

**THE INFLUENCE OF USING BOARD RACE GAME  
TOWARDS STUDETS' GRAMMAR MASTERY AT THE  
SECOND SEMESTER OF THE TENTH GRADE OF SMA  
MUHAMMADIYAH 2 BANDAR LAMPUNG IN THE  
ACADEMIC YEAR OF 2021/2022**



**A Thesis  
Submitted as a Partial Fulfillment of  
The Requirement for S1-Degree**

**By  
YUNI TRI WULANDARI  
NPM. 1511040365**

**Study Program : English Education**

**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
1443 H / 2022 M**

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Advisor : Dr. Mohammad Muhassin, M.Hum  
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**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
1443 H/ 2022 M**

## ABSTRACT

### **THE INFLUENCE OF USING BOARD RACE GAME TOWARDS STUDETS' GRAMMAR MASTERY AT THE SECOND SEMESTER OF THE TENTH GRADE OF SMA MUHAMMADIYAH 2 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2021/2022**

**By: Yuni Tri Wulandari**

In teaching and learning process in the class there are a lot of students who find some difficulties in learning English. One of difficulties that the students find in English teaching learning activity is the low especially of grammar mastery. This research is about the influence of using board race game towards students' grammar ability at the tenth grade of SMA Muhammadiyah 2 Bandar Lampung in 2021/2022 academic year. In this research the researcher wanted to know how well the tenth grade of SMA Muhammadiyah 2 Bandar Lampung master the language skills, especially the mastery of grammar.

In this research, methodology of research was quasi-experimental design. This design uses pre-test to find out students' initial ability before the treatment. The population of this research was tenth grade of SMA Muhammadiyah 2 Bandar Lampung. The researcher applied random sampling to determine the sample. The samples taken were two classes. In collecting data, the researcher used instrument in the form of oral test, performing dialogue. The instrument was used for pre-test and post-test. After being given post-test, the researcher then analyzed the data.

The result of the research indicates that there is a significant influence of using board race game towards students' grammar ability at the tenth grade of SMA Muhammadiyah 2 Bandar Lampung. It provide The mean score of post-test in experimental class was 76.17 and mean of post-test in control class was 66.17. After the researcher calculated the data by using computation of SPSS the independent sample t-test, *Sig.* ( $P_{\text{value}}$ ) was 0.000 and  $\alpha = 0.05$  it means that *Sig.* ( $P_{\text{value}}$ )  $< \alpha = 0.05$  and  $H_a$  is accepted.

*Keyword: Grammar Mastery, Board, Quantitative Research*

## DECLARATION

Hereby, I state this thesis untitled “The Influence Using Board Race Game Toward Students’ Grammar Mastery At The First Semester Of The Tenth Grade Of Sma Muammadiyah 2 Bandar Lampung In The Academic Year Of 2021/2022 ” is definitely my own work. I am fully aware that I have quoted some statements and theories from various sources and they properly acknowledged in the text.

Bandar Lampung, May 2022

Declared by,



Yuni Tri Wulandari

1511040365



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**ADMISSION**

A thesis entitled: **“THE INFLUENCE OF USING BOARD RACE GAME TOWARDS STUDENTS’ GRAMMAR MASTERY AT THE FIRST SEMESTER OF THE TENTH GRADE OF SMA MUHAMMADIYAH 2 BANDAR LAMPUNG IN THE ACADEMIC 2021/2022”**, By: **YUNI TRI WULANDARI, NPM: 1511040365**, Study Program: **English Education**, was tested and defended in the examination session held on: **Friday, June 10<sup>th</sup>, 2022.**


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## MOTTO

<sup>1</sup>

وَلَوْ أَنَّ فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَمٌ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ  
سَبْعَةُ أَبْحُرٍ مَا نَفِدَتْ كَلِمَاتُ اللَّهِ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ ﴿٢٧﴾

“And if all the trees on earth were pens and the ocean (were ink), with seven oceans behind it to add to the (supply) yet would not the words of God be exhausted (in the writing) for God is exalted in power, full of wisdom.” (Luqman:27)



---

<sup>1</sup> Syamil Al-Qur'an, *Special Al-Qur'an for Woman*, (Bandung: Sygma, 2005), p. 413

## DEDICATION

This thesis is dedicated to everyone who cares and love me. I would like to dedicated this thesis to :

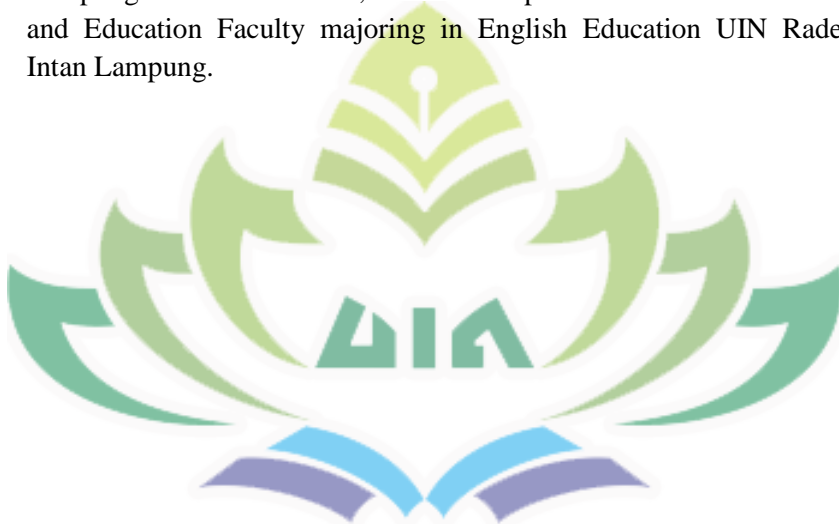
1. My beloved Ayah and Mamak, Mr. Zulhidayat and Mrs. Endang Husmaita, who always support, educate, accompany and pray for me to be successful in my study and my life.
2. My beloved oldest sister Anggia Pratama who always motivate, support, and pray for me.
3. My beloved almamater UIN Raden Intan Lampung



## CURRICULUM VITAE

The researcher's name is Yuni Tri Wulandari. She was born in Tanjung Karang, June 18th, 1997. She is the third child of the happy couple, Mr. Zulhidayat and Mrs. Endang Husmaita. She has a brother Romadhon Dwi and a sister Anggia Pratama.

The researcher joined elementary school at SD Negeri 1 Surabaya in 2003. Having graduated from elementary school in 2009, she went to SMPN 12 Bandar Lampung and graduated in 2012. Three years later, she completed her study at MA Muhammadiyah 2 Bandar Lampung in 2015. And then, she was accepted at the Teacher Training and Education Faculty majoring in English Education UIN Raden Intan Lampung.





