
A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By

YAWAREEYA LATEH
NPM 1311040301

Study Program: English Education

Advisor : Meisuri, M.pd

Co-Advisor : Agus Hidayat, M.Pd

TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2018
ABSTRACT


By:

Yawareeya Lateh

Grammar is one of the most important element in making good sentences in the composition. If mastering English grammar well, we can make a good position. One of the difficulties of students in English grammar is degree of comparison. The students’ degree of comparison in SMP PGRI 6 Bandar Lampung was still low. The objective of this research was to know whether there was influence of arranging word game towards students’ degree of comparison mastery at the first semester of the eighth grade of SMP PGRI 6 Bandar Lampung in the academic year of 2018/2019.

The methodology of this research was quasi experimental design with five meetings for each class and it consist of one meeting for pretest, three meetings for treatment and one meeting for posttest. In the experimental class the researcher applied arranging word game as treatment and control class, the researcher applied lecturing technique. The population of this research was eighth grade students of SMP PGRI 6 Bandar Lampung. In collecting the data, the researcher used test, the researcher took the sample by using cluster random technique and the researcher determine that VIII H as the experimental class and VIII I as the control class. The researcher used instruments, pre-test and post-test. The instrument of this research was degree of comparison test. After giving the posttest, the researcher analyzed the data by using SPSS to compute independent sample t-test. After the researcher analyzed the data by using independent sample t-test, it was found that the result of Sig. (2-tailed) of the equal variance was 0.000 < α = 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 arranging word game towards students’ degree of comparison mastery at the first semester of the eighth grade of SMP PGRI 6 Bandar Lampung in the academic year of 2018/2019.

Key Words: arranging word game, quasi experimental design, degree of comparison.
APPROVAL

Title: THE INFLUENCE OF ARRANGING WORD GAME TOWARDS STUDENTS' DEGREE OF COMPARISON MASTERY AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMP PGRI 6 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019

Student’s Name:Yawareeya Lateh
Student’s Number: 1311040301
Study Program: English Education
Faculty: Tarbiyah and Teacher Training

APPROVED

To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung

Advisor

Co-Advisor

Meisuri M.Pd
NIP: 19800515 200312 2 004

Agus Hidayat, M.Pd

The Chairperson of
English Education Study Program

Meisuri M.Pd
NIP: 19800515 200312 2 004
ADMISSION


Board of examiners:

Moderator : Iwan Kurniawan, M.Pd
Secretary : Irawansyah, M.Pd
Primary Examiner : Fitrah Auliya Ansar, M.Hum
The First Co-Examiner : Meisuri, M.Pd
The Second Co-Examiner : Agus Hidayat, M.Pd

The Dean of
Tarbiyah and Teacher Training Faculty

Prof. Dr. H. Chairul Anwar, M.Pd
NIP: 195608101987031001
“The Night of Power is better than a thousand months”. (Al-Qadr: 3)\(^1\)

---

CURRICULUM VITAE

The researcher is Yawareeya Lateh. She was born in Pattani Southern part of Thailand, on February 4th, 1993. She is last child of 6 children of Mr. Ma-sae and Mrs. Ni’yoh. She has five brothers named Muhammad Faisal Lateh, Dekwae Lateh, Kusoi Lateh, Dekloh Lateh, and Seman Lateh.

After graduating from SD Ban Khuan Plaeng-ngu (Elementary School) in 2005, and then she continued her school to Prasan Witthaya Mulnity School (Junior High School) and graduated in 2008, and she continued her study in Prasan Witthaya Mulnity School also (Senior High School). And she graduated study in 2011. After graduating from senior high school she continued her study again in Tsanawiyah to finish her education in religion side from Prasan Witthaya Mulnity also. And graduated study in 2013.

In the same year, she registered study to UIN Raden Intan Lampung as S1 degree student of Tarbiyah and Teacher Training Faculty Study Program in English Education.

The Researcher

Yawareeya Lateh
DECLARATION

Hereby, I state this thesis entitled “The Influence of Arranging Word Game towards Students’ Degree of Comparison Mastery at the First Semester of the Eighth Grade of SMP PGRI 6 Bandar Lampung in the Academic year of 2018/2019” 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, September 06th 2018

Declared by,

Yawareeya Lateh
1311040301
DEDICATION

Praise and gratitude to Allah Almighty for His abundant blessing to me, and then from my deep hearth and great love, this thesis is proudly dedicated to:

1. The greatest inspiration in my life, my beloved father and mother Mr. Ma-sae and Mrs. Ni’yoh, for their endless love, support, patience, and guidance. May Allah Almighty pour love and devotion back within His never ending.

2. My beloved brothers Muhammad Faisal Lateh, Dekwae Lateh, Kusoi Lateh, Dekloh Lateh, and Seman Lateh, and all of my big family who cannot be mentioned directly in this thesis one by one, thanks for support and love for me.

3. My beloved friends Anisah, Sainah, Suwaibah, Suhailah, Munoh, Mariyah, Fadilah, Rusda, Ruhane, Pateemoh, Fatihan, Amani and all of friends in organization PMMPI.

4. My beloved lecturers who teach me and alumnamater UIN Raden Intan Lampung, who made me grow up and have contributed much for my self-development.
ACKNOWLEDGEMENT

First of all, praise to Allah, the Almighty God, the Most Merciful and the Most Beneficent for His blessing and mercy given to the researcher during her study and in completing this graduating paper successfully. Then, peace and salutation always be with Prophet Muhammad SAW who has guided us from the darkness to the lightness.

