2012), p.210

¹³ A. Faidlal Rahman Ali, SE. Par, *Fundamentals of English Grammar*, (Jakarta: Pustaka Widyatama, 2004), P.102.

¹⁴ Raymond Murphy, *Ibid*, p. 208

c. Superlative Degree

Superlative degree was used to stress the highest degree of quality or quantity of group of persons or things on condition that one excluded from the group. It is the highest or lowest degree of quality or quantity when more than two people or things were compare. The superlative was use to compare somebody or something with the whole group that she or he or belongs to. Murphy states that the superlative use “the” with “-est” or “-most” to form the superlative of adjective and adverb.¹⁵

Degrees of comparison were knew 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.¹⁶

For example:

- a) The hotel is the cheapest in town.
- b) It was the most boring film I’ve ever seen.¹⁷

Based on the explanation above, there were three kinds degree of comparison namely positive degree, comparative degree, and superlative degree and every kinds of it had a different function. Positive degree was when two people or things

¹⁵*Ibid*, p. 216

¹⁶ Martin Parrot, *Grammar for English Language Teachers*, (USA: Cambridge University Press, 2000), p. 68

¹⁷*Ibid*, p. 214

or places were compare to an equal degree. While, comparative degree was used to denote a greater amount of a quality or quantity for more two objects compare.

3. The Forms of Degrees of Comparison

To form the degrees of comparison we needed to know the inflection or addition ways of adjective and adverb. We usually add ending *-er* to one syllable adjectives to make their comparative forms and *-est* to make their superlative form. For adjective with three or more syllables we usually add *more/less* and *most/least*. We use *as...as* with an adjective or adverb in between to say that something or someone is like something or someone else, or that one situation is like another.¹⁸ It depended on the length of adjective and adverb word and also its last syllable. Besides, there are also the irregular form of degrees of comparison, such as the word *bad* (positive degree), *worse* (comparative degree) and *worst* (superlative degree).

For further explanation about the form of degrees of comparison the researcher had some formulas as stated below:

- 1) Positive Degree: it has the simplest form of all and it uses the base form of adjective or adverb. We just need to put or add *as* before and after the adjective or adverb, and for the negative sense add *not* before *as*.
- 2) Comparative Degree: form the comparative degree of one-syllable adjectives by adding *-er*: cold (*colder*), bright (*brighter*). If an adjective ends in one vowel and one consonant, double the consonant: big-bigger, fat-fatter, hot-

¹⁸ Martin Hewings, *Ibid*, p. 176

hotter, thin-thinner. Usually form the comparative degree of adjectives with more than two syllables by using *more*: difficult (*more* difficult), beautiful (*more* beautiful).¹⁹

- 3) Superlative Degree: regular adjectives and adverbs make their superlative form in two ways: by adding the suffix *-est* for one or some of two syllables adjective or adverb and adding the word *most-* for three or some of two syllables adjective or adverb. Adjective with one syllable: the oldest (*of all*), the biggest (*of all*). Adjective with two or more syllables: the most expensive (*of all*), the most important (*of all*).²⁰

As the researcher stated before, the comparison would be used in this form was about adjective comparison. So in making the pattern of comparison, the researcher focused on adjective form. The patterns follows as:

a. Positive Degree

Positive degree is two units are compare to an equal degree.²¹

Table 2.1
Positive Form

The Formula	Example
Subject + To be + As + Adjective + As	My father is as tall as my uncle.
Subject + To be + Not + As + Adjective	My house is not as big as yours.

¹⁹ Eugene Ehrlich, *SCHAUMS' Outlines English Grammar Third Edition*, (Jakarta: Erlangga, 2004), p. 99

²⁰ Stacy A. Hagen, *Basic English Grammar Third Edition*, (New York: Pearson Education, 2006), p. 112

²¹ Marchella Frank, *Modern English a Practical Reference Guide*, (New Jersey: Prentice-Hall, 1972), p. 118

b. Comparative Degree

Comparative degree is two units are compare to an unequal degree.²² The comparative form of adjective as follow:

- Adjective + -er + than
- More + adjective + than

Table 2.2

Comparative Degree

Pattern I : adjective + suffix -er + than.²³

Kind	Rule	Adjective	Comparative Form
1. Adjective with one syllable		Safe	Saving money in the bank is safer than in home.
a) Ending in -e	Add -r	Brave	Dimas is braver than Eni.
		Large	His bag is larger than mine.
		Big	An Elephant is bigger than a rat.
b) Ending in a single vowel + a consonant (except w, x, and y)	Double the final consonant and add -er	Hot	Today is hotter than yesterday.
		Thin	Alfin's book is thinner than Arin's book.
c) Ending in a consonant + y	Change y to i and add -er	Dry	Your hair is drier than her hair.
d) All others	Add -er	Young	Aunty is younger than my mother.

²² Marchella Frank, *Ibid*, p. 118

²³ Mark Foley and Diane Hall, *Advanced Learners' Grammar: Self-Study Reference and Practice Book with Answer*, (London: Longman, 1988), p. 224

		Tall	Janne is taller than her sister.
		Cheap	A pen is cheaper than a marker.
2. Two syllable adjectives			
a) Adjective ending in -y preceded by a consonant	Change -y to -i and add -er	Lucky	Putri is luckier than Heni.
		Lazy	Lisa is lazier than Lida.
		Busy	Rio is busier than Ria.
b) Adjective ending in -ple, -ble, -occa, -sionally, -tle, -dle	Adding suffix -er	Simple	My home is simpler than yours.
		Clever	She is cleverer than he.

To made the degree of comparison in the comparative form that add by prefix – more. The table 2.3 below gave the rules deals with the examples:

Table 2.3
Comparative Form
Pattern II: more + adjective + than.²⁴

Kind	Rule	Adjective	Superlative Form
1. Adjective with two or more syllables and do not end in -y	Add more before adjective	Patient	Lala is more patient than Lulu.
		Expensive	The hamburger is more expensive than the hot dog.
		Interesting	English is more interesting than mathematics.

²⁴ Mark Foley and Diane Hall, *Ibid*, p. 224

c. Superlative Degree

Superlative degree is three or more units are compared to an unequal degree.²⁵

The pattern using:

- The + adjective + suffix –est
- The most + adjective

To made it clear, the researcher gave the examples about the previous form in the table 2.4 below:

Table 2.4
Superlative Form
Pattern I: the + adjective + suffix –est.²⁶

Kind	Rule	Adjective	Superlative Form
1. Adjective with one syllable			
a) Ending in –e	Add –st	Wise Nice	My father is the wisest man in my house. Clarissa is the niecest girl in my class.
b) Ending in a single vowel + a consonant (except w, x and y)	Double the final consonant and add –est	Wet Fat	My T-shirt is the wettest of all my clothes. Peter is the fattest boy I've ever met.
c) Ending in a consonant –y	Change y to i and add –est	Slim	Luna Maya is the slimmest Indonesian artist.
d) All others	Add –est	Dry Short High Clean	Your hair is the driest of all. Max is the shortest boy in the class. Mount Everest is the highest mountain in the world. The mosque is cleanest place of all.

²⁵ Marchella Frank, *Ibid*, p. 118

²⁶ Mark Foley and Diane Hall, *Ibid*, p. 224

2. Adjective with two syllable ending in -y	Change -y to -i and add	Funny	Sule is the funniest actor I have ever seen.
	-est	Pretty	Her cat i the prittiest of the three.

Adapted from Mark Foley and Diane Hall in their book Advanced Learners' Grammar

Table 2.5

Superlative Form

Pattern II: the most + adjective.²⁷

Kind	Rule	Adjective	Superlative Form
Adjective with two or more syllables and do not end in -y	Add the most before adjective	Generous	John is the most generous of all the people I know.
		Diligent	Prilly is the most diligent girl in her family.
		Difficult	Mathematic is the most difficult lesson I had learn.

There are a few are compare irregularly.²⁸ The list of the irregular adjectives for comparative and superlative degree show in the table 2.6 below:

Table 2.6

Irregular Adjective for Comparative and Superlative Degree

Positive	Comparative	Superlative
Good	Better	Best
Bad	Worse	Worst
Far	Further	Furthest
Little	Less	Least
Many	More	Most
Much	More	Most
Old	Elder / Older	Eldest / Oldes

The rules for adjectives of two syllables were more complicate. Some adjectives form the comparative and superlative with -er, -est, some more, most, others in either if these ways.²⁹

²⁷ Mark Foley and Diane Hall, *Ibid*, p. 224

²⁸ Marchella Frank, *Modern English a Practical Reference Guide*, (New Jersey: Prentice-Hall, 1972), p. 120

From the statement above, table 2.7 showed the list of the adjectives with two syllables both comparative and superlative that formed by adding prefix more / most and suffix –er / -est.

Table 2.7
Adjectives with Two Syllables both Comparative and Superlative Form
by Adding Prefix More / Most and Suffix –er / -est.