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Praise to Allah the Almighty, the Most Merciful, and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. Peace to be upon our prophet Muhammad saw with his family and followers. This thesis entitled “The Influence Using Board Race Game Toward Students’ Grammar Mastery At The First Semester Of The Tenth Grade Of Sma Muammadiyah 2 Bandar Lampung In The Academic Year Of 2021/2022 ” is submitted as compulsory fulfillment of the requirement for S1 degree of English Education Study program at Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.

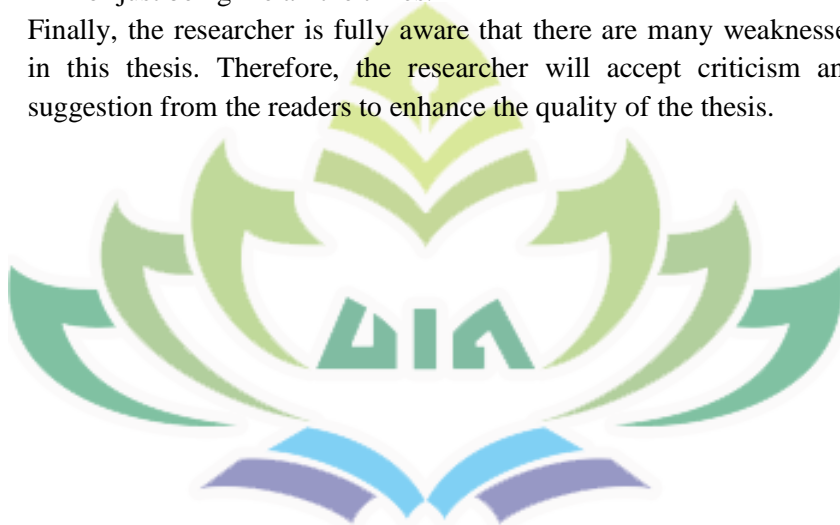
When finishing this thesis, the researcher has obtained so many helps, assistance, aid, and many valuable things from various sides. Therefore, the researcher would sincerely thank to :

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with his personnel, who has give an opportunity and forbearance to the researcher when on going the study until the accomplishment of the thesis.
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8. My beloved Boyfriend, especially Syukron Nurahmad thank

you for always supporting and helping a lot me to complete this thesis.

9. All of my beloved friends, especially Ahmad Syukron Nurahmad, Sinta Putri Pertiwi, Rizka Febriantika, Uswatul Latifah, Umi Kurota A'yun, Nur Rahma Lestari, Aidah Maharani, Putri Yunitasari, Dewi Nurvita, thank you all for support to complete this thesis.
10. Thank you my beloved large group 'PBI F since 2015'.
11. My Almamater UIN Raden Intan Lampung.
12. Last but not least, I wanna thank for me, for believing in me, for doing all this hard work, for having no days off, for never quitting, for just being me all the times.

Finally, the researcher is fully aware that there are many weaknesses in this thesis. Therefore, the researcher will accept criticism and suggestion from the readers to enhance the quality of the thesis.



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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

In learning English, language skills and language aspects cannot be separated. Learning a language particularly learning English involves four basic skills: listening skills, speaking skills, reading skills, and writing skills. They are called language skills. Besides language skills, English has some aspects which can be taught to the students. Those aspects are vocabulary, pronunciation, and grammar. To learn English well, both the language skills and language aspects are interrelated with each other. Language aspects can complete language skills.

To learn English, students should use appropriate basic structural patterns and grammar mastery and vocabulary. Greenbaum defines grammar as “Grammar is the central component of language. It mediates between the system of sounds or written symbols, on the one hand, and the system of meaning, on the other.”<sup>1</sup> Grammar includes phonological (sound), morphology (word composition), and syntax (sentence composition). Because grammar is important in communication, the students should master it. Also, Grammar is an important aspect of forming words and building English sentences. Grammar is the most important aspect to communicate with other people because grammar can show our sense of communication so that other people can understand our message.

The students who have a low score in the English test are mostly coming from the tenth student. The teacher use role-plays technique as teaching grammar monotonous like memorizing the sentence and make a dialog. In addition to having to memorize sentence, students are also required to understand the various grammar formula and also their use in a sentence. Teaching grammar is a challenge for a teacher. One of the challenges in teaching grammar is how a teacher can make grammar learning easy to understand and appealing to students.

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<sup>1</sup> Greenbaum, *An Introduction to English Grammar* (2<sup>nd</sup> edition), (Sidney, Longman 2002) p. 1

Usually, when teaching grammar, students will feel bored because they have to memorize the formula and vocabulary. In the end, the students do not pay attention to the lesson well.

English teachers should use various methods in the process of Grammar. The writer concludes that the process of teaching grammar should be more communicative and interactive to make the students more interesting to explore their grammar mastery. It also should be more active and use lively materials to the students to understand that the main goal in learning language is to communicate the language itself. The writer using a game as a method for research.

Thinking about games, people will think about the funny thing for a child. But today games not only be used for young learners, but it also can be used for all ages. For senior high school students, they can use games as a media for the teaching and learning process. By using games, teachers' instruction can be meaningful and enjoyable for all age groups. When Students play games, teachers can provide social skills because it allows the students to interact with another player. Games have a special role in building students' self-confidence and they can reduce the gap between quicker and slower learners.<sup>2</sup> Here are so many educational games that can be used for improving grammar. One of the games is a board race game.

A board game is a game that involves counters or pieces moved or placed a pre-marked surface or board, according to a set of rules. Board race games are fun games that are classified under the language board games category. It is used for revising vocabulary, whether it is words from the lesson you have just taught or words from a lesson you taught last week. It can also be used at the start of the class to get active students.<sup>3</sup>Board races is a game that teaches students memorizing vocabulary as well as a grammar formula that will be applied in the classroom. The advantages of a board race game make students interact with each other and communicate the language. The

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<sup>2</sup>Fuszard, B, *Fuszard's innovative teaching strategies in nursing*, (3<sup>rd</sup> ed.) (Gaithersburg, MD, Aspen Publishers 2001) p.14

<sup>3</sup>Arends in, Kusumawati, S. P. , *Board Race to Boost Students' Vocabulary Mastery.International Conference of English Language Teaching*, (ISBN: 978-602-60251-1-1)p. 26

activities of Board Races game can make the students active in class. Through the board race game will make classroom a lively place. Board race game will train students' speed for memorizing vocabulary and grammar. The disadvantage of board race game make the classroom a little noisy because of the interaction will make by guessing the word.