This thesis entitled “The Influence of Arranging Word Game towards Students’ Degree of Comparison Mastery at the First Semester of the Eighth Grade of SMP PGRI 6 Bandar Lampung in the Academic Year of 2018/2019” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung.

The, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

1. Prof. Dr. H. Chairul Anwar, M.Pd, the dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung with all staff, who have given an opportunity to study until the end of this thesis composition.

2. Meisuri, M.Pd. the chairperson of English Education Study Program of UIN Raden Intan Lampung and the advisor who has patiently guided and directed the researcher until completion of this thesis.
3. Agus Hidayat, M.Pd. the second advisor, who has given guidance and supervision, especially in correcting this thesis.

4. All lectures of English Department of UIN Raden Intan Lampung who have taught the researcher since the beginning of the study.

5. Mr. Sugiyanto as the principal of SMP PGRI 6 Bandar Lampung and staff who have helped the researcher in collecting data.

6. Yulianti, S.Pd and all the teachers at SMP PGRI 6 Bandar Lampung who have given the guidance and spirit in conducting this research.

7. All of my big family in Pattani southern of Thailand, who cannot be mentioned directly in this thesis one by one, thanks for your support and love for me.

8. Big family of PMMPI of students’ organization Pattani in Lampung, who have support and cheer me up until the completion of this thesis.

9. All friends of the English Department of UIN Raden Intan Lampung, especially my beloved friends in A until G class. Then, all of my best friends who always give me suggestion and spirit in framework of writing this research.

Finally, none or nothing is perfect and neither in this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.
Bandar Lampung, September 06th 2018

The Researcher,

Yawareeya Lateh
TABLE OF CONTENTS

COVER .........................................................................................................................i
ABSTRACT ....................................................................................................................ii
APPROVAL SHEET .......................................................................................................iii
DECLARATION ............................................................................................................iv
MOTTO ........................................................................................................................v
DEDICATION ..............................................................................................................vi
CURRICULUM VITAE .....................................................................................................vii
ACKNOWLEDGEMENT ...............................................................................................viii
TABLE OF CONTENTS ...............................................................................................xi
LIST OF THE TABLE ....................................................................................................xiv
LIST OF APPENDICES .................................................................................................xv

CHAPTER I : INTRODUCTION

A. Background of the Problem ...................................................................................1
B. Identification of the Problem ..................................................................................7
C. Limitation of the Problem ......................................................................................7
D. Formulation of the Problem ..................................................................................7
E. Objective of the Research ......................................................................................8
F. Use of the Research ..............................................................................................8
G. Scope of the Research ..........................................................................................8

CHAPTER II: REVIEW OF RELATED LITERATURE

A. Teaching English as a Foreign Language ..............................................................10
B. Concept of Grammar ...........................................................................................11
C. Concept of Adjective ..........................................................................................14
D. Concept of Degree of Comparison ......................................................................14
   a. Definition of Degree of Comparison ................................................................14
   b. Kind and Usage of Degree of Comparison .......................................................16
      1. Positive .........................................................................................................16
CHAPTER III: RESEARCH METHODOLOGY

A. Research Design ........................................................................................................... 33
B. Variable of the Research ............................................................................................... 34
C. Operational Definition of Variable ................................................................................... 35
D. Population, Sample, and Sampling Technique ................................................................. 35
   1. Population ....................................................................................................................... 35
   2. Sample .............................................................................................................................. 36
   3. Sampling Technique ....................................................................................................... 36
E. Data Collecting Technique ............................................................................................. 37
F. Research Instrument ........................................................................................................ 40
G. Research Procedure ......................................................................................................... 40
   1. Planning ............................................................................................................................ 40
   2. Application ....................................................................................................................... 42
H. Scoring System .................................................................................................................. 44
I. Validity and Reliability ..................................................................................................... 44
   1. Validity of the Test .......................................................................................................... 44
   2. Reliability of the Test ...................................................................................................... 46
J. Data Analysis ..................................................................................................................... 47
   1. Fulfillment of the Assumptions ...................................................................................... 47
CHAPTER IV RESULT AND DISCUSSION

A. Data Analysis ................................................................. 51
B. Result of the Research ..................................................... 51
   1. Result of the Pre-test in the Experimental Class ................. 51
   2. Result of the Pre-test in the Control Class ...................... 52
   3. Result of the Post-test in the Experimental Class ............. 53
   4. Result of the Post-test in the Control Class .................... 54
   5. Result of Normality Test ............................................. 55
   6. Result of Homogeneity Test ....................................... 57
   7. Result of Hypothetical Test ....................................... 58
C. Discussion of Finding .................................................. 60

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion ........................................................................ 63
B. Suggestion ........................................................................ 63
   1. For the Teacher ......................................................... 63
   2. For the Students ....................................................... 64
   3. For the Next Researcher .............................................. 64