<i>Two Syllable Adjectives with –er and –est</i>	<i>Two Syllable Adjectives with more and most</i>	<i>Two Syllable Adjectives with –er and est or more and most</i>
1. Adjectives ending in –y precedence by a consonant Prettier Dirtier Noisier happier	1. Most adjectives ending in derivational suffixes: -ous, -ish, -ful, -ing, -ed, etc. More famous More useful More childish More interesting More tired	1. Adjectives ending in: -er cleverer tenderer bitterer -ow narrower Shallower mellower -some handsomer wholesomer lonesomer
2. Adjectives ending in – ple, -ble, occasionally-tle, -ble Simpler Nobler Humbler Subtler Idler	2. Many adjectives ending in – cr, -nt, -st More exact More recent More honest More urgent	2. Others stressed on first syllable: Pleasanter, crueller, quieter, stupider, commoner. Stressed on second syllable: Politer, profounder, remoter, obscurer, sincerer, severer, securer.

From the explanation above, it can be concluded that every kinds of degree of comparison had different from according its degrees. In positive degree, the form of adjective was adding as before and after the adjective.

Beside that, using negative form in positive degree and it only adding not before as after. Then, there were two forms in comparative degree namely adjective + -er than for adjective with one syllable and two syllables ending in -y and more + adjective + than for two or more syllables and did not end in -y. Last, the form in superlative degree are the + adjective + suffix -est for adjective with one syllable ending in -y and the most + adjective + for two or more syllables and did not end in -y. In addition, there were irregular adjective and adjective with two syllables both comparative and superlative that form by adding prefix more / most and suffix -er / -est.

D. Game

There are many definitions of game. Kim states that games are good to help language teacher (to) teach foreign languages (like english) to their students.³⁰

A game was a formal description of a strategic situation. The object of study in game theory was the game, which was a formal model of an interactive situation. It typically involved several players, a game with only one player was usually called a decision problem.

Wright says that games aslso help the teacher to create contexts in which the language is useful and meaningful.³¹ The learners would to took part and in order to do so much understand what others are saying or had written, and they must speak or write in order to express their own point of view or gave information.

³⁰ Prof. Dr. Bustami Subhan, M.S., *Practical Theories of English Language Teaching and Learning*, (Yogyakarta: Debut Press, 2011), p. 35

³¹ Andrew Wright, Betteridge and Michael Buckby, *Game for Language Learning*, (London: Cambridge University Press), p.2

Soon that game should had elements of fun, enjoyment, challenge, cooperation and competition.

Harmer states that students always need to be engaged, if possible, so that they can get the maximum out of learning experience.³² Games could be help the students to understanding the materials and could be make the students enjoyable.

A coalitional (or cooperative) game is a high-level description, specifying only what payoffs each potential group, or coalition, can obtain by the cooperation of its members.³³

Erzoz states that (1) language learning is a hard task which can sometimes be frustrating; (2) Well-chosen games are very useful as they give students a break and at the same time allow students to practice language skills; (3) Games are highly motivating since they are amusing and at the same time challenging; (4) Games employ meaningful and useful language in real contexts; (5) Games can also encourage and increase cooperation among the groups or students.³⁴ It means that game could be used in every condition as long as learning while the teacher could be manage the situation and condition.

Game could be used at many levels, from beginner until advance based on the player's age, cleverness and background. Everybody likes game because it was challenging and usually there was a reward besides it. Such as score or point, made a situation on the game lively and the player did not feel boring and try to

³² Jeremy Harmer, *Ibid*, p. 26

³³ Ratna Sari Lubis, S1 Thesis: *The Implementation of Verb Search Game Strategy in Improving Students' Ability in Using Simple Past Tense*, Mts Hifzhil Qur'an Islamic Centre Medan, UIN Sumatera Utara, Medan, 2017

³⁴ Prof. Dr. Bustami Subhan, M.S., *Ibid*, p. 34

be the best on the the game or on their team. By playing game, the students would not only get fun of learning, but also a aimed and an element of fun.

E. Board Games

Games were able to help the students used and practice the target language be learn in a relax way. Games were also highly motivating since they were amusing and interesting. For the classroom activities, games could be used in personal, groups, or for the whole class. For this research, the researcher used kind of games that was played in the team.

The rules of the game allow some sort of communication among the two or more members of a team in such a game. This is typical in board games such as monopoly or in the card game hearts. Many other board games had some of the same characteristics. Players deal with a set of rules, with money, dice, making decisions, and striving to win the game.³⁵ It means the substantial amount of learning occurs in such environments.

A board game was a game that when you play it you throw the dice in the counters and could step forward based to dice. A board game is a game that involved counters or pieces moved or placed on a pre-marked surface or board with cards, according to a set of rules. Games could be based on pure strategy, chance (e.g. rolling dice) or a mixture of the two, and usually had a goal that a player aimed to achieve.

³⁵ Dave Moursund, *Introduction to Using Games in Education: A Guide for Teachers and Parents*, (Oregon: University of Oregon, 2007), p.6

Hadfield states board games and card games are familiar game types, where both of them demand the players to be first rounding the board.³⁶ Board game was a game which had a structure and rules when playing it. Board games are games with fixed set of rules that limit the number of piece on a board, card, the number of positions for these pieces, and the number of possible moves.³⁷

Chang and Gogswell claim that the benefit of applying board games is that it lowers the anxiety of the students.³⁸ Board games played with the board and card. Alienment games could be seen as race games in which the target is a cofiguration: moves around the board and randomizers do not need to play a role. Its can concluded that these games were different but could be played both of the games in the same time.

According to Metom relate to the rules, the board game has similiar concept with snake-and-ladder-game.³⁹ A board game included a game board, cards consist of grammar options, movers, a dice, and an answer booklet. Before the game was played, students were brief with the rules of the game.

Board game mechanics were cooperative played mechanics. In this style of game, players were working together as a team against the game itself and there are two main subgroups of cooperative game: true cooperatives and traitor-based games.

³⁶ Jill Hadfield, *Elementary Communication Games*, (Edinburgh: Thomas Nelson and Sons Ltd., 1990), p. 5

³⁷ Fernand Gobet, Alex de Voogt and Jean Retschitzki, *Moves in Mind, The Psychology of Board Games*, (New York: Psychology Press,2004), p. 2

³⁸ S. Chang and J. Gogswell, *Using Board Games TESOL*, (London: Newbury House, 2008), p. 1

³⁹ Metom et al., *Mind Your Grammar, Learning English Grammar the Fun Way*, *Journal of Education and Social Research*, No. 3 Vol. 7 (2013), p. 402

Cooperative board games tend to be built around closed system that have players moving around a track completing present goals.⁴⁰

Today, some teacher was using board games as teaching media to their students. They were used board games to taught some subject that related with the materials. Educational board games were the best solution when problem in teaching some subject at school. Board games were something unique when included in educational teaching aids. Through applied educational board games was belief could increased their curiosity and creativity of the students. The learners could be take turns producing a sentence each around the group, or could be call on each other. Educational board games were the best solution for teacher problem. In addition, board games were very attractive and interesting games.

F. “Make a Match” Game

Make a match was the one alternative game that can be applied to the students. Make a match was group activity, this learning involved matching identical pairs of the questions or answers cards. This is a model of active learning, creative, effective, fun, promoting cooperation and speed among students to achieve the objectives of learning through cards, each learning card contains a concept answers or questions.⁴¹

⁴⁰ Brian Mayer and Christopher Harris, *Libraries Got Game, Aligned Learning through Modern Board Games*, (Chicago: American Library Association, 2010), p. 9

⁴¹ Ni Made Suandayani Ari Putri et.al, *Pengaruh Model Pembelajaran Kooperatif Tipe Make-A Match*, available on

Make a match is one of the cooperative learning which can be used in all lesson, where students have to find their partner.⁴² Make a match game can improved students comprehension of the subject material and the students focused to looking for knowledge and good information with pleasant atmosphere.

Using make a match game could be improve students' degree of comparison mastery. The students would stimulate to thought about degree of comparison and interest to improved their ability in degree of comparison mastery. Moreover, make-a match game could be apply for all level of class, thus made the teacher easier to applied this game for teaching degree of comparison in the classroom.

Based on the definition above, make a match game attract students' motivation to follow the teaching and learning process because make a match game could make the students more focus learning, because they did not feel that they were force to learned. They were also enable learners to acquire new experiences within a foreign language which were not always possible during a typical lesson.

G. Procedure of Using Make A Match Game

In order to got a good result in teaching degree of comparison, it is suggested to use make a match game. It could made the students active in the classroom with the procedures in sequential order.

<http://ejournal.undiksha.ac.id/index.php/JJPGSD/article/viewFile/1330/119>, Accessed on October 1st 2019

⁴² Irwanto Nurfaumi, *Using Make a Match to Improve the Students' Reading Comprehension at MTs Guppi Samata Gowa*, 2016, Universitas Islam Negeri Alaudin Makasar.