To support this research, the writer takes review of related literature from the other graduating paper. The first arranged by Sakila Nisak Jamilatus about The Effectiveness of Using Board Race Game to Enhance Students' Vocabulary Mastery in Teaching English Concrete Noun at The Eight Grade students of SMP Muhammadiyah plus salatiga. The former researcher are chose SMP Muhammadiyah plus salatiga as subject and the eidght grade as object. The methodology of research was quantitative especially quasi experimental research. The techniques of collecting data was written test to find out the students' vocabulary mastery in teaching English concrete noun. The writer found there was no effectiveness between experimental class and controlled class before board race game was applied because  $X1 > X2$  ( $9.2591 > 8.1318$ ). There was also no effectiveness between experimental class and controlled class after board race game was applied because  $Y2 > Y1$  ( $9.0864 > 9.0500$ ). There was significant different between experimental class and controlled class before board race game was applied because  $t < t_0$  ( $1.72074 < 3.851$ ). But there was no significant different between experimental class and controlled class after board race game was applied because  $t > t_0$  ( $-0.098 < 1.72074$ ).<sup>4</sup>

By Rofingatul Hidayah about The Effectiveness of Using Board Game Toward Students' Speaking Proficiency of The First Graders At Man 2 Tulung Agung. The formulation of the research problems is: Is there any significant difference on students' achievement in speaking before and after being taught by using Board Game? The purpose of the study is to know whether there is any significant difference on

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<sup>4</sup>Nisak Jamilatus Sakila, *The Effectiveness of Using Board race Game to Enhance Students' Vocabulary Mastery in Teaching English Concrete Noun (A Quasi-Experimental Research at the Eighth Grade Students of SMP Muhammadiyah Plus Salatiga in the Academic Year of 2019/2020* (IAIN Salatiga, 2019)



students' achievement in speaking before and after being taught by using Board Game. Research method: The research design is pre-experimental design using quantitative approach, the populations of this study are all first graders students of MAN 2 Tulungagung, the sample is X -IIS3 class consisting of 40 students, the research instruments are tests; pre-test and post-test of speaking, the technique of data analysis is using T-test. T-test is used to compute students' scores to determine whether  $H_a$  is accepted or rejected. The result shows that the totals of students' score before being taught by using Board Game are. Meanwhile the students' scores after being taught by using Board Game are. From the result of computation, it reveals that  $t_{count}$  is bigger than T-table 1.960 and it is significant at level 0.05. From the result of computation,  $H_a$  which states that there is any significance difference between students' speaking score before and after being taught by using Board Game is accepted. Meanwhile, the null hypothesis ( $H_0$ ) stated there is no significance difference between students' speaking score before and after being taught by using Board Game is rejected. The hypothesis testing above implies that Board Game is effective for teaching speaking. In other word, Board Game can be used as an alternative teaching media to teach speaking of the first grader for SMA level.<sup>5</sup>

Based on the explanation above, the writer concludes that using a daily used game like board race games can be a useful media in mastering grammar ability for the students in senior high school because it can provide the students' challenging to speak out the answer some questions and situations that are included in the board race games. Therefore, in this case, the writer will choose a board race game as a technique to teach grammar and see the influence of board games towards students' grammar mastery at the tenth grade students Senior High School Muhammadiyah 2 Bandar Lampung in the Academic Year of 2021/2022.

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<sup>5</sup>Rofingatul, *The Effectiveness of Using Board Game toward Students' Speaking Proficiency of The First Graders at MAN 2 Tulungagung*, (IAIN Tulungagung, 2016)

## **B. Identification of the Problem**

Based on the background above, the researcher could have identified the problem as follows :

1. Students' understanding of degree comparison still weak.
2. The students stuck with their limitation of vocabulary, pronouncing the word, also grammar.
3. Students easily forget the material has been explained.
4. The students do not know the meaning clear when the teacher explains the materials in English in front of the class.
5. Students still do not understand the layout of the use of degree comparison sentences.

## **C. Limitation of Problem**

Based on the identification of the problem above, this research was limited to the problem only using Board Race game towards students' grammar mastery on degree comparison at the second semester of tenth grade of SMA Muhammadiyah 2 Bandar Lampung in the academic year of 2021/2022.

## **D. Formulation of the Problem**

Based on the identification and limitation of the problem in this research, the researcher formulated the problem as follows: is there any significant influence of using board races game towards students' grammar mastery?

## **E. Objective of the Research**

Related to the problem formulation, the objective of the research was to find out whether or not there is a significant influence of using board race game towards students' grammar mastery at the first semester of the tenth grade of SMA Muhammadiyah 2 Bandar Lampung in the academic year of 2021/2022.

## F. Use of the Research

The researcher hoped that this research can gave contribution especially to the use of board race games in improving students' grammar mastery. The researcher also hoped that this research was useful for the teachers and the students at the school of Senior High School Muhammadiyah 2 Bandar Lampung in the Academic year 2021/2022 as the statement below:

### 1. For the students

This research was encourage students to master English lessons, especially grammar mastery, students feel relaxed and enjoy when they learn English lessons and solve their problems in learning grammar because teachers use appropriate methods in teaching. Students can be free to express their ideas and be active in discussions between students. Therefore, students can use the grammar they have learned in communication.

### 2. For the teacher

The positive impact of this research can support English teachers to apply this technique in teaching grammar. They could develop and used new methods to make students enjoy and relax in the teaching-learning process. Media or games provide by teachers and students feel comfortable and can provide positive assumptions to teachers that they have competence. In this method, the teacher could gave confidence to students that they can and confident in learning English. Give them free space to show students' creativity in making English sentences and develop this research for being better.

### 3. For the school

The results of this research would help achieve a higher quality of education because it makes the teacher have a new method of teaching English and guiding students to achieve goals in learning English actively and confidently.

4. For the further researcher

This research would be able to provide new knowledge about further research to better research on learning research and to solve students' grammar mastery problems. Also, teaching using board games can develop better and extend to other schools. and also, teachers who have the same problem as these researchers are expected to do better.

### **G. Scope of the Reasearch**

1. The subject of the researh

The subject of the research was the students at second semester of the tenth grade of Senior High School Muhammadiyah 2 Bandar Lampung.

2. The object of the research

The objects of the research was the students grammar mastery and the use board race game.

3. The place of the research

The researcher was conduct the research atSenior High School Muhammadiyah 2 Bandar Lampung.

4. The research of the research

The researcher was conduct at the second semester of the tenth grade in the academic year of 2021/2022.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Concept of Teaching English as a Foreign Language

Teaching is about making a change, give some knowledge and change someone's behavior. As said by harmer, teaching means to give someone knowledge how to do something or to change somebody's ideas.<sup>6</sup> Furthermore, brown states that teaching is showing or helping someone to learn how to do something, giving instruction, guiding in something, providing with knowledge, causing to know or understand.<sup>7</sup> It means, teaching is a process of someone' activity to change someone else' behavior and it should be done by teacher based on the experience, knowledge and material preparation that the aim of teaching can be reached.

Setiadi states, "the way to teach english as a second language is not necessarily different from the way to teach English as a foregn language."<sup>8</sup> The fact is, teaching English in the countries where English is only a foreign language may differ to teach English in the countries where English is a second language and it also differs to teach English in the countries where English is a native Language.