REFERENCES ........................................................................... 65

APPENDICES ............................................................................ 68
# LIST OF THE APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix 1</td>
<td>The result of teacher’s interview</td>
<td>69</td>
</tr>
<tr>
<td>Appendix 2</td>
<td>The result of students’ interview</td>
<td>70</td>
</tr>
<tr>
<td>Appendix 3</td>
<td>Students’ score</td>
<td>74</td>
</tr>
<tr>
<td>Appendix 4</td>
<td>Syllabus</td>
<td>79</td>
</tr>
<tr>
<td>Appendix 5</td>
<td>Lesson Plan for Experimental Class</td>
<td>85</td>
</tr>
<tr>
<td>Appendix 6</td>
<td>Lesson Plan for Control Class</td>
<td>103</td>
</tr>
<tr>
<td>Appendix 7</td>
<td>Pre-test Instrument</td>
<td>121</td>
</tr>
<tr>
<td>Appendix 8</td>
<td>Post-test Instrument</td>
<td>125</td>
</tr>
<tr>
<td>Appendix 9</td>
<td>Score of Students’ Experimental Class</td>
<td>129</td>
</tr>
<tr>
<td>Appendix 10</td>
<td>Score of Students’ Control Class</td>
<td>130</td>
</tr>
<tr>
<td>Appendix 11</td>
<td>Histogram Pre-test</td>
<td>131</td>
</tr>
<tr>
<td>Appendix 12</td>
<td>Histogram Post-test</td>
<td>133</td>
</tr>
<tr>
<td>Appendix 13</td>
<td>Validation of Try-out Pre-test</td>
<td>135</td>
</tr>
<tr>
<td>Appendix 14</td>
<td>Validation of Try-out Post-test</td>
<td>137</td>
</tr>
<tr>
<td>Appendix 15</td>
<td>Test items for Pre-test</td>
<td>139</td>
</tr>
<tr>
<td>Appendix 16</td>
<td>Test items for Post-test</td>
<td>145</td>
</tr>
</tbody>
</table>
LIST OF THE TABLE

Table 1.1  The students’ score of grammar test at the first semester of eighth grade of SMP PGRI 6 Bandar Lampung .........................3
Table 2.1  Positive Form ..................................................................................................................19
Table 2.2  Comparative Form Pattern I ..........................................................................................19
Table 2.3  Comparative Form Pattern II .........................................................................................20
Table 2.4  Superlative Form Pattern I ............................................................................................21
Table 2.5  Superlative Form Pattern II ...........................................................................................22
Table 2.6  Irregular adjective for comparative and superlative degree ........................................22
Table 2.7  Adjective with two syllables both comparative and superlative .................................23
Table 3.1  Pre-test and Post-test Design ........................................................................................34
Table 3.2  The total number of students at the eighth class of SMP PGRI 6 Bandar Lampung in 2018/2019 .........................................................36
Table 3.3  Table of Specification of Pre-Test before Try-Out .........................................................38
Table 3.4  Table of Specification of Pre-test after Validity Test ....................................................38
Table 3.5  Table of Specification of Post-Test before Try-Out ......................................................39
Table 3.6  Table of Specification of Post-test after Validity Test ................................................40
Table 4.1  Tests of Normality .........................................................................................................56
Table 4.2  Test of Homogeneity of Variance .................................................................................58
Table 4.3  Result of Hypothetical Test ............................................................................................59
CHAPTER I
INTRODUCTION

A. Background of the Problem

As human being who live in society, people need to interact among others to express pleasure, pair, friendliness, annoyance, et cetera. To express those all, people use language as a tool of communication. There are many languages in the world, one of them is English. English is as tool of communication both orally and in the written form. The communication is aimed to understand and express information, thought, and feeling to develop knowledge, science, technology, and culture by using its language. The competence of communication in a whole means discourse competence.

Language is an important thing in our life, because everyone needs language as a part of communication or communication activity with other people. According to Harmer, language is used widely for communication between people who do not share the same first (or even second) language. It means that language is a tool of communication to express what we thought. Language is also make us possible for giving and receiving some information.

English is as a foreign language in Indonesia. As a foreign language, English is not used in everyday life by Indonesian. It is only used by certain people such as academicians, group or individual in a certain fields. As Broughton, et.al. state that

---

English as a foreign language means that it is taught in school, often widely, but is does not play an essential role in national or social life. In Indonesia English as a foreign language, it does not use in daily communication. Just used in the certain places such as in school, university, office, etc.

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

Further, one elements that students must master in learning English is grammar. Grammar is the central component of language. Grammar is rules for forming words and making sentences. It means that grammar is the central component of language, which is consists of rules of grammatical structure.

Moreover, Corder in Widodo states that grammar is taught to furnish the basis for a set of language skills: listening, speaking, reading, and writing. Furthermore, Ur in

---

Widodo states that grammatical rules enable them to know and apply how such sentence patterns should be put together.\textsuperscript{8} It means that grammar covers all of language skills.

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 and speak English well. It is supported by Harmer who states that if grammar rules are too carelessly violated, communication may suffer.\textsuperscript{9} Thus, without grammar, the meaning in a written or spoken can lose or cannot be submitted.

Based on the preliminary research at the eighth grade of SMP PGRI 6 Bandar Lampung, the researcher found that most of students found difficulties in learning English especially in mastering grammar. It is about degree of comparison.

Table 1.1

<table>
<thead>
<tr>
<th>No.</th>
<th>Score</th>
<th>The Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>&gt;72</td>
<td>150</td>
<td>56.00%</td>
</tr>
<tr>
<td>2.</td>
<td>&lt;72</td>
<td>118</td>
<td>44.00%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>268</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Document of the students’ Score of Degree of Comparison of SMP PGRI 6 Bandar Lampung in 2018/2019

\textsuperscript{8} Ibid.  
Based on the table above, there were 118 of 268 students who passed the test based on criteria of minimum mastery (KKM) and there are 150 students failed. In this case, the student score of KKM in SMP PGRI 6 Bandar Lampung was 72 and there were many students who got the score under 72. It is found that the total number of students who got difficult in grammar was 150 out of 268. It means students who got difficult in grammar 56.00%.