In this part, the researcher applied make a match game to taught degree of comparison in the classroom. There were procedures of teaching degree of comparison through make a match game:

1. The teacher delivered the material.
2. The students were divided into two groups.
3. The teacher give cards to the students.
4. The teacher ask the students that they have to find and match the cards held by another student card. The teacher also gave time limit that was given to them.
5. The teacher asked the students who found their partners to report her. The teacher noted on board that had been prepared.
6. The teacher asked the students who did not find the partner to assemble their own.
7. The teacher called a partner for a presentation. Other partner and students who did not get partners noticed and provided feedback.
8. The teacher confirmed the correctness and suitability of questions and answers from the partner who gave a presentation.⁴³

⁴³ Afriani, *Teaching Vocabulary Through Make A Match At JuniorHigh School*, (Padang: The Publication Article, 2014) available on<http://ejurnal.bunghatta.ac.id/index.php?journal=JFKIP&page=article&op=view&path?%5B%5D=2557>, Accessed on October 1st 2019

Furthermore, type of learning game techniques to make a match or found a partner developed by Lorna Curran. Steps to make a match type implementation as follows:

1. The teacher prepare several cards that contain a number of concepts or topics that are appropriate for the review session, one part of the card is reserved and the other card is the answer.
2. Each student gets a card that reads the question/answer.
3. Each student think of answers/questions from cards held.
4. Anystudents looking for a suitable card pairs with the cards.
5. Any student who can match his cards before the deadline given the point.⁴⁴
6. If the student is not able to match the cards with his friend's card (can not find a card problem or answer card) will be punished, that have been mutually agreed.
7. After one round, the cards are shuffled again so that each student gets a card that is different from the previous, and so on.
8. Students can also join the 2 or 3 other students who hold cards that match.
9. Teachers together with students make inferences with respect to the subject matter.⁴⁵

⁴⁴ Miftahul Huda, *Model-Model Pengajaran dan Pembelajaran* (Yogyakarta: Pustaka Pelajar, 2013), p.251

⁴⁵ Rachmad Hidayat, *The Implementation Of Make A Match Methods To Increase The Students Achievement In Learning Ips Terpadu At Class VIII-C Smp Negeri 1 Beji Pasuruan*, 2014, (Malang: The State Islamic University Maulana Malik Ibrahim Of Malang)

Note: the first time you do this exercise with a class there might be some confusion in the students' minds as to what exactly you were after. It was therefore important to start with a short, degrees of comparison.

From some explanation above it can be concluded that there were some procedures of make a match game; the first, the students were divided into 2-3 groups. The second, prepared some of word on the card for the students depended on material which would be studies. The last, asked the students match their cards before the deadline gave the point.

Players are placing pawns into certain areas on the board to receive benefits during a resolution phase, thus the concept of worker placement.⁴⁶ The speed at which a correct answer was provided is related by the rules to the speed of playing piece movement over an associated game card and board and rule means for determining game piece movement player's game piece.

Further, the thought that we need to be prepared in teaching with make a match game was card and board. The cards consist of the questions and the other cards that contain answer from the questions.⁴⁷ It means this technique was applied the cards with the main idea as a questions and supporting idea as an answer. The card would contain the topic and sub-topics that could help the students in generating ideas and made the process of degree of comparison mastery easier.

⁴⁶ Brian Mayer and Christopher Harris, *Ibid*, p. 9

⁴⁷ Tukijan Tanireja, et all, *Model-Model Pembelajaran Inovatif dan Kreatif* (Bandung: Alfabeta, 2014 5th edition), p. 106

H. Procedure of Teaching Degrees of Comparison by Using Make A Match Game

From some experts, the researcher modified the procedure of make a match game for this research as follows:

1. The students are divided into 2-3 groups.
2. Every student gets one card.
3. Each group matches the word in card with adjective that are written on the board.
4. Each group who can complete the board well, is the winner.
5. Conclusion and close.

This game named make a match board game. It is modification of making a match technique that would improve degree of comparison mastery and help students learning and remembering the adjective easily and fun.

I. The Advantages of Make A Match Game

According to Tuan and Doan, make a match game had a lot of advantages. Here were the advantages of make a match game:

- 1) Students remember things faster and better.
- 2) Make a match game can give shy learners more opportunity to express opinion and feelings.
- 3) Make a match game are highly motivating and entertaining.⁴⁸

⁴⁸ Trong Tuan and Thi Min Doan, *Teaching English Grammar Through Game , Studied in Literature and Language Journal No. 1 Vol. 7* (2010), p.59

It means that make a match game were a way that flexible to used in teaching learning process that would be make students feel the real process teaching learning in the class, because students as the active subject in played of the game.

Furthermore, Prihanto states, there were some advantages of make a match games:

- 1) Learners usually interct with others.
- 2) The students will not get stressed or bored by the lesson
- 3) The students can learn two times faster when they are excited about learning.⁴⁹

It means that make a match game enable teachers could be easier to show and explain the material of degrees of comparison in teaching grammar process. In other hand, students could be more creative and active in their learning and the process of teaching learning can be fun.

The disadvantages of make a match game in teaching learning process according to Latuheru:

- a) Because the game process conducted in groups, the students who are not active in the game will hinder the process to archive the learning objectives.
- b) After the game is finish, will be discussion to reach the ultimate goal of learning, so that the game needs a longer time.⁵⁰

⁴⁹ Agung Prihanto, *100 Games for Teaching English*, (Yogyakarta: UH III/548, 2014), p. 98-99

Make a match game made the students as the active subject in the game, but if some students are not active, it would make the process of the game were not success, so that it would need a long time to achieve of object of teaching learning. As the teacher, we had to made all students had an important role in the game and invite all students to be able to answer the question correctly, so that all students became active in this game. If the teacher could encourage students to play active in the game and all students understand with the lesson, the teacher didnot required a lot of time to made the discussion.

J. Disadvantages of Make A Match Game

Furthermore, according to Ricardson and Morgan, here the disadvantages of make a match game:

- a) Makes the class difficcult to be controlled.
- b) Students will be asked to make games continously more than the material.⁵¹

Because the game process conducted in groups and make a matchgame is the fun game, the teacher would be difficult to control the class and usually students will be asked to make a games continously more than the lesson, so the teacher had to made students working in the small group with 2-3 groups so that teacher could be easier to control the class, teacher had to focused on learning objectives and explain to the students, so the game was not ot of the teaching learning objectives.

⁵⁰ D. Latuheru, *Media Pembelajaran dalam Proses Belajar Mengajar Masa Kini*, (Jakarta: Depdikbud, 1988), p. 115

⁵¹ J.S, Ricardson, and R.F, Morgan, *Reading to Learn in the Content Areas*, (Belmont: Cengage Learning, 2007), p. 332

K. Lecturing Technique

Lecturing technique is oral presentation that use in the classroom where the teacher is as the central focus of information transfer.⁵² It means this technique the teacher was more active than students. It was one way communication so this method could make students passive in the teaching learning process and just teacher who active in the teaching learning process.

Lecturing technique is the meaner presentation of the lesson which done by the teacher with the verbal explanation directly.⁵³ It means that, the students listen to the teacher explanation and they did the task which is asked by the teacher.

From the explanation above, the researcher concluded that the lecturing technique was the technique of teacher used to taught in which the teacher as central focused on giving the oral presentation the students directly, just teacher who active in the class. In addition, lecturing technique was a good way providing an outline of an area of studey as preparation for more detail work carry out individuality or in seminars or tutorials.

L. Procedure of Lecturing Technique

There were some procedurs of using lecturing technique, as follows;

1. Teacher created student learning conditions.
2. Teacher delivered the presentation material.

⁵² Gurpreet Kaur, *Study and Analysis of Lecture Model of Teaching*, (International Journal of Education Planning & Admistration, Vol. 1 No. 1, Research India Publication), p.9

⁵³ Syaiful Bahri Djamarah and Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta, 2014), p. 97

3. Association/comparison, teachers give students the opportunity to ask the question.
4. Teacher assigns the assignment to the students.
5. Teacher conduct an assessment of the students understanding.⁵⁴

M. The Advantages and Disadvantages of Lecturing Technique

There were some advantages of using lecturing technique, as follows:

1. Teacher easy to control the class.
2. Easy to manage the class.
3. Can contain of many students.
4. Easy to prepare of many students.
5. Teacher easy to prepare and active in teaching.

