



**IMPROVING THE NINTH YEAR STUDENTS' STRUCTURE MASTERY
ON DEGREES OF COMPARISON BY USING GAMES
AT MTSN ARJASA JEMBER**

THESIS

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**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
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Presented as one of the Requirements to Obtain the Degree of S1 at the English Education
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DEDICATION

This thesis is honourably dedicated to:

- ♥ My beloved parents, Mochamad Moechtar and Siti Alimah.

Thank you very much for everything. Without your patience, understanding, affection, and most of all love, this thesis would not have been possible. I owe you a debt of gratitude for giving me opportunity of an education and supporting me throughout my life. I love you more than I can say.

- ♥ My brother, sisters, brothers in law, and sisters in law Ahmad Muhtarom, Istiadzhah, Siti Masfufah, Mazroatul Hasanah, Hamiyono, Umi Hani'ah, Abdul Karim, Sri Hikmahwati, Khairul Anam, Ahmad basuki (Alm.), Ali Mustofa, Atik, Wiwiek Daryati, Abdul Rasyid, and Syafruddin Prawiro Negoro (Alm.).

My sincere thanks for every single thing you have given. My deepest gratitude for never stop encouraging me to study and to finish this thesis.

- ♥ My sparkling star, Sebtyan Rinda Samudra.

Thank you for always caring, helping, and supporting me.

MOTTO

“The difference between an unsuccessful person and other is not a lack of strength,
not a lack of knowlwdge, but rather lack of will “

(Vince Lombardi)

“If you try you may fail, if you don't try you're guaranteed to fail”

(Jesse Jackson)

CONSULTANT APPROVAL

**“IMPROVING THE NINTH STUDENTS’ STRUCTURE MASTERY
ON DEGREES OF COMPARISON BY USING GAMES
AT MTsN ARJASA JEMBER”**

THESIS

Proposed to Fulfill One of Requirements to Obtain the Degree of S1 at the English Education Study Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University

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ACKNOWLEDGEMENT

First and foremost, I would like to express my immense gratitude to Allah SWT, the Almighty, who never stops leading and providing blessing, mercy, and guidance to me, so that I am able to finish writing the thesis entitled “Improving the Ninth Year Students’ Structure Mastery on Degrees of Comparison by Using Games at MTsN Arjasa Jember”.

In relation to the writing and finishing of this thesis, I would like to express the deepest appreciation and sincere thanks to:

1. The Dean of the Faculty of Teacher Training and Education, Jember University
2. The Chairperson of The Language & Arts Department
3. The Chairperson of English Education Study Programs
4. My consultants, Dra. Siti Sundari, M.A. and Drs. Bambang Suharjito, M.Ed who have given valuable suggestion and guidance that this thesis would not have remained only as a dream.
5. The examination committee
6. The lecturers of the English Education Program who have given me moral supports to work harder in my attempt to accomplish the thesis
7. The principal and the English teachers of MTsN Arjasa Jember for giving me opportunity, help, and support to conduct the research

Finally, I hope this thesis will give advantages for the readers. Any constructive suggestion or criticism will be respectfully appreciated.

Jember, February 2011

Writer

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SUMMARY

Improving the Ninth Year Students' Structure Mastery of Degrees of Comparison by Using Games at MTsN Arjasa Jember; Ainun Zakiyah, 040210401241 ; 2011: 114; English Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Jember University.

Structure is one of the language components that plays a salient role in learning English since by mastering this component the four language skills: listening, speaking, reading, and writing will improve. Based on the preliminary study at MTsN Arjasa Jember, it was found that the Ninth year students faced difficulties in learning structure, especially on degrees of comparison. There was only 32% of the students got 60 in the test conducted by the English teacher, whereas the standard score requirement was 65. The students were also considered inactive since they did not participate actively during the English teaching and learning process.

Game was the solution undertaken to solve the problem in learning degrees of comparison. It can help the students to learn structure easily as it is fun and interesting. Some previous results approved that games were helpful to stimulate the students' interest in learning structure. Games in this research were limited to Tick Tick Tick, Tug of Words, Count the Beads, and The Picture Games.

The Classroom Action Research (CAR) with cycle model was applied in this study. The actions were carried out to improve the ninth year students' structure mastery of degrees of comparison by using games at MTsN Arjasa Jember. The research was conducted in two cycles, in which each cycle covered four main sequence stages, namely the planning of the action, the implementing of the action, the classroom observation and evaluation, and the data analysis and reflection. Then, each cycle was conducted in three meetings. Structure test as the primary data of the

students' structure mastery of degrees of comparison was administered in the third meeting. Then, the supporting data were gathered from interview and documentation.

The result of the students' structure test of degrees of comparison in cycle 1 showed that the percentage of the students who got score at least 70 was 64 %. It was considered unsuccessful since the criterion of the successful action was 70 %. Meanwhile, the average results of the observation showed that 70 % of the students did the first indicator of the observation that was raising their hands to answer the teacher's questions, 72 % of the students did the second indicator that was doing the instruction given by the teacher, 82 % of the students did the third indicator that was actively participated in group activity in playing games, and 96 % of the students did the fourth indicator that was actively participated in individual activity during the game. The results of the structure test in cycle 1 showed that the second cycle was needed to be conducted, although the average results of the observation had achieved the criteria of the successful action.

The result of the students' structure test of degrees of comparison in cycle 2 showed improvement. The percentage of the students who got score 70 or more was 80 %. It means that the action in cycle two was successful. Moreover, the results of the observation checklist showed that the action was consistent since the average percentage of the students who did the first indicator of the observation was 74 %; the second indicator was 82 %; the third indicator was 88 %; and the fourth indicator was 98 %. Thus, the actions in cycle two had met the standard requirement of process and product evaluation that was 70 %.

Regarding the research results above, it could be concluded that games could improve the students' structure mastery of degrees of comparison. Therefore, it is suggested that the English teacher use games as an alternative technique in teaching structure particularly on degrees of comparison.