The researcher also has interviewed to one of English teacher of SMP PGRI 6 Bandar Lampung Mrs. Yulia S.Pd. she said that many students had difficulties in studying English especially in mastering grammar. The teacher used lecturing technique in teaching grammar. When the researcher asked some students, they said English was a hard and boring lesson too because teacher explanation was monotonous in learning grammar. They had difficulties to remember the formula, and the way to change from positive to comparative and superlative degree.

Based on the data of the interview above the students were seemingly still low in understanding grammar. It is probably caused by teacher: the teacher should use an appropriate method or technique in teaching grammar. One of the techniques considered and applied in the classroom in teaching English is through arranging word game.

---

10 An Interview, English Teacher at SMP PGRI 6 Bandar Lampung, September 19th, 2017
11 An Interview, Students at the eighth grade of SMP PGRI 6 Bandar Lampung, September 19th, 2017
Agoestyowati said, “Learning a new language should be fun, interactive and exciting. The use of games in a learning environment will not only change the dynamic of the class, but also rejuvenates students and help the brain to learn more effectively”. It means the brain is muscle just like any other. It needs to be worked out, tested and out into competitive situation.

Therefore, the teacher can create a more exciting learning environment by introducing games and activities. And she also said that “Games allow the students to work co-operatively, compete with each other, strategize, think in different way, compare and share knowledge, learn from other, learn from mistakes, work in a less stressful and more productive environment and allow students to have fun”. It means by using games the students would feel happy, relax and enjoy in following the lesson. That is the reason why the researcher chosen arranging word game in studying degree of comparison. According to Hadfield, the familiar games such as arranging word game can make the player think more about other guess of information what it might be. In others words, students can think with other friends during playing and it can reduce their stress.

The first previous research has been done by Sri Dewi Astuti entitled “The Influence of using Arranging Words Game towards Students’ Simple Present Tense Mastery at

---

12 Redjeki Agoestyowati. 2009. 102 English Games, PT Gramedia Pustaka Utama, Jakarta.
13 Ibid, p. xiii
14 Jill Hadfield, Intermediate Communication Games, (Hong Kong, 1990), p.5
The Ninth Grade of SMP Nusantara Bandar Lampung”. The result of Sri Dewi Astuti’s research is Arranging Words Game was effective used to teach grammar on simple present tense in SMP Nusantara Bandar Lampung.

The second previous research has been done by Hanisa entitled “The Influence of Arranging Word Game towards Student’s Simple Past Tense Mastery at the Second Semester of the Eighth Grade of SMPN 01 Gunung Terang Tulang Bawang Barat”. Based on the finding this technique is effective to be used in teaching grammar on simple past tense. So, the researcher would try to use arranging word game technique in teaching degree of comparison. The researcher wanted to know there are effective or not that used this technique.

Hopefully by using the arranging word game, it would give the students’ more understanding and motivation to learning English especially about degree of comparison. Therefore the title of this research is the influence of arranging word game towards students’ degree of comparison mastery at the first semester of the eighth grade of SMP PGRI 6 Bandar Lampung in the academic Year of 2018/2019.

---

16 Hanisa, *The Influence Of Arranging Words Game towards Student’s Simple Past Tense Mastery at the Second Semester of Eighth Grade of SMPN 01 Gunung Terang Tulang Bawang Barat in 2016/2017 academic year*, (Lampung: Raden Intan State Islamic University).
B. Identification of the Problem

Based on the background, the researcher identified the problems as follows:

1. The teacher used unattractive technique in teaching grammar.
2. The students’ mastery in using grammar was still low.
3. The students had difficulties in using degree of comparison.

C. Limitation of the Problem

From the identification of the problem above, the researcher focused on influence of arranging word game towards students’ degree of comparison mastery on adjective that consist of positive, comparative, and superlative at the first semester of the eighth grade of SMP PGRI 6 Bandar Lampung.

D. Formulation of the Problem

Based on the limitation of the problem, the researcher formulated the problems as follows:

Is there any significant influence of arranging word game towards the students’ degree of comparison mastery at the first semester of the eighth grade of SMP PGRI 6 Bandar Lampung in 2018/2019 academic year?
E. **Objective of the Research**

Based on the problem formulation above, the objective of the research was to find out whether or not there is significant arranging word game could influence the students’ degree of comparison mastery at the first semester of the eighth grade of SMP PGRI 6 Bandar Lampung in 2018/2019 academic year.

F. **Use of the Research**

The research hopefully useful both practically and theoretically:

1. Practically, this research information for English teacher that arranging word game is an alternative technique to teach degree of comparison and additional information for further research.
2. Theoretically, this research information for English teacher how to teach degree of comparison by using arranging word game.

G. **Scope of the Research**

1. The subject of the research
   
   The subjects of the research were the students at the first semester of the eighth grade of SMP PGRI 6 Bandar Lampung.

2. The object of the research
   
   The object of the research was the use of arranging word game towards student’s degree of comparison mastery.
3. The place of the research

The research was conducted at SMP PGRI 6 Bandar Lampung which is located in Way Dadi, Bandar Lampung.

4. The time of the research

The research was conducted at the first semester in the academic year of 2018/2019.
CHAPTER II
REVIEW OF RELATED LITERATURE

A. Teaching English as a Foreign Language

English is an international language. It means that English as an international language is very important to make communication among people all over the world. It is used in many field such as economy, education, art, and technology. That is why English is learned in Indonesian school, from elementary until university.