There were some disadvantages of using lecturing technique, as follows:

1. Learning is an active process thus study should encourage the students to active in the classroom instead of just listening the teacher.
2. Attention level is not the same while students listening the teacher.
3. This technique can make students bored.
4. Easy to make students confuse in learning.
5. This technique make the students passive in learning.⁵⁵

⁵⁴Syaiful Bahri Djamarah and Aswan Zain, *Ibid*, p. 99

⁵⁵ Umar Farooq, *Lecturing Method of Teaching, Definition, Advantages and Disadvantages*, at: <http://www.studylecturenotes.com/social-sciences/education/382-lecture-method-of-teaching-definition-advantages-a-disadvantages->, Accessed in October 2019

N. Relevant Studies

Based on previous research conducted by Dyah Saraswati about The Use of Board Game to Improve Students' Grammar Mastery, board game was a good way toward students' grammar mastery at SMP Negeri 1 Bergas. According to Dyah, board game could improve the students' mastery of grammar.⁵⁶

In addition, another the research journal of Denok Admila Suci, Sudirman, I Putu Ngurah Wage Myartawan, about The Effect of Pictionary Game Integrated with Board Race Game on Students' Grammar Mastery in SD Negeri 1 and SD Negeri 3 Lokapaksa also revealed that board race games help the teacher to effective for English learning process to taught grammar and degrees of comparison too.⁵⁷

According to Irma in her thesis entitled "Improving English Writing Skills through Board Games for Grade X Students of SMA Negeri 1 Pengasih". The results of the research showed that the students' writing skills improved. The objective of the research is to improved students' writing skills through board games for grade x students in SMA Negeri 1 Pengasih.⁵⁸

⁵⁶ Dyah Saraswati, S1 Thesis: *The Use of Board Game to Improve Students' Grammar Mastery*, SMP Negeri 1 Bergas, IAIN Salatiga, unpublished.

⁵⁷ Denok Admila Suci, Dr. Sudirman, I Putu Ngurah Wage Myartawan, S.Pd, Journal: *The Effect of Pictionary Game Integrated with Board Race Game on Students' Grammar Mastery*, SD Negeri 1 and SD Negeri 3 Lokapaksa.

⁵⁸ Irma Nur Hayati, S1 Thesis: *Improving English Writing Skills through Board Games for Grade X Students in Semester 1 of SMA Negeri 1 Pengasih in the Academic Year of 2014/2015*, Yogyakarta, Yogyakarta State University, unpublished.

O. Conceptual Framework

In teaching learning English process, we not only needed the suitable material for the students but also the appropriate modifier in giving material to make the students interest in learning English in the classroom. The main aim of teaching learning English process is enable the students to use English in real life situation and the real communication.

Teaching English as foreign language was an action to transfer English knowledge from the teacher to the students. In English teaching learning process, there were four skill which is listening, speaking, reading and writing. But is not only four skill, the student had to understand about grammar too. Grammar was important element in teaching learning process. If there were not grammar, learning English was not completely. Which one material about grammar was degrees of comparison.

In our daily activities of English teaching learning process usually used the monotonous and it made the students feel bored. In order to help the students in learning grammar especially degrees of comparison, an English teacher must have a good technique, media or a variation to taught. So teaching English to be cheerfull and interest to the students.

Related to degrees of comparison in grammar there were kinds of adjective and adverb form, according to Parrot, Grammar for English Language Teachers “comparatives are adjectives ad adverbs that end in –er (e.g: bigger, richer, faster) and superlative are adjectives and adverbs that end in –est (e.g: biggest, richest,

fastest)”.⁵⁹ Degrees of comparison was the form of adjective or adverb which was caused by –er or –est for one or some of two syllables and add by more- or most- for three syllables or some of two syllables. Degrees of comparison had three kinds in English: positive, comparative and superlative degree. Each kind had different usage and form.

In this case, the researcher used make a match game as a tool to teach grammar especially degrees of comparison. So, the students could learn more creatively and progressively by using board game. This game aimed to help the students in comparing word that use appropriate the situation. Make a match game was an activity to acquire a particular skill in a fun way and could help create conducive classroom atmosphere. Students could participate actively in the classroom. So, it could improve the students motivation. That way the material would be easier deliver, absorbing and would imprint the memory of students.

With make a match game was expect to the students could interact, communicate well, foster attitude of cooperation, competitive and most importantly could motivate the students to learn. Therefore the researcher assumed that make a match game could be increase students' grammar mastery especially degrees of comparison materials.

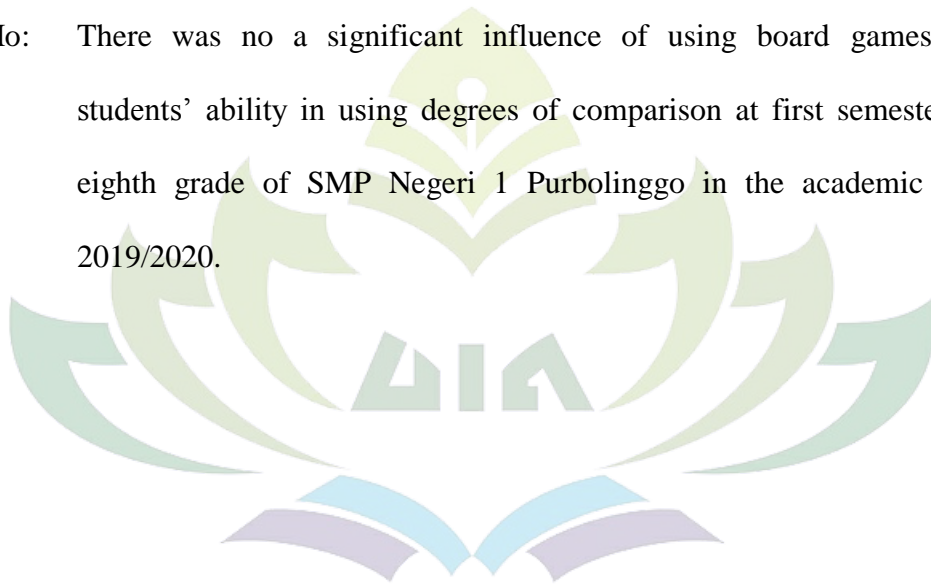
⁵⁹ Martin Parrot, *Grammar for English Language Teachers*, (USA: Cambridge University Press, 2000), p.68

P. Hypothesis

Based on the frame of thinking above, in this research the researcher formulated the hypotheses as follow:

Ha: There was a significant influence of using board games toward students' ability in using degrees of comparison at first semester of the eighth grade of SMP Negeri 1 Purbolinggo in the academic year of 2019/2020.

Ho: There was no a significant influence of using board games toward students' ability in using degrees of comparison at first semester of the eighth grade of SMP Negeri 1 Purbolinggo in the academic year of 2019/2020.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used quasi experimental research design because in order to know the influence of using board game toward students' degrees of comparison ability. Experimental design is the general plan to carrying out a study with and active independent variable.¹ According to Creswell, quasi experiments include assignment, but not random assignment of participants to groups.²

In this research, the researcher used quasi experimental research design, quasi experiments included assignment, but not random assignment of participants to groups. Therefore, when randomize design are not feasible, the researcher must make us quasi-experimental design.³ It means that we did not had opportunity for random assignment of the students to special groups in different conditions. This was because the experimenter cannot artificially create groups for the experiment and if the researcher randomly assigned the students to classes, it would disrupt classroom learning.

¹ Donal Ary, Cheser Jacobs and Chris Sorensen, *Introduction to Reseach in Education, Eight Edition*, (Canada: Wadsworth Cengage Learning), p. 301

² John W, Creswell, *Educational Research, Quantitative and Qualitative Research*, Fourth Edition (Boston; Pearson Education, 2012), p.309-310

³ Donal Ary, Cheser Jacobs and Chris Sorensen, *Ibid*, p. 301

In this research, the researcher used two classes of students that consists of one class as the experimental class and another class as the control class. According to Ary, that the variety of quasi experimental designs, which can be divide into two main categories, there are pre-test, post-test and post-test-only.⁴ The researcher applied the pre-test and post-test design approach to a quasi experimental design. Especially pre-test and post-test control group design which seeing the students' ability in using degrees of comparison by board games.

The researcher assigned intact groups the experimental and control treatments, administers a pre-test did both groups, conducted experimental treatment activities with the experimental group only, and then administers a post-test to assess the differences between the two groups. It means that in quasi experimental design the researcher used the pre-test and post-test for both of class groups to know the differences between the two groups and only conducted the experimental treatment in experimental class.

The experimental class received the treatment by using board games strategy and the control class is teach by using the technique use by teacher. The design could be presented as follow:

G1: T1 X T2

G2: T1 O T2

⁴ Donal Ary, Cheser Jacobs and Chris Sorensen, *Ibid*, p. 301

Note:

G1 : Experimental class

G2 : Control class

T1 : Pre-test

T2 : Post-test

X : Treatment by using board games

O : Lecturing technique

Table 3.1
Pre-test and Post-test Design

Select Control Group	Pre-test	Control Treatment	Post-test
Select Experimental Group	Pre-test	Experimental Treatment	Post-test

In this research, the students was given pre-test to know their degrees of comparison ability before treatment and post-test after treatment by boardgame.

The pre-test and post-test conducted for control and experimental class.