Most people in United Kingdom, English is the native language. Therefore, they speak English for daily communication. While in malaysia, English is their second language because they are not only speak their native language, but also English. Indonesian people only learn English in the school or their private class. In Indondeisa, English is taught as the first foreign language. As a foreign language, English is not used for daily communication. Muhassin states, "English teachers can make the language learning effective by implementing communicative activities. To establish such condition,

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<sup>6</sup> Jeremy Harmer, *How to Teach English*, (London : Longman, 2002), p.56

<sup>7</sup> H. Doughts Brown, *Principles of Language Learning and Teaching*, (Prentice Hall Regents, New Jersey, 1994) p.7

<sup>8</sup> Ag. Bambang Setiyadi, *Teaching English as Foreign Language*, (Yogyakarta: Graham Ilmu, 2006), p.21

teachers can perform some activities which invite students to speak or communicate with others in the classroom.”

Muhassin states, “English teachers can make the language learning effective by implementing communicative activities. To establish such condition, teachers can perform some activities which invite students to speak or communicate with others in the classroom.”<sup>9</sup> Teaching English as a foreign language is different from teaching English as second language. In teaching English as foreign language the students have a little opportunity in using English for daily communication, while in teaching English as second language the students can use English for communication freely. Broughton states, “in a second language situation, English of the mass media: newspaper, radio, and television are largely English media.<sup>10</sup> It means that students can express their ideas, thoughts, feelings, opinion in English not only in the classroom but also in daily life.”

According to Richard and Roger, the goal of foreign language study is to learn a language in order to read the literature or in order to take the benefit from the oriental discipline and intellectual developments that result from language study.<sup>11</sup> It means that by learning English as foreign language the learners can get knowledge and can get information by reading source which written in English.

From explanation above, we know that the objective of teaching and learning English as a foreign language is to make student in order to have skills and ability in reading, writing, and speaking English. Also, make students understand that English is so important language to learn. So, to achieve the purpose above it is really depend on the developing their students in learning English besides they should their knowledge by themselves of find the knowledge.

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<sup>9</sup> M. Muhassin, Teachers’ Communicative Activities in Teaching English as a Foreign Language (TEFL): A Study at SMAN 9 Bandar Lampung (humaniora: vol 7 no.4, 2016)p. 485

<sup>10</sup> Geoffrey Broughton, *Teaching English as a Foreign Language*, (New York:University of London Institute of Education, 2003), p.6

<sup>11</sup> Richard J and Rodgers T, *Approach and Methods in Language Teaching*, (London:cambridge University Press, 1986)p. 3

## **B. Concept of Grammar**

People do not study grammar of their own mother tongue to use for daily speaking, but when people need to polish their own mother tongue, people have to study it's grammar and they usually do that. When people come to learning a new language like English, they need to study grammar, the importance grammar cannot be neglected and before people do that they need to understand what grammar is. There have been many definition stated by experts concerning to grammar as harmer had defined that "grammar is a description of the rules for forming sentences, including an account of the meaning that these forms convey". Further, he had also pointed out that: grammar is the way in which words change themselves and group together to make sentence.

The grammar of language is what happens to word when they become plural or negative, or what is used when we make question or join two clause to make one sentence. From the definition above, it can be inferred that learning grammar is the same as learning how to produce appropriate sentence. There is no doubt that knowledge of grammatical rules is essential for the language mastery. The ability to communicate effectively and accurately is probably not attained quickly or efficiently through the pure communication practice in the classroom. In other words, grammar is still needed in the classroom trough it is not the main objective of language learning. Learning grammar becomes a prerequisite step before learning how to practice the language.

According to littlewood cited by richard and lockhat, there are two sequences activities in communicative language learning; that the pre-communicative activitirs and communicative activities. The first activity emphasizes on the accuracy aspects which emphasizes on the flueancy aspect which my concern to information sharing and information exchange.

It is because grammar does not stand alone. It emodies the three instedependent dimension of form, meaning, and use. In addition, those three aspects are interrelated and inseparable. Thus, the English learners are expected to be able to express the English language accurately, both in written and oral expression.



### C. Adjective in English

Adjective is a part of grammar, it includes in the part of speech which function to know condition of a language. Frank states that “the adjective is modifier that has the grammatical property of comparison. It is often identified by special derivational endings or by special adverbial modifiers that precede it. Its most usual position is before the noun it modifies, but it fills other position as well”.<sup>12</sup>

For example:     The dog is clever.  
                          My mother is beautiful.

### D. Concept of Comparison Degree

To get the general understanding about degree comparison, it is better to describe what comparison is. One of the most basic and powerful of human cognitive process is the ability to comprehend and express the fact that two things are similar or different. Often such similarity or difference is expressed in terms of degree, extent, or quantity<sup>13</sup>. Therefore, comparison is the most important English construction which is used to express similarities or differences of degree or extent.

The degree of comparison are known as the positive, the comparative, and the superlative. (Actually, only the comparative and superlative show degrees). We use the comparative for comparing two things and the superlative for comparing three or more things.<sup>14</sup> Furthermore, according to Martin Parrot, comparative are adjectives and 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).<sup>15</sup> It means that degrees of comparison are used for comparing two or more things, person or place to denote different level of them.

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<sup>12</sup> Marcella Frank, *Modern English: A Practical Reference Guide*, (New Jersey Prentice Hall, Inc, 1972), p.109

<sup>13</sup> Marianne Celce-Murcia and Dianne Larsen-Freeman, *The Grammar Book: An ESL/EFL Teacher Course*, (USA; Heinle & Heinle Publisher, Inc, 1999), p.717

<sup>14</sup> <http://grammar.ccc.comment.edu/grammar/adjective.htm>

<sup>15</sup> Martin Parrot, *Grammar for English Language Teacher*, (Cambridge University Press, 2010), 2nd edition, p. 79

### a. Comparison Degree

Comparison sentences are used to compare things with others by using adjectives for comparison. Most adjectives have three different forms to show different degrees of comparison; the *positive*, the *comparative*, the *superlative*. The positive is used to describe one item, group, or person. The comparative is used to describe two items, people, or groups. The superlative is used to describe three or more items, groups or people. There are different ways to form the comparative and superlative degrees of adjective.

### b. Kinds and usage of degree comparison

Adjectives have three degrees of comparison, such as: positive, comparative and superlative. Each kind has different form and usage. The explanation of those three kinds of degrees of comparison will clearly as follows:

#### 1. Positive

Positive degree is the most basic form of the adjective, positive because it does not relate to any superior or inferior qualities of other things. Positive refers to the quality of one person or thing. It is simply the adjective form. Marcella says that positive degree is two units are compared to an equal degree.<sup>16</sup> In addition, Krohn state that the positive form *As ..... as* is used with adjective.<sup>17</sup> On the other hand, we can use *as + adjective + as* for comparing two person or things that have the similarity of quality or quantity.