Language is used to communicate our thoughts and ideas.\textsuperscript{17} Language as foreign language is generally taken to apply students who are studying general English at school and institute in their own country or as transitor visitor in a target language country.\textsuperscript{18} Teaching English as a foreign language refer to a particular methodology for teaching people whose first language is not English, but who need to learn it for work or choose learnt for leisure.

There are so many ways, methods and techniques in order to make the learners able to use English based on the objectives or curriculum. The objectives can be achieved if the students are exercised intensively and communicate by using English gradually. In relation to that, the teacher needs suitable teaching learning technique for supporting the purpose, so students can master the standard competence based on curriculum. This opinion is supported by Fachrurrazy that technique is the specific

\textsuperscript{17} M. F. Patel and Praveen M. Jain, \textit{English Language Learning}, (Sunrise, 2008), p. 31
\textsuperscript{18} Jeremy Harmer, \textit{How to Teach Writing}, (E bundurg Gate: Longman, 2004), p. 39
activity manifested in the classroom that is consistent with a method and therefore is also in harmony with an approach.¹⁹

Anthony in Richards and Rodgers says that a technique is implementational – that which actually takes place in a classroom. It is a particular trick, state gem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.²⁰

But the problem here, the technique that used by the teacher maybe inappropriate with the students’ conditions and needs, so that students are only passive on this process. Because of that the teaching learning process students must involve in the lesson. The teacher is only as the guide in learning the language, students are not only as object of teaching, they have to active in the lesson and give more participate in the teaching learning process.

B. Concept of Grammar

Grammar is description of the ways in which words can change their forms and can be combined into sentences in that language.²¹ Grammar is the rules of how words and their components parts combine to form sentences. Grammar as the system of rules by some words are formed and put together to make sentences and it guides

---

people on how to speak and write correctly. Grammar is also called as an organization words that combination into sentence to express thought 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. It means that grammar is a system of rules that shows how the words are combined and collated into a sentence. Grammar also can be defined as the system of language to help people to make meaningful and correct sentence. Thournbury says that grammar is a description of the rules for forming sentence including an account of the meanings that these forms convey.

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

The kinds of meaning realized by grammar are principally:

a) Representation, that is, grammar enables us to use language to describe the word in term of how, when, and where thing happen, and

b) Interpersonal, that is, grammar facilitates the way we interact with other people when, for example, we need to get things done using language.\textsuperscript{24}

Grammar plays an important role in combining units of language to form sentence. Moreover, grammar is important because knowing about grammar also help the students to understand how about makes meaningful sentence, paragraphs clear, interesting and precise. People are associated grammar with error and correctness.

Based on the statements above, the writer concluded that grammar is a study about pattern or rule to make a good sentence. Learning grammar is important, because it is a basic knowledge and an important tool for students to master English, without knowing the grammar rule the students cannot make meaningful sentence. Another consideration why grammar is important to be learned by the students is because mastering the grammar will help student organize well their sentence in oral and in written form. One of the important things in learning grammar is degree of comparison. In English, tense is important to be learned. If we know degree of comparison, it can be sure we know all the grammar in English, because all the grammar that you learned is inseparable from the wording. If we make a sentence in English, we should know whether it positive, comparative, or superlative form.

\textsuperscript{24} \textit{Ibid}
C. Concept of Adjective

The Adjective is a modifier that has the grammatical property of comparison. It is often identified by special derivation ending 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.\textsuperscript{25}

The statement above means that adjective is important used for describing words order to make it clear and easy to understand. Adjective is a word used to describe a noun. Adjective can be used in front of both countable and uncountable noun. Based on the statements above, it clear that adjectives are often used to describe word, especially noun, without an adjective we cannot describe a thing or a person in the sentences.

D. Concept of Degree of Comparison

a. Definition of degree of comparison

To get understanding about degree of 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 similarly or difference is expressed in terms of degree, extent, or

\textsuperscript{25} Marcella Frank, \textit{Modern English a Practical Reference Guide}, Prentice-Hall, INC., New Jersey, 1972, p.109
quantity. Therefore, comparison is the most important English construction which is used to express similarities or differences of degree or extent.

The degree of comparison is 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 superlative for comparing three or more things. Furthermore, according to Martin Parrot, comparatives are adjectives and adverbs that end in –er, (e.g. bigger, richer, faster) and superlatives are adjectives and adverbs that end in –est, (e.g. biggest, richest, fastest). It means that degrees of comparison are used for comparing two or more things, person or place to denote different level of them.

Based on the definitions stated above, the researcher infers that comparison is a process of comparing people, things, or places through the level of quality or quantity. It is formed from adjective and adverb. But this research is only focused on comparison of adjectives. Therefore, comparison of adjective is the modification of an adjective to denote different level of quality or quantity.

---

27 http://grammar.ccc.commnet.edu/grammar/adjective.htm
28 Martin Parrot, Grammar for English Language Teacher, (UK: Cambridge University Press, 2000), first ed. p.79
b. Kinds and Usage of Degree of Comparison

Adjective 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 degree of comparison will clearly discussed as follows.

1. Positive

Positive degree is the most basic form of the adjective, positive because it does not relate to any superior or superior qualities and quantities 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. In addition, Krohn state that that the positive form As..... as is used with adjectives. One of the other hand, we can use as + adjective + as for comparing two persons or things that have the similarity of quality or quantity.

For example:

- My father is as tall as my uncle.
- My wife is as beautiful as her mother.

---

2. Comparative

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 or things (or two groups of persons or things) are compared or constrained as bearers of a certain quality.\(^{32}\) Murphy says that the comparative form is –er or more that is used adjective and adverb.\(^{33}\) Comparative degree is used to compare two person, place or things.