B. Variable of the Research

A variable is a characteristic or attribute of an individual or an organization that a researcher can measure or observe and varies among individuals or organization study.⁵

⁵John W, Creswell,*Ibid*, p. 112

There are two variables that are investigated in this reasearch, they are:

1. Independent variable is Board Games symbolized as (X).
2. Dependent variable is students' ability in using Degrees of Comparison symbolized as (Y).

Independent variable is the major variable which will be investigate. It is the variable that will be select, manipulate and measure in the research. While dependent variable is a variable which is observe and measure to determine the effect of independent variable.⁶

C. Operational Definition of Variable

The operational definition of variable use to describe the characteristics of the variable investigate of the researcher. The operational definitions of variables are as follows:

1. Board games use toward ability in using degrees of comparison with writing the answer on the board. Board game can help the students to choose the right rules about degrees of comparison. The teacher can use this game to help the students' organize what they have learn by degrees of comparison.
2. The students' degrees of comparison ability is skill or quality of understanding degrees of comparison that expressing habitual actions.

⁶ John W, Creswell,*Ibid*, p. 115-116

D. The Population and Sample of the Research

1. Population

Arikunto says, "Population is all subject the research". A population is a set (or collection) of all elements processing one or more attributes of interest.⁷ The population in social science research refers to all of your potential participants; think of it as the whole group of people in which you are interested.⁸ According to Ary who state that the larger group about which the generalization is made is called a population. A population is defined as all members of any well-defined class of people, events or object.⁹

Therefore, the population was the subject of our research because the subject was interest in our research. Furthermore, the researcher might not be able to study the entire population of interest. It was important that the sample be representative of the population of from which was choosen. The population of the research was the students at the first semester of the eighth grade of SMP Negeri 1 Purbolinggo in the academic year of 2019/2020. Which consist of 178 students in eighth classes. It could be seen the Table 3.2:

⁷Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), p. 147

⁸James B. Schreiber and Kimberly Asner-Self, *Educational Research the Interrelationship of Question, Sampling, Design and Analysis*, (Cambridge: John Willey and Sons Inc, 2011), p. 83

⁹Donal Ary, Cheser Jacobs and Chris Sorensen, *Ibid*, p. 148

Table 3.2
The Population of the Eighth Grade at the First Semester of SMP Negeri 1
Purbolinggo in the Academic Year of 2019/2020

No.	Class	Gender		Total
		Male	Female	
1.	VIII A	8	22	30
2.	VIII B	18	11	29
3.	VIII C	17	13	30
4.	VIII D	18	11	29
5.	VIII E	12	18	30
6.	VIII F	16	14	30
The Total Number of Students				178

Source : SMP Negeri 1 Purbolinggo in academic year 2019/2020

2. Sample and Sampling Technique

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.¹⁰ Fraenkel adds that a sample is any part of a population of individuals on whom information is obtained.¹¹ The sample of the research were two classes. One was the experimental class and the other was the control class.

From the population above, the researcher took two classes as sample of the research. The researcher got VIII A experimental class that consist of 30 students and VIII E as the control class that consist of 30 students. So the total number of the sample is 60 students.

¹⁰John W, Creswell,*Ibid*, p. 142

¹¹Jack R. Fraenkland Norman E. Wallen, *How to Design and Evaluate research in Education, Seventh Edition* (New York: McGraw-Hill, 2009), p. 106

In getting the sample from population, the researcher used cluster random sampling. Fraenkel and Wallen say that the selection of groups, or cluster of subjects rather than individuals is known as cluster random sampling.¹² The experimental and control class were chosen randomly by using a small piece of paper. The name of each class was written in the piece of the paper. And then the piece of paper was rolled and entered in a box or glass which had been pierced before. The last was shaking the box or glass and turned out one piece of paper for the experimental class and one for the control class.

E. Data Collecting Technique

In collecting data, the researcher used some test, they are:

1. Pre-test

Pre-test was used to know the students' ability in using degrees of comparison before the treatment. It was done by using multiple choice questions which the total number of test items is 30 items with the options answer are a, b, c or d. The researcher gave pre-test to the students in control class and experimental class to measure their degrees of comparison ability before treatment.

In pre-test, the students were asked to answer the multiple choice question that is provided that consists of 30 questions and 40 minutes for time allocation. The type of test was answer the question about degrees of comparison included positive, comparative and superlative degree.

¹² Jack R. Fraenkel and Norman E. Wallen, *Ibid*, p.95

2. Treatment

The writer conducted treatment to apply board games in experimental class and lecturing technique treatment in control class.

3. Post-test

Post-test was done after the students in experimental class gets treatment by bolidegame. Post-test was used to know the students's ability in using degrees of comparison with answer the same question and time allocation from their pre-test.

Table 3.3
Table of Specification of Pre-test and Post-test before Try-Out

Form	Item Number					
	Pre-test		Total	Post-test		Total
	Even	Odd		Even	Odd	
as	12, 36	13, 19, 31	5	14, 30	3, 9, 33	5
-er	18, 16, 24, 28, 32	1, 7, 3, 21, 35	10	8, 16, 22, 34, 38	1, 17, 19, 27, 31	10
-est	20, 4, 6, 26, 38	17, 11, 25, 29, 33	10	4, 6, 20, 26, 32	13, 11, 23, , 35, 39	10
more	8, 2, 22, 30, 40	9, 15, 27, 37	9	10, 18, 24, 36, 40	5, 15, 21, 29	9
most	10, 14, 34	5, 23, 39	6	2, 12, 28	7, 25, 37	6
Total			40			40

Table 3.4
Table of Specification of Pre-test and Post-test after Validity Test

Form	Item Number					
	Pre-test		Total	Post-test		Total
	Even	Odd		Even	Odd	
As	10, 28	15, 25	4	2, 6, 8, 10, 14	3, 13,	7
-er	20, 22, 26	1, 3, 7, 13, 17, 27	9	18, 20, 24	1, 5, 17, 23	7
-est	4, 6, 16	9, 23,	5	4, 12	9, 19, 21	5
more	2, 8, 12, 14, 18, 24, 30	21, 29	9	16	11, 15, 25	4
most	-	5, 11, 19	3	22	7	2
Total			30			25

F. Research Instrument

Arikunto says that instrument is a device used by the researcher during the data collecting by which the work is easier as the data are complete and systematic.¹³

According to Creswel an instrument is a tool for measuring, observing or documenting quantitative data.¹⁴ It contained specific questions and response possibilities that we established or developed in advance of the study.

In this research, instrument that used in collecting data was test. The researcher used multiple choice with four options a, b, c, and d. The students

¹³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), p. 203

¹⁴ John W, Creswell, *Educational Research, Quantitative and Qualitative Research*, Fourth Edition (Boston; Pearson Education, 2008), p.14

answered multiple choice test in degrees of comparison pre-test that consist of 30 questions and post-test that consist 25 questions for 40 minutes for time allocation. This test will aimed to measure the students' degrees of comparison ability. The researcher made two instruments, they were pre-test and post-test. The specification of pre-test and post-test as follows:

Table 3.5
Specification of Pre-test

No.	Topic	Criteria
1.	Positive Degrees of Comparison	As
2.	Comparative Degrees of Comparison	-er, more
3.	Superlative Degrees of Comparison	-est, most

Table 3.6
Specification of Post-test

No.	Topic	Criteria
1.	Positive Degrees of Comparison	as
2.	Comparative Degrees of Comparison	-er, more
3.	Superlative Degrees of Comparison	-est, most

G. Scoring Procedure

Before getting the score, the researcher determined the procedure to be used in scoring the students' work. In order to did that, the researcher used Arikunto formula.

The ideal score was 100. The score of pre-test and post-test calculate by using formula as follows:

$$S = \frac{r}{n}100$$

Notes:

- S : The score of the test
r : The total of the right answer
n : The total item¹⁵

H. Research Procedure

The research procedure conducted in first semester. Before conducting the research, the researcher asked the permission to the headmaster and the English teacher at the school. In conducting this research, the researcher will applied some procedures as follows:

1. Determining the subject of the research

The subjects of the research were the students on the first semester at the eighth grade of SMP Negeri 1 Purbolinggo in academic year of 2019/2020. One group was taught through board game as an experimental class and another one was taught using lecturing technique treatment as a control class.

2. Designing the instruments

The instrument that used in this research was multiple choice tests. The students got the same instrument for both classes in several topics that is consult.

¹⁵Suharsimi Arikunto, *Ibid*, p. 271

3. Trying out the test

The researcher prepared a kind of test (called try-out test) that given to the students. The researcher prepared try-out test for pre-test and post-test. Then, the researcher evaluated the test item to get good items that given in pre-test and post-test. Try out was conducted to identified how accurated and effective the tests before they used to collected the data of the research and identified whether the test could administer or not.

4. Administering Pre-test

Pre-test was conducted before the treatment. This test aimed to know the students' degrees of comparison ability before giving the treatment. The reseacher prepared try out the test for pre-test and post-test, the total number of pre-test were 30 items with options a,b,c, or d.