For example:

Meisya is *as thin as* Lisa.

My mother is *as old as* my father.

#### 2. Comparative

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<sup>16</sup>Marcella Frank, *Modern English: A Practical reference guide*, (New Jersey: Prentice Hall, Inc, 1972), p.118

<sup>17</sup>Robert Krohn, *English Sentence Structure*, ( United States: The University of Michigan Press, 1971), p.159

The comparative degree denotes a greater amount of a quality relative to something else. Zandvoort and Van Ek state that the comparative is when two person things (or two groups of persons or things) are compared or constructed as bearers of a certain quality.<sup>18</sup> Murphy says that the comparative form is –er or more that is used adjective and adverb.<sup>19</sup> Comparative degree is used to compare two person, place or things.

For example;

Johny is *taller than* Yuta.

This novel is *more interesting* than that one.

### 3. Superlative

Superlative degree is used to stress the highest degree of quality for more than two objects compared. It is the highest or lowest degree of quality when more than two persons or things are compared. The superlative is used to compare somebody or something with the whole group that she or he or it belongs to.<sup>20</sup> Murphy says that the superlative use **the** with **–est** or **–most** to form the superlative of adjective and adverbs.<sup>21</sup>

For example:

Jisung is *the tallest* boy in Nct Dream.

These bags *the most expensive* of all.

Based on the explanation above, there are three kinds degree of comparison namely positive degree, comparative degree, and

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<sup>18</sup>W. Zandvoort and J.A. Van Ek, *A Handbook of English Grammar*, (London: Longman Group Limited, 1980), 7th edition, p.188

<sup>19</sup>Raymond Murphy, *English Grammar in use*, (Jakarta: Erlangga, 2001), p.208

<sup>20</sup>Michel Swan, *Partical English Usage*, (Oxford: Oxford University Press, 1975), p.115

<sup>21</sup>Raymon murphy, *English Grammar in Use: a self-study refrence and practice book for intermediate student*, (Cambridge: Cambridge University Press, 1987), 6th ed, p.208

superlative degree and every kinds of it has a different function. Positive degree is when two person, things or place are compared to an equal degree. While, comparative degree is used to denotes a greater amount of a quality to something else and superlative degree is used to strees the highest degree of quality for more than two objects compared.

### c. Form of degree comparison

Degree of comparison is a form of adjective or adverb that states a comparison. There are three degrees of comparison, namely: positive, comparative, and superlative degree.

#### *Positive degree*

Positive Degree is a type of Degree of Comparison which has the simplest form of adjective or adverb (adverb). The adjective or adverb vocabulary in the example sentence Degree of Comparison does not experience any changes or additions.

- a) The task is not **difficult**.
- b) Sehun *is* **handsome**.
- c) My brother drives **carefully**.
- d) The weather today is **hot**.

When used to express comparisons, positive degrees must be used with correlative conjunction **as ... as**. Positive degree is in the form of standard adjective and adverb without any changes.

Examples of positive degree sentences :

- a) The task is not **as difficult as** you imagine.
- b) Sehunis **as handsome as** *Luhan*.
- c) My brother drives **as carefully as** my father in the residential area.
- d) The weather today is **as hot as** yesterday.

To make it clear, the table 2.1 below is presented:

**Table 2.1**  
**Positive Form**

The formula	Example
1. Subject + be + as + adjective + as	1. Renjun is <i>as clever as</i> Nana.
2. Subject + be + not + as +adjective +as	2. This smartphone is not <i>as expensive as</i> that smarthpone

### *Comparative degree*

Comparative Degree is a type of second-level comparison. Comparative Degree is used to compare two things, can be people, objects or animals. This type of comparative English sentence is used to express the nature of more or less between one object with another object. emphasize, only 2 objects or 2 groups are compared in this sentence. The way to compare two things, person or places is by using the form of adjective as follows :

- Adjective + -er + than
- More + adjective + than<sup>22</sup>

Example word :

- a) Your heart is **colder** than ice.
- b) The **happiest** person I know thinks that sometimes changing up his routine is really important.
- c) ran **faster** than you did.
- d) Land snails move **more slowly** than starfish.

Adjective or adverb consisting of one syllable added with the suffix **-er**, while two or more syllables begin with the word more. Especially for two adjective syllables with the suffix **-y**, the suffix is omitted and then added **-ier**. When in a sentence, the degree of comparison is usually followed by the word **than**.

To make it clear, the table 2.2 below is presented:

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<sup>22</sup>Mark Foley & Diane, *Advanced Learners' Grammar: Self-study Reference and Practice Book with Answers*, (London: Longman, 1988), p.224

**Table 2.2**  
**Comparative form**

Adjective	Rule	Adjective word	Comparative form (example)
1. Adjectives with one syllable a) Ending -e b) Ending in a single vowel + a consonant (except w, x, and y) c) Ending in a consonant + y d) All others	Add -r Double the final consonant and add -er change y to I and Add -er add -er	Safe Brave Big Hot Thin Dry Young Tall Cheap	Saving money in the bank is <b>safer</b> than in the home. Jeny is <b>braver</b> than Jhony. An elephant is bigger than a rat. Today is <b>hotter</b> than yesterday. Kai's book is <b>thinner</b> than jeno book. Your hair is <b>drier</b> than her hair. Lucas are <b>younger</b> than his father Lisa is <b>taller</b> than her sister. A pen is <b>cheaper</b> than a handphone
2. Adjective with two syllable ending in -y	Change -y to -i and add -er	Lucky Lazy Busy	Yuni is <b>luckier</b> Hani. Saiful is <b>lazier</b> than robi Ryo is <b>busier</b> than lami.

To make the degree of comparison in the comparative form that added by the prefix more, the table 2.3 below give the rules deals with the example:

**Table 2.3**  
**Comparative form**

<b>Adjective</b>	<b>Rule</b>	<b>Adjective Word</b>	<b>Comparative Form</b>
Adjective with two or more syllables and don't end in -y	Add <b>more</b> before adjective	1. Patient 2. Expensive 3. Interesting	1. Sifa is <b>more patient</b> than Mia 2. The hamburger is <b>more expensive</b> than the hot dog. 3. English is <b>more interesting</b> than mathematics

### *Superlative degree*

Superlative degree serves to compare three or more people, things, or things.