For Example:

- Today test is easier than yesterday.
- Lucy is more diligent than Mandy.\(^{34}\)

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.\(^{35}\) Murphy says that the superlative use the with –est or –most to form the superlative of adjective and adverbs.\(^{36}\)


\(^{36}\) Raymond Murphy, *Op.Cit. p.216*
For example:

- I am the smartest students in the class.
- She is the most beautiful creature in the world.  

Based on the explanation above, there are three kinds of degrees of comparison namely positive degree, comparative degree, and superlative degree and every kind of it has a different function. Positive degree is when two persons, things or place are compared to an equal degree. While, comparative degree is used to denote a greater amount of a quality to something else and superlative degree is used to stress the highest degree of quality for more than two objects compared.

**c. Form of adjective comparison**

We have to know the correct form for specific adjective words, to make the comparison of adjective. Moreover, form the degree of comparison of adjective. We need to know the influence or addition ways of adjective. Whether it is added by \(-er\) or \(-est\) at the end of adjective, or preceded more- or most- before it. It depends on the length of the adjective word and on the syllable.

As the researcher stated before, the comparison will be used in this form is about adjective comparison. So in making the pattern of comparison, the researcher focuses on the adjective form.

---

Here are the patterns:

1. **Positive Degree**

Positive degree is two units are compared to an *equal* degree.\(^{38}\)

<table>
<thead>
<tr>
<th>The Formula</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject + To be + As + Adjective + As</td>
<td>My father is as tall as my uncle.</td>
</tr>
<tr>
<td>Subject + To be + Not + As + Adjective</td>
<td>My house is not as big as yours.</td>
</tr>
</tbody>
</table>

2. **Comparative Degree**

Comparative degree is two units are compared to an unequal degree.\(^{39}\) The comparative form of adjective as follow:

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

To make it clear, see the table 2.2 below:

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Rule</th>
<th>Adjective word</th>
<th>Comparative Form (example)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Adjective with one syllable</td>
<td></td>
<td>Safe</td>
<td>Saving money in the bank is safer than in the home</td>
</tr>
</tbody>
</table>

\(^{39}\) *Ibid.* p.118
a) Ending in –e
Add –r
Brave
Large
Big

b) Ending in a single vowel + a consonant (except w, x, and y)
Double the final consonant and add -er
Hot
Thick
Thin

C) Ending in a consonant + y
Change y to I and add –er
Young
Tall
Cheap

D) All others
Add –er
Dimas is braver than Eni.
His bag is larger than mine.
An elephant is bigger than a rat.

Today is hotter than yesterday.

Rinna’s book is thinner than Erda’s book.
Your hair is drier than her hair.

You are younger than your father.
Lisa is taller than her sister.
A pen is cheaper than a handphone.

2. Two-Syllable adjectives

a) Adjective ending in –y preceded by a consonant
Change –y to –I and add –er
Lucky
Lazy
Busy
Simple
Clever

b) Adjective ending in –ple, -ble, -occasionally – tle, -dle
Adding suffix –er.
Putri is luckier than Heni.
Lidya is lazier than Linda.
Ryo is busier than Irma.
Your idea is simpler than mine.

They are cleverer than us now.

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

### Table 2.3

**Comparative Form**

**Pattern II: More + Adjective + than.**

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Rule</th>
<th>Adjective Word</th>
<th>Superlative Form (example)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Adjective with two or more syllables and don’t end in –y</td>
<td>Add more before adjective</td>
<td>Patient</td>
<td>Tanty is more patient than Irma.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expensive</td>
<td>The hamburger is more expensive than the hot dog.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interesting</td>
<td>English is more interesting than mathematics.</td>
</tr>
</tbody>
</table>

---

41 *Ibid.* p.224
3. Superlative Degree

Superlative degree is three or more units are compared to an unequal degree. The pattern using:

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

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

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Rule</th>
<th>Adjective word</th>
<th>Superlative form (example)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wise</td>
<td>Add –st</td>
<td>Wise</td>
<td>My father is the wisest man in my house.</td>
</tr>
<tr>
<td>Nice</td>
<td>Double the final consonant and add –est</td>
<td>Nice</td>
<td>Clarissa is the nicest girl in my class.</td>
</tr>
<tr>
<td>Wet</td>
<td>Change y to I and add –est</td>
<td>Wet</td>
<td>My T-shirt is the wettest of all my clothes.</td>
</tr>
<tr>
<td>Fat</td>
<td>Add –est</td>
<td>Fat</td>
<td>Peter is the fattest boy I’ve ever met.</td>
</tr>
<tr>
<td>Slim</td>
<td>Add –est</td>
<td>Slim</td>
<td>Luna Maya is the slimmest Indonesian artist.</td>
</tr>
<tr>
<td>Dry</td>
<td>Add –est</td>
<td>Dry</td>
<td>Your hair is the driest of all.</td>
</tr>
<tr>
<td>Short</td>
<td>Add –est</td>
<td>Short</td>
<td>Max is the shortest boy in the class.</td>
</tr>
<tr>
<td>High</td>
<td>Add –est</td>
<td>High</td>
<td>Mount Everest is the</td>
</tr>
</tbody>
</table>

Clean
highest mountain in the world.
The mosque is the cleanest place of all.

2. Adjective with two syllable ending in -y
Change –y to –I and add -est

Funny
Olga Syahputra is the funniest actor I’ve ever seen.

Pretty
Her cat is the prettiest of the three.