5. Conducting the treatment

Treatment gave in one meeting. In the treatment, the researcher as the teacher to taught the students using board game. The students was given the explanation about definition, formula and example of degrees of comparison.

6. Administering Post-test

Post-test was conducted after treatment. This test aimed to know the students' degrees of comparison ability after giving the treatments. In this test, the multiple choices were given by researcher to students. The total number of post-testwere 25 items with options a,b,c, or d.

7. Analyzing the data

In analyzing the result, the result of pre-test and post-test was accounted by researcher.

The last point that do in this research procedure was reporting, they were:

- a. Analyzing the data that were already received from try-out test.
- b. Analyzing the data that were received from pre-test and post-test.
- c. Making a report on findings.

I. Validity and Reliability of the Test

1. Validity of the test

According to Fraenkel and Wallen, validity refers to appropriateness, meaningfulness, correctness and usefulness of the inference a researcher makes.¹⁶

Furthermore, Arthur says, the validity test is conducted to check whether the test measures what is intended to be measured.¹⁷ It means, validity was the most important idea to consider when preparing or selecting an instrument for used.

The test had to have good validity, so that the test could measure the aspects which would be measured. To measuring whether the test had a good validity or not, the researcher used the content and construct validity.

a. Content Validity

Best and Khan states that content validity refers to the degree to which the test actually measures, or specifically related to, the traits for which it was design, content validity is based upon the careful examination of course textbooks,

¹⁶Jack R. Fraekel and Norman E. Wallen, *Ibid*, p. 150

¹⁷Hughes Arthur, *Testing for Language Teacher, Second Edition*, (Cambridge: Cambridge University Press, 2003), p. 26

syllabus, objectives and the judgements of subject matter specialists.¹⁸ It means that to get content validity the best adapt with an English teacher and the students book that was the test that suitable with subject that would to teach to the student. The instrument of the test had to be accord with the objectives of learning in the school which based on the syllabus and the content validity was based on the material that agreement with objective learning.

To get the content validity of degree of comparison test, the researcher tried to arrange materials based on the objective of teaching in the school based on the curriculum for the first semester of the eighth grade of SMP Negeri 1 Purbolinggo for making sure that the instrument was valid.

b. Construct Validity

Construct validity focused on the kind of the test that was use to measure the ability. In other word, the best could measure what need to be measure. According to Best and Khan that construct validity is the degree to scores on a test can be accounted for by the explanatory constructs of a sound theory.¹⁹ It means that construct validity was focused on the aspects of the test which could measure the ability especially for students' degrees of comparison ability.

The instruments consisted the question related to the material based on syllabus, to make sure the researcher consulted and discussed the instrument had of the test to the English teacher at the school. It was done to make sure that instrument was valid.

¹⁸John W. Best and James V. Kahn, *Research in Education, Seventh Edition*, (New Delhi: Prentice-Hall, 1995), p. 295

¹⁹John W. Best and James V. Kahn, *Ibid*, p. 296

2. Reliability of Test

According to Hatch and Farhady states that reliability could be define as the extent to which a test produces consistent results when administered under similiar condition. In addition Fraenkel and Wallen states that reliability refers to consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of item to another.²⁰ Besides having high validity, a good test had to have high reliability. To got the reliability of the test, the researcher used inter-rater-reliability. Inter-rater-reability counts level of the reliability based on two series of score that were got by two raters, they were an English teacher and the researcher. To certain the reliabilityof the test items, this research use SPSS 16 for window to calculate the realibility of the test. The criteria of reliability test are:²¹

Table 3.7
The Level of Reliability

0.00 – 0.200	Very low realibility
0.200 – 0.400	Reliability is low
0.400 – 0.600	Medium reliability
0.600 – 0.800	Reliability is high
0.800 – 1.00	Reliability is very high

The hypotheses for the normality test will formulate as follows:

H_0 : the data are normally distribute

H_a : the data are not normally distribute

²⁰Jack R. Fraekel and Norman E. Wallen,*Ibid*, p. 154

²¹Suharsimi Arikunto, *Ibid*, p. 310

J. Data Analysis

1. Normality Test

The normality used to know whether the data, in experimental and control class, has the normal distribution or not. In this research, the researcher use statistical computation by SPSS (Statistical Package for Social Science) for normality.

The Shapiro-Wilk test was a way to tell if a random sample comes from a normal distribution. The formula for the W value is:

$$W = \frac{(\sum_{i=1}^n \alpha_i x_{(i)})^2}{\sum_{i=1}^n (x_i - \bar{x})^2}$$

Where:

x_i are the order random sample values.

α_i are constants generate from the conviances, variances and means of the sample (size n) from a normally dictribute sample.²²

H_0 is accepted if $\text{sig} > \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

The hypothesis of normality test is formulate as follows:

H_0 : the data are normally distribute

H_a : the data are not normally distribute

2. Homogeneity Test

After the researcher got the data which had normality distribution, the researcher did the homogeneity test used to determine whether the data obtain from the sample homogeneous or not. In this research, the researcher used statistical

²² Stephanie, *Statistic How To*, (November 19, 2014). Available on: <http://www.statisticshowto.com/shapiro-wilk-test/> Access on Aug 2019. 23:18 pm)

computation by using SPSS (*Statistical Package for the Social Science*) for homogeneity of test. The test of homogeneity employing Levene's Test.

The criteria of acceptance or rejection of homogeneity test are as follow:

H_0 : Is accepted if $\text{sig} > \alpha = 0.05$

H_a : Is accepted if $\text{sig} < \alpha = 0.05$

While the hypotheses for the homogeneity tests are formula as follows:

H_0 : The variances of the data are homogeneous.

H_a : The variances of the data are not homogeneous.

3. Hypothetical Test

If the fulfillment of the assumptions normality test and homogeneity test were fulfill, the reseacher used independent sample t-test. In this case, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for hypothetical of test. The purpose of using SPSS in this case to practically and efficiency in the study. The hypothesis formulas are:

H_a : There is a significant influence of using board games toward students' ability in using degrees of comparison at first semester of the eighth grade of SMP Negeri 1 Purbolinggo in the academic year of 2019/2020.

H_0 : There is no a significant influence of using board games toward students' ability in using degrees of comparison at first semester of the eighth grade of SMP Negeri 1 Purbolinggo in the academic year of 2019/2020.

The criteria of the hypothetical test as follows:

H_a is accepted if $t_{\text{observed}} < t_{\text{critical}}$

H_0 is accepted if $t_{\text{observed}} > t_{\text{critical}}$

CHAPTER IV

RESULT OF THE RESEARCH

A. Result of the Research

After doing the research, the result of pre-test and post-test were obtained. The tests were conducted in to classes the first was experimental class and the second was the control class.

1. Result of the Pre-test in the Experimental Class

The researcher conducted the pre-test in order to know students' ability before treatment. The pre-test was administered on October 16th 2019 in class VIII A as the experimental class. The result of the pre-test in the experimental class as follow:

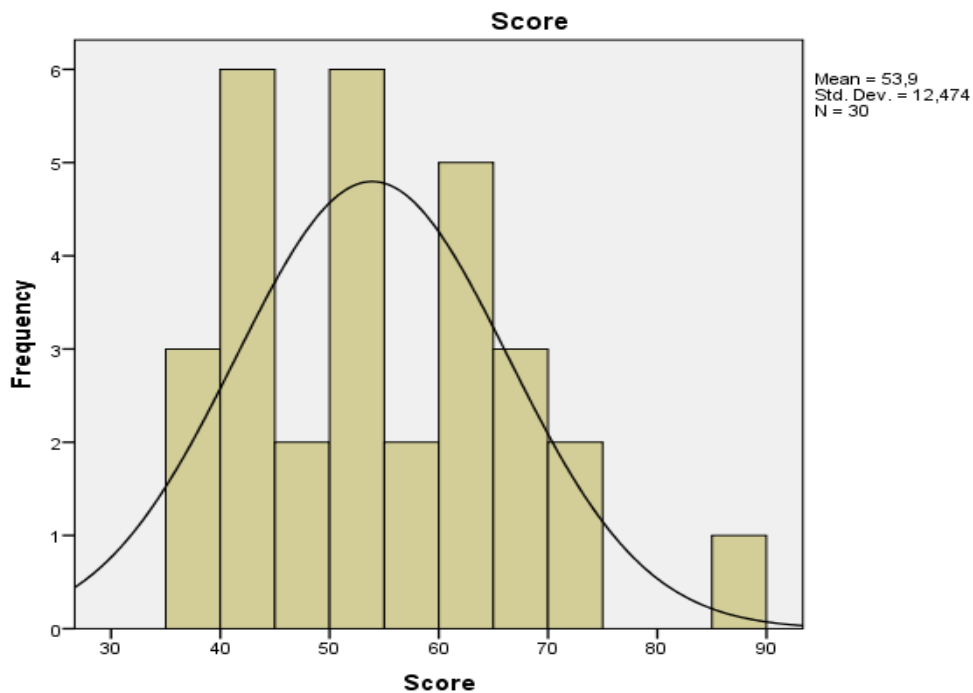


Figure 1**The Result of the Pre-test in Experimental Class**

Based on score that was gotten from pre-test, the researcher analyzed the data by using SPSS. The result of the pre-test in the experimental class was 53.90. The highest score was 87 and the lowest was 37. The median score was 53,00 and variance was 155,610. (See Appendix 14)