The pattern using :

- The + adjective + suffix -est
- The most + adjective<sup>23</sup>

Example word :

- a) Your heart is the **coldest** of all.
- b) The **happiest** person I know thinks that sometimes changing up his routine is really important.
- c) I run the **fastest** in my class
- d) The country develops the **most slowly**

To make it clear, the researcher gives the examples about the previous form in the table below 2.4:

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<sup>23</sup>Mark Foley & Diane Halla, *Loc. Cit.*

Table 2.4

## Superlative form

## Pattern I: the + adjective + suffix –est

Adjective	Role	Adjective word	Superlative Form (example)
1. Adjective with one syllable a) Ending in –e	Add -est	1. Wise 2. Nice	1. My father is <b>the wisest</b> man in my house. 2. Bagas is <b>the nicest</b> boy in my class
b) Ending in a single vowel + a consonant (expect w,x,y)	double the final consonant and add-est	3. Wet 4. Fat 5. Slim	3. My T-shirt is <b>the wettest</b> of all my clothes. 4. Peter is <b>the fattest</b> boy I ever meet.
c) Ending in a consonant +y	change y to i and add –est		5. Luna maya is <b>the slimmest</b> Indonesian artist
d) All others	Add –est	6. Dry 7. Short	6. Your hair is <b>driest</b> of all 7. Mark is the <b>shortest</b> boy in the class.
e) Adjective	Change –	8. Funny	8. Olga



with two syllable ending in -y	y to -i and add -est	9. pretty	syahputra is the <b>funniest</b> actor I've ever seen. 9. Her cat is the <b>prettiest</b> of the three.
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*Adapted form Mark Foley and Dianne Hall in their book Advanced Learners grammar*

To make the superlative form that added by the prefix most, the table 2.6 below gives the rules and the example:

**Table 2.5**  
**Superlative form**  
**Pattern II: The most + Adjective**

Adjective	Rule	Adjective word	Comparative degree
Adjective with two or more syllables and don't end in -y	add <b>the most</b> before adjective	1. Generous	1. John is <b>the most</b> generous of all the people I know.
		2. Diligent	2. Ikhsan is <b>the most</b> diligent boy in his family.
		3. Difficult	3. Mathematic is <b>the most</b> difficult lesson i had learn.

Superlative Degree is characterized by the majority of one adjective and adverb syllable is obtained by the superlative form by adding the -est suffix, while more than one syllable is added with the most words in front of it. As for the adjective consisting of two syllables with the suffix -y, the suffix is omitted and then added -iest.

When in the sentence, the superlative degree begins with the definite article -the.

There are a few adjective for comparative and superlative degree. The list of the adjective showed in table 2.6 below:

**Table 2.6**  
**Adjective for Comparative and Superlative**

<b>Adjective with one or two syllables</b>		
<b>Positive</b>	<b>Comparative</b>	<b>Superlative</b>
cheap	Cheaper	Cheapest
clean	Cleaner	Cleanest
clever	Cleverer	Cleverest
fast	Faster	Fastest
hard	Harder	Hardest
long	Longer	Longest
new	Newer	Newest
Old	older/elder	oldest/eldest
Quiet	Quieter	Quietest
Rich	Richer	Richest
Short	Shorter	Shortest
Small	Smaller	Smallest
Smart	Smarter	Smartest
Strong	Stronger	Strongest
Tall	Taller	Tallest
Young	Younger	Youngest
<b>Adjective with double consonant changes</b>		
<b>Positive</b>	<b>Comparative</b>	<b>Superlative</b>
Big	Bigger	Biggest
Hot	Hotter	Hottest
Sad	Sadder	Saddest

Slim	Slimmer	Slimmest
Thin	Thinner	Thinnest
<b>Adjective ending –y</b>		
<b>Positive</b>	<b>Comparative</b>	<b>Superlative</b>
Busy	Busier	Busiest
Dirty	Dirtier	Dirtiest
Easy	Easier	Easiest
Funny	Funnier	Funniest
Happy	Happier	Happiest
Lazy	Lazier	Laziest
Pretty	Prettier	Prettiest
<b>Adjective ending –e</b>		
<b>Positive</b>	<b>Comparative</b>	<b>Superlative</b>
Brave	Braver	Bravest
Close	Closer	Closest
Larg	Larger	Largest
Nice	Nicer	Nicest
Polite	Politer	Politest
Simple	Simpler	Simplest
<b>Adjective more than one or two syllables</b>		
<b>Positive</b>	<b>Comparative</b>	<b>Superlative</b>
Beautiful	more beautiful	most beautiful
Boring	more boring	most boring
Careful	more careful	most careful
Confident	more confident	most confident
Delicious	more delicious	most delicious
Difficult	more difficult	most difficult
Diligent	more diligent	most diligent

Expensive	more expensive	most expensive
Famous	more famous	most famous
Handsome	more handsome	most handsome
important	more important	most important
Intelligent	more intelligent	most intelligent
Interesting	more interesting	most interesting
Popular	more popular	most popular
Tired	more tired	most tired
Useful	more useful	most useful

From the explanation above, it can be concluded that every kinds of degree of comparison has different form according its degrees. In positive degree, the form of adjective is adding as before and after the adjective. Beside that, we can use negative form in positive degree and it only adding not before as after be. Then, there are two forms in comparative degree namely adjective + -er + than for adjective with one syllable and two syllable ending in -y and more + adjective + than for two or more syllables and don't end in -y. Last, the forms in superlative degree are the + adjective + suffix -est for adjective with one syllable and two syllable ending in -y and the most + adjective + for two or more syllables and don't end in -y. In addition there, are irrregular adjective and adjective with two syllables both comparative and superlative that formed by adding prefix more/most and suffix -er/est.

## E. Game

### a. Definition of game

Hadfield states game is an activity with rules, a goal, and an element of fun.<sup>24</sup> She is offer two classifications language games. These are based on successful exchange of information. She divided them into linguistic and communicative games. Board

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<sup>24</sup>Hadfield, Jill. *Elementary Vocabulary Games*. Harlow, (Pearson education Limited, 1994) p. 4

games is leaning to the second classification. According to Klimova game is a natural means for children to understand the world around them. Therefore, it should be part and parcel of their learning, including the learning of foreign language.<sup>25</sup>

### **b. Impact of Game**

Klimova says many surveys also proved that the games have a positive and effective influence on the learning of foreign languages.<sup>26</sup> The reasons for this statement are as follows:

- 1) Games get students involved in their learning, they motivated them;
- 2) Games encourage creative and spontaneous use of language;
- 3) Games introduce a change in formal learning situations;
- 4) Games create a pleasant stress- free and relaxing atmosphere in a language class;
- 5) Games unconsciously promote and practise all four basic language skills;
- 6) Games helps the teacher to create contexts in which the language is useful and meaningful;
- 7) Games decrease students' anxiety to speak in front of the other students;
- 8) Games are student-centred;
- 9) Games can promote collaboration among students; and
- 10) Games can connect to a variety of intelligences.