Adapted from Mark Foley and Dianne Hall in their book Advanced Learners’ Grammar

To make the superlative form that added by the prefix most, the table 2.5 below gives the rules and examples:

<table>
<thead>
<tr>
<th>Adjective with two or more syllables and don’t end in –y</th>
<th>Rule</th>
<th>Adjective</th>
<th>Superlative Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add the most before adjective</td>
<td></td>
<td>Generous</td>
<td>John is the most generous of all the people I know.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diligent</td>
<td>Ikhwan is the most diligent girl in her family.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Difficult</td>
<td>Mathemetic is the most difficult lesson I had learnt.</td>
</tr>
</tbody>
</table>

a. There are a few are compared irregularly. the list of the irregular adjectives for comparative and superlative degree showed in the table 2.6 below:

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>Better</td>
<td>Best</td>
</tr>
<tr>
<td>Bad</td>
<td>Worse</td>
<td>Worst</td>
</tr>
</tbody>
</table>

44 Ibid. p.224
b. The rules for adjectives of two syllables are more complicate. Some adjectives form the comparative and superlative with –er, -est, some with more, most, others in either if these ways.\(^{46}\)

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

<table>
<thead>
<tr>
<th>Far</th>
<th>Farther / further</th>
<th>Farther / furthest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little</td>
<td>Less</td>
<td>Least</td>
</tr>
<tr>
<td>Many</td>
<td>More</td>
<td>Most</td>
</tr>
<tr>
<td>Much</td>
<td>More</td>
<td>Most</td>
</tr>
<tr>
<td>Old</td>
<td>Elder / older</td>
<td>Eldest / oldest</td>
</tr>
</tbody>
</table>

**Table 2.7**

Adjectives with two syllables both comparative and superlative that formed by adding prefix more / most and suffix –er / -est.\(^{47}\)

<table>
<thead>
<tr>
<th>Two-Syllable Adjectives with –er, -est</th>
<th>Two-Syllable Adjectives with more, most</th>
<th>Two-Syllable Adjectives with –er, -est, or more, most (The –er, -est, forms Are Less Formal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjectives ending in –y preceded by a consonant</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Prettier                             |                                        | Adjectives ending in:
| dirtier                              |                                        | -er cleverer
| noisier                              |                                        | tenderer
| happier (also unhappier)             |                                        | bitterer
|                                      |                                        | -ow narrower
|                                      |                                        | shallower
|                                      |                                        | mellower
|                                      |                                        | -some handsomer
|                                      |                                        | wholesomer
|                                      |                                        | lonesomer

---

\(^{46}\) Ibid, p.119

\(^{47}\) Ibid.
2. Adjectives ending in –ple, -ble, occasionally –tle, -ble

| Simpler | More exact |
| Nobler | More recent |
| Humbler | More honest |
| Subtler | More urgent |
| Idler |

2. Many adjectives ending in –ct, -nt, -st

| More exact |
| More recent |
| More honest |
| More urgent |

2. Others
Stressed on first syllable:
- Pleasanter, crueler,
- 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 has different form according its degrees. In positive degree, the form of adjective is adding as before and after the adjective. Besides that, use negative form in positive degree and it only adding not before as after. Then, there are two form 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 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 don’t end in –y. In addition, there are irregular adjective and adjective with two syllables both comparative and superlative that formed by adding prefix more / most and suffix –er / -est.
E. Concept of Game

There are many definitions of game. Kramer defines a game as any activity which is executed only for pleasure and without conscious purpose. A game is a formal description of a strategic situation. The object of study in game theory is the game, which is a formal model of an interactive situation. It typically involves several players, a game with only one player is usually called a decision problem. Game can be described formally at various levels of detail. In addition, wright states that games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so much understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. Son that game is one technique which can attract the students’ attention and interest since game should have elements of fun, enjoyment, challenge, cooperation and competition.

Game can be used at many levels, from beginner until advanced based on the player’s age, cleverness and background. Everybody likes game because it is challenging and usually there is a reward besides it. Such as score or point, make a situation on the game lively and the player did not feel bored and try to be the best on the game or on their team.

48 Wlofgang Kramer, What is a Game, Available on: http://www.thegamesjuornal.com/articles/whatisaGame.shtml (access on October 06th, 2017, 14:05 pm.)
49 Andrew Wright, Betteridge and Michael buckby, Game for Language learning, (London: Cambridge University Press, 2006) p. 2
By playing game, the students would not only get fun of learning, but also a goal and structure. In addition, Hadfield states that game is activity with rules, a goal and an element of fun. There are two kinds of games, *competitive games*, in which players or teams race to be the first to reach the goal, and *co-operative games*, in which players or teams work together towards a common goal.\(^{50}\) Arranging word game is co-operative game, it will make them increase their self-confident. Furthermore, make them easier to get the materials by make the students feel enjoy and comfortable.

### F. Concept of Arranging Word Game

Arranging word game is the game that is the words or the sentences in disorder or incorrect form and it is no meaning. It is supported by Hadfield, that arranging game is also sometimes called sequencing or ordering game, these are games were the players must acquire information and act on it in order to arrange the items in a specific. Items be arranged can be picture card, events in a narrative or event the players themselves.\(^{51}\) It means that, arranging words game is the game that is the words or the sentences in disordered or incorrect form and it is no meaning.