2. Result of Pre-test in the Control Class

The researcher conducted the pre-test in order to know students' ability before treatment. The pre-test was administered on October 16th 2019 in class VIII E as the control class. The result of the pre-test in the control class was as follow:

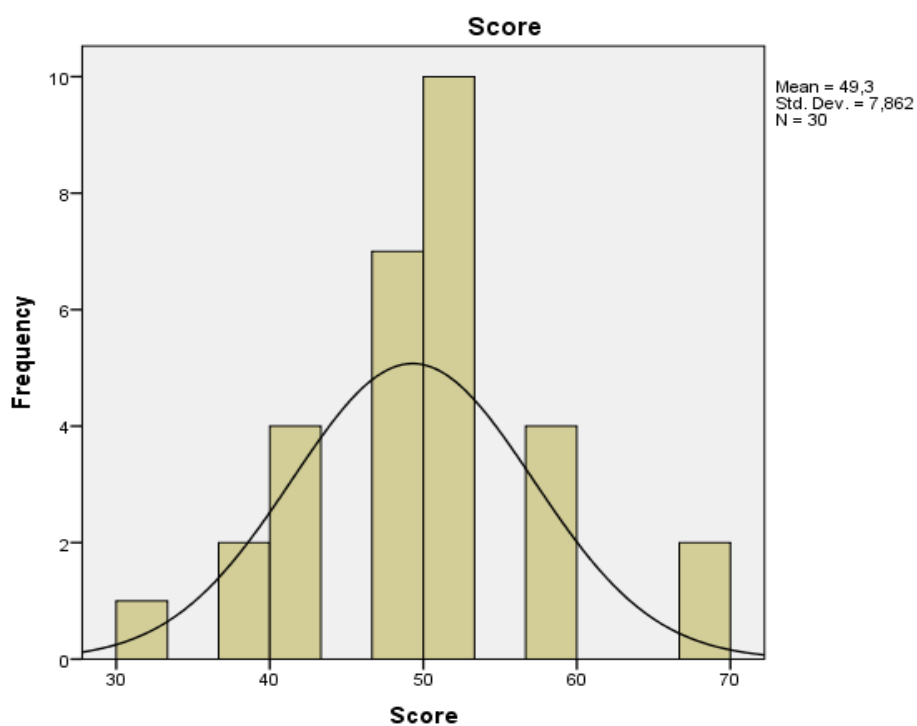


Figure 1

The Result of the Pre-test in Control Class

Based on score that was gotten from pre-test, the researcher analyzed the data by using SPSS. The result of the pre-test in the control class was 49,30. The highest score was 67 and the lowest was 33. The median score was 50,00 and variance was 61,803. (See Appendix 15)

3. Result of Post-test in the Experimental Class

The researcher conducted the post-test in order to know students' ability after treatment. The post-test was administered on October 25th 2019 in class VIII A as the experimental class. The result of the post-test in the experimental class as follow:

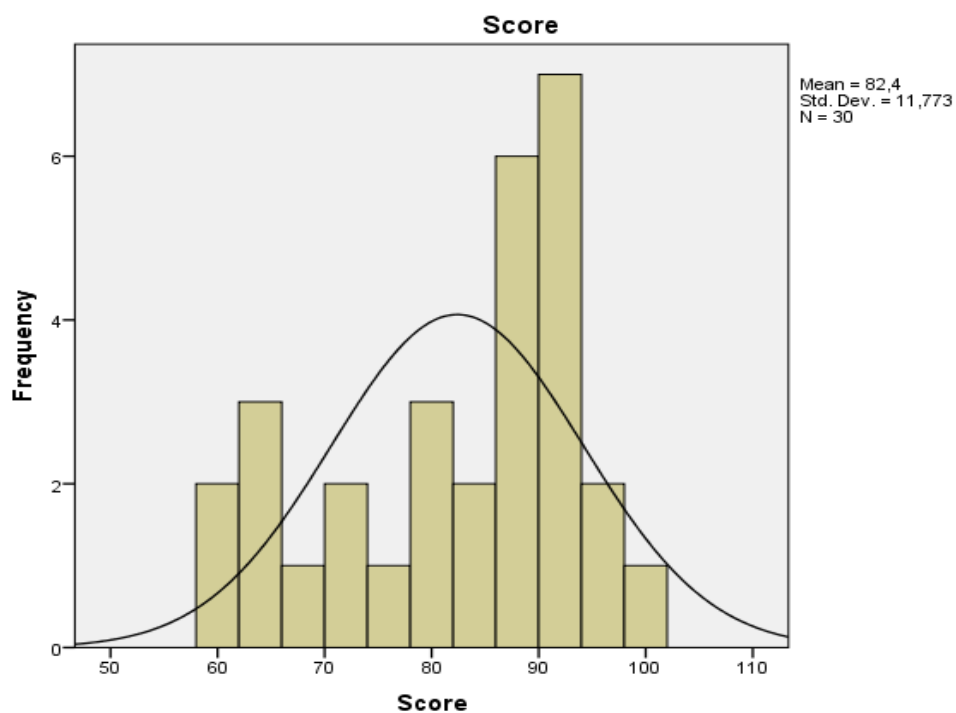


Figure 1

The Result of the Post-test in Experimental Class

Based on score that was gotten from post-test, the researcher analyzed the data by using SPSS. The result of the post-test in the experimental class was 82,40. The highest score was 100 and the lowest was 60. The median score was 88,00 and variance was 138,593. (See Appendix 16)

4. Result of the Post-test in Control Class

The researcher conducted the post-test in order to know students' ability after treatment. The post-test was administered on October 25th 2019 in class VIII E as the control class. The result of the post-test in the control class as follow:

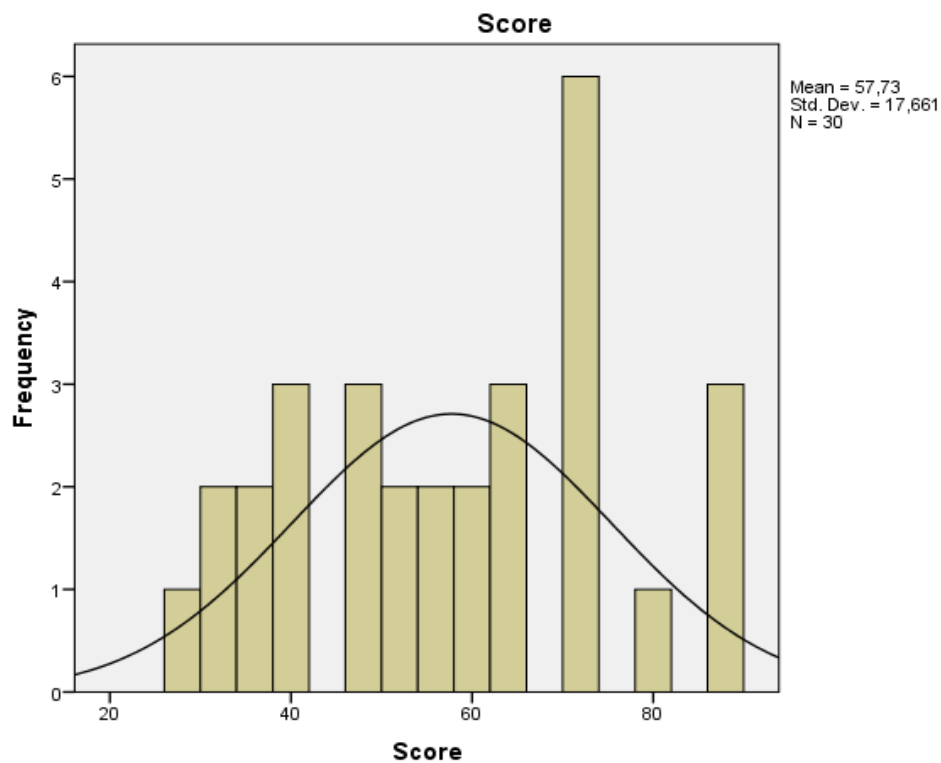


Figure 1

The Result of the Post-test in Control Class

Based on score that was gotten from post-test, the researcher analyzed the data by using SPSS. The result of the post-test in the control class was 57,73. The highest score was 88 and the lowest was 28. The median score was 58,00 and variance was 311,926. (See Appendix 17)

5. Result of Normality Test

The normality test was used to know whether the data in experimental class and control class were normally distributed or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) to calculate normality test.