According to Buckby et al the game can be introduced by the teacher in order to eliminate misunderstanding in the following way: explain the rules of the games to the students; demonstrate with the help of one or two learners parts of the game; write on the board any key language and/ or instruction; trial the game; and play the game.<sup>27</sup>

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<sup>25</sup> Klimova, B. F., *Games in the Teaching of English.Procedia – Social and Behavioral Sciences* (University of Hardec Karlove, 2015)p. 1175

<sup>26</sup>*Ibid*, p. 1158

<sup>27</sup>Wright, A., Betteridge, B. & Buckby, M, *Games for Language Learning*,(Cambridge: Cambridge University Press), p. 4

### c. Board Race Game

A board game is a game that involves counters or pieces moved or placed a pre-marked surface or board, according to set of rules. Board race games are fun games that are classified under the language board games category. It is used for revising vocabulary, whether it is words from the lesson you have just taught or words from a lesson you taught last week. It can also be used at the start of the class to get active students.<sup>28</sup> Board race game is one of the developments of board games as a common game which can be played by using board, table, or floor. Board race games are a fun way for students to practice their English while enjoying some competition).<sup>29</sup>

### d. Procedure of board race game

Here are the steps to apply the board race game in the class:

1. The teacher re-explained the degree comparison material
2. Split the class into two teams and give each team a colored marker.
3. The teacher makes two tables with three columns (positive, comparative, superlative)
4. The teacher gives adjectives in the positive column. Each group different word.
5. Each student takes turns filling the comparative & superlative columns, students who fill in correctly will be given point +
6. Each team wins one point for each correct word. Any words that are unreadable, odd, or misspelled are not counted.
7. The teacher give chance to discuss to make sentences in 10 minutes, then each student give example of the adjective in degree comparison.<sup>30</sup>

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<sup>28</sup>Arends in, Kusumawati, S. P. , *Board Race to Boost Students' Vocabulary Mastery. International Conference of English Language Teaching*, (ISBN: 978-602

60251-1-1)p. 26

<sup>29</sup>Kusumawati, S. P. Op. Cit. p.115

<sup>30</sup>Sara, Loc. Cit. p.26

### e. Advantages of Board Race Game

This type of game is proven effective which is able to increase

1. the attitude of self-confidence
2. responsibility and cooperation in improving student vocabulary in learning English.
3. As well as being able to turn on the atmosphere of learning to be more fun, attractive, and not boring.
4. So what the learning objectives are achieved.<sup>31</sup>

### f. Disadvantage of Board Race Game

Also, board race game have disadvantage in teaching grammar.

1. Will take a little more time.
2. It can't be used in large class
3. Make classroom a little noisy because of the interaction will made by guess the word.
4. Basically every model of learning has its' disadvantage and advantages, there is no learning model which only has advantages, as much as possible a teacher must be professional to carry out about teaching learning process. In addition, teacher should maximize the use of the model of learning that the teacher chose to teach, to minimize the disadvantages of it happening.

## F. Role-Play

### a. Definition of Role-Play

Role Play is an example of “learning by doing”. Role Play thus engages students in a creative participatory activity that requires them to apply course concepts as they assume fictional identities or envision themselves in unfamiliar situations.<sup>32</sup> Direct Method is a method of teaching a foreign language, especially a

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<sup>31</sup><http://jatengpos.co.id/bangun-vocabulary-dengan-board-race-game/>

<sup>32</sup>Elizabeth F. Barkley, K. Patricia cross, Claire Howell Major. *Collaborative Learning Techniques*, (1<sup>st</sup>ed), (San Fransisco: A Willey Imprint, 2005). P. 150.

modern language through conversation, discussion and reading in the language itself, without the use of the pupil's language, without translation, and, without the study of formal grammar. The first words are taught by pointing to objects or pictures or by performing actions.<sup>33</sup>

Role play exercises give students the opportunity to assume the role of a person or act out a given situation. These roles can be performed by individual students, in pairs, or in groups which can play out a more complex scenario. Role plays engage students in real-life situations or scenarios that can be “stressful, unfamiliar, complex, or controversial” which requires them to examine personal feelings toward others and their circumstances.<sup>34</sup> Role play activities could be shown as the way student behaves in specific context and situation. The researcher defines it as the role playing technique as a methodology for teaching which is conscious representation and discussion of the role in a group. In the class a problem context is shortly acted out so that the students can cope with the character.<sup>35</sup>

Role plays provide students with the opportunity to take part in activities which mirror career-related scenarios. To help students understand the use of role playing sessions, role plays should be content-focused, match learning objectives, and be relevant to real-world situations. Role playing exercises encourage students to think more critically about complex and controversial subjects and to see situations from a different perspective. When properly employed, role plays can motivate students in a fun and engaging way. And improve the imagination the learners automatically, so the learners can make a choice for facing the new thing when doing the action, make a plan, learn

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<sup>33</sup>Dr. M. F. Patel, Praveen M. Jain. *English Language Teaching*.(Jaipur: Sunrise Publishers & Distributors, 2008) pp.78-79.

<sup>34</sup>Bonwell, C. C, &Eison, J. A, *Active learning: Creating excitement in the classroom*, (Washington DC: The George Washington University, 1991), p.47

<sup>35</sup>Dhea MizhirKrebt, *The Effectiveness of Role Play Techniques in Teaching Speaking for EFL College Students*, Journal of Language Teaching and Research, Vol. 8, 2017, p.864.



from the mistakes that's why role play is called learning by doing.

### **b. Procedure of Role-Play**

There are several steps to do role-play technique in teaching learning process, it may discuss into this following steps:

- a) Ask students to form groups with enough members in each group to assume each stakeholder role.
- b) Present the scenario and allow time for discussion of the problem situation. It is important to allow sufficient time for students to ask question on any aspects of the scenario that are unclear.
- c) Assign or ask students to each assume a stakeholder role. If assigning group process roles such as moderator or observer, make sure students are clear on their tasks.
- d) Inform students of the time limit or other parameters that will signify the end of activity.
- e) Instruct students to enact the role play. The role play should run only until the proposed behavior is clear, the targeted characteristic has been developed, or the skill has been practiced.
- f) Follow the role play with a discussion within the small groups and/or with the whole class. Discussion should focus on students' interpretations of the role and the motivations for and consequences of their actions.
- g) Consider asking students to reenact the role play, changing, characters, or redefining the scenario and then holding another discussion.<sup>36</sup>

According to Hamzah, these are procedures of role play for classroom activity:

- a) The teacher prepares the scenario that they are going to perform.

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<sup>36</sup>Elizabeth F. Barkley, K. Patricia cross, Claire Howell Major, *Op. Cit.* p.151

- b) Pointing several students' to mastery the scenario in view days before the day.
- c) The teacher divides the students' in groups, ±5 students each group.
- d) The teacher explains about the competence that they are going to achieve together.
- e) Call pointed pupils to play what they have prepared.
- f) Meanwhile, the others stand in their own groups to observe the playing scenario.
- g) After that, each student is given work sheet to discuss in each group performance.
- h) Next, each group presents their conclusion.
- i) The teacher gives the general conclusion.
- j) Closing <sup>37</sup>

Based on the explanation, it can be concluded that in implementing Role Play technique, we should prepare the materials for the students so that they can perform in front of the class, also make them into a group consists of 5 members, and giving opinion towards each other.