H_0 is accepted if $\text{sig} > \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

The hypothesis of normality test is formulate as follows:

H_0 : the data are normally distribute

H_a : the data are not normally distribute

Table 4.1
Normality of the Experimental and Control Class

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Score	Control	,143	30	,121	,955	30	,230
	Experimental	,098	30	,200*	,980	30	,828
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on the table 4.1, it showed that P_{value} (Sig) for experimental class was 0.200 for Kolmogorov-Smirnov^a and 0.828 for Shapiro-Wilk. While P_{value} (Sig) for control class was 0.121 for Kolmogorov-Smirnov^a and 0.230 for Shapiro-Wilk. Because P_{value} (Sig) for experimental class $> \alpha = 0.05$, it means H_0 is accepted and P_{value} (Sig) for control class $> \alpha = 0.05$ it means H_a is accepted. The conclusion was that the data in the experimental class and for the control class had normal distribution.

6. Result of Homogeneity Test

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not. In this research, the researcher used computation by using SPSS (*Statistical Package for Social Science*) to calculate homogeneity test by employed Levene's test.

The criteria of acceptance or rejection of homogeneity test are as follow:

H_0 : Is accepted if $\text{sig} > \alpha = 0.05$

H_a : Is accepted if $\text{sig} < \alpha = 0.05$

While the hypotheses for the homogeneity tests are formula as follows:

H_0 : The variances of the data are homogeneous.

H_a : The variances of the data are not homogeneous.

Table 4.2
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Gain	Based on Mean	,423	1	58	,518
	Based on Median	,289	1	58	,593
	Based on Median and with adjusted df	,289	1	56,302	,593
	Based on trimmed mean	,467	1	58	,497

Based on the results obtained in the test of homogeneity of variances in the column Levene Statistics it showed that Sig (P_{value}) based on mean was 0,518 and $\alpha = 0.05$. It mean that $\text{Sig } P_{\text{value}} > \alpha$ and H_0 is accepted. So, it can be concluded that the data have same variance or homogenous.

7. Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test was satisfied. Therefore, the researcher computed independent sample t-test by using computation of SPSS (*Statistical Package for Social Science*) for hypothetical of test.

The hypothesis formulas are:

Ha: There is a significant influence of using board games toward students' ability in using degrees of comparison at first semester of the eighth grade of SMP Negeri 1 Purbolinggo in the academic year of 2019/2020.

Ho: There is no a significant influence of using board games toward students' ability in using degrees of comparison at first semester of the eighth grade of SMP Negeri 1 Purbolinggo in the academic year of 2019/2020.

The criteria of the hypothetical test as follows:

H_a is accepted if $t_{\text{observed}} < t_{\text{critical}}$

H_o is accepted if $t_{\text{observed}} > t_{\text{critical}}$

In this research, the researcher used the level of significant $\alpha = 0.05$

Table 4.3
Result of Hypothetical Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Gain	Equal variances assumed	,423	,518	4,737	58	,000	20,867	4,405	12,048	29,685
	Equal variances not assumed			4,737	57,072	,000	20,867	4,405	12,045	29,688

Based on the results obtained in the independent sample t-test above, that the value of significant generated Sig (P_{value}) = 0.000 < $\alpha = 0.05$. So, H_o was rejected and H_a is accepted. Based on the computation, it could be concluded that there was a significant influence of using board games toward students' ability in using degrees of comparison at first semester of the eighth grade of SMP Negeri 1 Purbolinggo in the academic year of 2019/2020.

B. Discussion of Finding

The researcher found the problem that the students were difficult in understanding grammar especially degree of comparison. The students could not make a sentence in degree of comparison correctly and the students felt bored when they learn English in the classroom. It was the reason from the researcher to conduct the research. At the beginning of the research, the pre-test was administered to know the students by the researcher.

Based on the result of the research above, it has shown that board game influenced students' degree of comparison mastery. From the result, it can be seen that the students' post-test was higher than its pre-test. Besides that, board game in teaching degree of comparison could influence aspects of positive, comparative and superlative degree of students' degree of comparison mastery.

The researcher did pre-test of experimental and control classes. On the other hand, the result showed that the mean score for pre-test between experimental class was 53.90 and the mean score of pre-test in control class was 49.30. Afterward, students were taught by using board game especially make a match game in the experimental class. The material was three topics of degree of comparison based on themes of the lesson plan.

In the first meeting in experimental class, the students felt nervous to learn degree of comparison by using board game especially make a match game because they were afraid if they felt grammar was difficult for them. Many students did not understand about degree of comparison. In the second meeting, the students felt enjoyed than before because they were excited for playing board game especially

make a match game, the treatment was run well. Then, in the third treatment, the students felt already familiar in teaching learning process through board game especially make a match game. They can understand about degree of comparison better than before. Board game can attract students' motivation to follow the teaching and learning process because make a match game could make the students more focus in learning, beside that, they did not feel that they were force to learned. They were also acquire new experiences within a foreign language which were not always possible during a typical lesson.

The different between experimental and control class were the process of teaching and learning. In the experimental class the student very crowded and active. They were interested in learning degree of comparison, they want to know about how to change degree of comparison from positive to comparative and superlative degree. And in control class the students more passive and in the middle of process of learning, they felt bored. According to Huda, the purposes of this model make a match game are deepen the understanding of the materials, excavating of the materials and edutainment.¹

Based on statement above, the researcher suggested that using board game in degree of comparison's class is more effective than using lecturing technique. The learners could be take turns producing a sentence each around the group, or could be call on each other. Educational board games were the best solution for teacher problem. Through board game, the students enriched their degree of comparison mastery.

¹ Miftahul Huda, *Model-Model Pengajaran dan Pembelajaran* (Yogyakarta: Pustaka Pelajar, 2013), p.251

And the and of the research, post-test was given to measure the influence of students' degree of comparison mastery in both classes after the treatment done. The mean score of post-test in experimental class was 82,40 and mean score of post-test in control class was 57,73. After the researcher calculated the data by using computation of *SPSS* the independent sample t-test, Sig. (P_{value}) was 0.000 and $\alpha = 0.05$ it means that Sig. (P_{value}) $< \alpha = 0.05$ and H_a is accepted. The result showed that there was a significant influence of using board games toward students' ability in using degrees of comparison at first semester of the eighth grade of SMP Negeri 1 Purbolinggo in the academic year of 2019/2020.

The researcher concluded that board game especially make a match game make the students more active and also it could gave them a chances to increase their degree of comparison mastery. The result of this research was done by the teacher showed that there was significant influence of using board games toward students' ability in using degrees of comparison. The research result has supported by several previous kinds of research that were done conducted by Dyah Saraswati about The Use of Board Game to Improve Students' Grammar Mastery, board game is a good way toward students' grammar mastery at SMP Negeri 1 Bergas.²

² Dyah Saraswati, *The Use of Board Game to Improve Students' Grammar Mastery at SMP Negeri 1 Bergas in Academic Year 2014/2015*, (Salatiga: State Institute of Islamic Studies Salatiga).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research and analyzing the data the researcher draws a conclusion as follows: there is a significant influence of using board games toward students' ability in using degrees of comparison. Because by seeing the result of the data calculation in previous chapter where null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted, it means that the researcher assumption was true that board game can give a significant influence towards students' degree of comparison mastery. It was supported by the scores achieved by that students in which they got higher scores after the the researcher gave the treatment board game specially make a match game as a way in teaching degree of comparison. The significant can be seen from Sig. (2-tailed) of the equal varience assumed in the independent sample t-test table where the Sig.(2-tailed) was 0.000. It was lower than $\alpha = 0.05$ and it means H_0 was rejected and H_a was accepted. It can be proved from the hypothetical, where alternative hypothesis was accepted and null hypothesis was not accepted.

B. Suggestion

Based on the result of the research and the advantages of using board game in teaching degree of comparison to the eighth grade of SMP Negeri 1 Purbolinggo in 2019/2020 academic year, the researcher would like to gave some suggestions as follows:

1. Suggestion to the teacher

- a. In this research, the researcher found out that board game can be used to develop and motivate the students' degree of comparison mastery. Thus, English teacher can help students increase their ability by using board game especially make a match game.
- b. The English teacher should provide interesting activities and materials, in order to prevent the students from being bored and encourage the students' attention in learning English, especially in degree of comparison.

2. Suggestion for the students

- a. The students should pay full attention when the teacher gives the material about English, especially about degree of comparison.
- b. The students should be confident and more active in learning process English by using board game not only when studying in the classroom but also in occasions.
- c. The students should study hard and practice more in exercise grammar especially in degree of comparison materials.

3. Suggestion to the further research

After conducting the result and getting the result, the researcher would like to suggest other researchers to develop this research with the new innovation such as the use board game with different material or order to increase students degree of comparison mastery. In this research, the researcher did the research at junior high school. The further researcher can do it with different level. Moreover, hopefully the result of this research can be a reference.

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