### **c. Advantages of Role Play**

According to Wehrli, Role Play technique has some advantages and disadvantages as follows: <sup>38</sup>

- 1) Actively involves participants
- 2) Adds variety, reality, and specificity to the learning process.
- 3) Develops problem-solving and verbal expression skills.
- 4) Provides practice to build skills before real-world application and when “real” experiences are not ready available.
- 5) Enables learners to experiment in a safe environment with behavior which strikes them as potentially useful and to identify behavior which are not.

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<sup>37</sup>Hamzah B. Uno &Nurdin Muhammad, *BelajardenganPendekatan PAILKEM*, (Jakarta: BumiAksara, 2011) p. 122.

<sup>38</sup>J.G Nyquist, Wehrli, G, *Teaching Strategies/Methodologies: Advantages Disadvantages/Cautions, Keys to success*, 2003. p. 4.

- 6) Can provide an entirely new perspective on a situation and develop insights about feelings and relationships.
- 7) Provide teacher immediate feedback about the learners understanding and ability to apply concepts.
- 8) Improve the likelihood of transfer of learning from the classroom to the real world.

#### **d. Disadvantage of Role-Play**

Every kind of technique in teaching learning processes also has their own disadvantages, and role-play technique has it. It may conclude below:

- a) Puts pressure on learner to perform, which can create embarrassment and even resistance.
- b) Depends heavily on learners imagination and willingness to participate
- c) Can engender strong emotions related to past experiences, empathy, etc.
- d) Can lack focus unless well-planned, orchestrated, and monitored.
- e) Can reinforce ineffective behavior/strategies if performance is not observed by knowledgeable person who provides appropriate feedback
- f) Can be unpredictable in terms of outcomes
- g) Can be time consuming.

#### **G. Frame of Thingking**

Based on preliminary research, it is obvious that student get difficult when they study grammar. The researcher found some problems such as students were low in grammar. The researcher found some problems such as students were low in grammar because they seldom practice and they had limited vocabulary. The teacher focused only to active students and did not take the passive students in discussion well. Therefore, students did not get motivation and stimulation because the activity of teaching learning grammar in the classroom was boring and only the active students get the attention

from the teacher, the teacher uses Role-Play technique that monotonous in memorizing the dialog, consumed many times and make the students can't express their ideas clearly and also confuse how to make any sentences in. A right form, when their friends know more about grammar, they won't teach their friends to share their knowledge. Based on the procedures of board race game used to student sharing and asking in the discussion.

Based on board race game by limiting the time, each group has a chance to discuss for example 10 minutes, is expected of students in a fair to convey their ideas freely based on the topic of the materials. The students have an opportunity to give their friends some suggestion or sharing their solution each other. It will give significant effect to increase their limited of grammar also taking them being active to practice in the classroom. In this research, the writer assumes that uses of board race game as strategy in teaching students grammar mastery which is effective to improve students grammar mastery. Board race game gives students opportunity to creative and to build up the ideas and, with learning material they learn together, help each other, and exchanges ideas with students others. In addition, board race game is one of interesting teaching game that can be apply for teaching learning english especially in grammar mastery.

## H. Hypothesis

The researcher formulated the hypothesis as follows:

**Ha:** There is a significant influence of using Board Race Game towards students' grammar mastery at tenth grade of SMA Muhammadiyah 2 Bandar Lampung in the academic year of 2021/2022.

**Ho:** There is no significant influence of using Board Race Game towards students' grammar mastery at tenth grade of SMA Muhammadiyah 2 Bandar Lampung in the academic year of 2021/2022.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the research that was conducted in SMA MUHAMMADIYAH 2 Bandar Lampung in the academic year of 2021/2022, the researcher might draw conclusion as follows:

In the previous chapter the researcher had analyzed the data statistically. Based on the statistically analysis, there is influence of board race game towards students' grammar mastery of SMA MUHAMMADIYAH 2 Bandar Lampung in the academic year of 2021/22. The influence can be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample test table where the Sig. (2-tailed) is 0.000. It is lower than  $\alpha = 0.05$  it means  $H_0$  is rejected and  $H_a$  is accepted.

#### B. Suggestion

Based on the conclusion that has been stated above, the researcher would like to give some suggestions as follows:

##### 1. For the Teacher

- a. Considering the technique, to the English teachers will apply arranging word game as one of the way in teaching degree of comparison. It can help the students not only enrich their degree of comparison by developing the understanding and the using and also make their active and enjoyable in the process teaching learning English.
- b. To improve the students independency, to the teacher will let the students to work in groups since work group can provide learners' with an opportunity to learn from each other in an active and involved way. in addition, it takes the control away from the teacher and gives it to

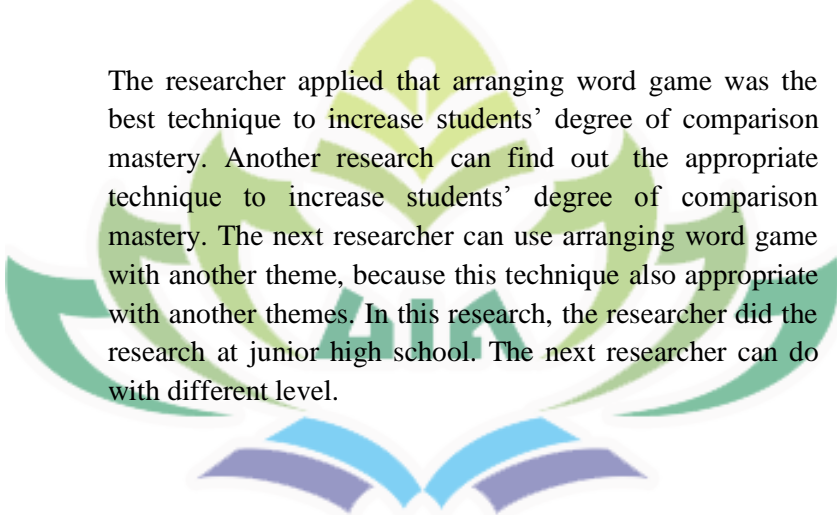
the learners temporarily.

## **2. For the Students**

- a. The students should pay full attention when the teacher giving material about English, especially about degree of comparison.
- b. The students should be confidence and more active in learning process English by using arranging word game not only when studying in the classroom but also in alloccasions.

## **3. For the Next Researcher**

The researcher applied that arranging word game was the best technique to increase students' degree of comparison mastery. Another research can find out the appropriate technique to increase students' degree of comparison mastery. The next researcher can use arranging word game with another theme, because this technique also appropriate with another themes. In this research, the researcher did the research at junior high school. The next researcher can do with different level.



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