---

\(^{50}\) Jill Hadfield, *Intermediate Communication Games*, (Hongkong,1990), p.v

\(^{51}\) *Ibid*, p.vi
Arrange word game is the game which the words are jumbles, and the teacher asks the students to arrange the jumble word into a complete sentence as much as possible.\(^{52}\)

The students often make mistake in putting word in to sentence. A sentence can be understood clearly if the words are arranged in good order. To know words order in a sentence, firstly the students have to know the sentence structure. It means that students must learn structure or grammar particularly about degree of comparison. Arranging word in disorder, it drivers from a word “jumble” that mean confused mixture.

The students had to put the words in disorder become a good order or correct form so the sentence has the meaningful. Arranging words also mean a string of character is given the task is to find the entire meaningful sentence that can be created by rearrange its words. So arranging words game is a kind of technique used in teaching degree of comparison by allowing the students to arrange the jumble words into the right order.

**G. The Procedure of Arranging Word Game**

1. Teacher prepared the sentence that would be arranged by the students.

2. Teacher jumbled the words till the students did not know the correct sentence.

3. Teacher divided the students to some group, it consisted of 3–5 persons.

---

\(^{52}\) Mustaan, *The Effective of Using Arrange Word Game Technique on The Students’ Mastery on Passive Voice of Simple Present Tense*, Department of English Education faculty of Tarbiyah and Teacher Training Syarif Hidayatullah State of Islamic University jakarta, 2015, p. 23.
4. Teacher divided a sentence which the words were jumble to the students.  
5. Teacher asked the students to arrange the words into the correct sentences.  
6. Teacher asked the students to write every sentence on the whiteboard.  
7. Teacher corrected and investigated that sentences and meanings. 

H. The Advantages of Arranging Word Game  
1. By using this game the students will have more motivation to learning English particularly in studying Degree of Comparison.  
2. They have chance to express their ability about degree of comparison by arranging the words or the sentences to the correct ones.  
3. By doing the games repeatedly they will learn from the mistake that they made in the game, so they can remind the way or the formula automatically.  
4. They will not feel that the English is difficult and bored but it is easy and full of fun.

I. The Disadvantages of Arranging Word Game  
1. This game can make the class crowded.  
2. This game can waste time of class hour. 

---

J. Concept of Lecturing Technique

Lecturing technique is oral presentation that used in the classroom where the teacher is as the central focus of information transfer. It means this technique the teacher is more active than the students. It is one-way communication so this method can 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. It means that, the students listen to the teacher explanation and they do 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 teach in which the teacher was as central focus on giving the oral presentation directly, just teacher who active in the class. In addition, lecturing technique was a good way providing an outline of an area of study as preparation for more detailed work carried out individually or in seminars or tutorials.

---


K. The Procedure of Lecturing Technique

There are some procedures of using lecturing technique:

1. Teachers created student learning conditions.
2. Teacher delivered the presentation material.
3. Association / comparison, teachers give students the opportunity to ask question.
4. Teacher assigns the assignment to the students.
5. Teachers conduct an assessment of the students understanding.  

L. Advantages of Using Lecturing Technique

There are some advantages of using lecturing technique:

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.

M. The Disadvantage of Using Lecturing Technique

There are some disadvantage of using lecturing technique:

1. This technique can make students bored.
2. Easy to make students confuse in learning.

---

57 Ibid. p.99
3. This technique makes the students passive in learning.\textsuperscript{58}

N. Frame of Thinking

English will be taught since junior high school. In learning English, the students are going to learn about the skills and components of English. The skills are listening, speaking, reading, and writing, and the components are vocabulary, grammar and pronunciation. These components have a very important role in English skills.

Not only vocabulary and pronunciation but also grammar must be mastered because it is the base of knowledge in language learning. The ideas cannot be expressed logically without using the correct grammatical rules. Because of that, if the students do not master grammar, they will find difficulty in expressing their ideas in constructing good sentences, but if the students master grammar, it will be easier for them to express their ideas in making correct sentences based on the grammatical rules.

Degree of comparison is part of grammar. It is grammatical forms of positive, comparative, and superlative (adjective and adverb). Teaching degree of comparison of adjective contains of two or more things, person, group or condition requires sentences pattern, which are quite different from the other grammatical forms.

Arranging word game as a technique that is relevant to the students’ interest. Arranging words game can motivate students’ to learn grammar especially degree of

\textsuperscript{58} Ibid. p. 97
comparison. By using arranging words game students can learn and remember the formula because they have done repeatedly. This technique helps the students to concentrate and focus in while activity. The students also can express their ability by using arranging words game.

Based on the explanation above, the researcher believes that degree of comparison material should be learnt by the students. By knowing the rules of degree of comparison, the students can make a sentence in grammatically correct and catch the meaning of a sentence clearly.

O. Hypothesis

Based on the theoretical assumption above, the researcher formulates the hypotheses as follows:

Hₐ = There is a significant influence of using arranging word game technique towards students’ degree of comparison at the first semester of the eight grade of SMP PGRI 6 Bandar Lampung 2018/2019 academic year.

Hₒ = There is no significance of using arranging word game technique towards students’ degree of comparison at the first semester of the eight grade of SMP PGRI 6 Bandar Lampung 2018/2019 academic year.
CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

In this research the researcher used experimental design. Experimental design is the general plan to carrying out a study with and active independent variable. The design is important because it determines the study’s internal validity, which is the ability to reach valid conclusion about the effect of the experimental treatment on the dependent variable.\(^{59}\) It means that experimental design is a research design that will use to find the influence of one variable to another.

The researcher used quasi experimental research design. Especially pretest and posttest control group design which saw the students’ degree of comparison mastery by using arranging word game technique. According to Creswell, quasi experiments include assignment, but not random assignment of participants to groups.

In this research, the researcher used two classess, they were the experimental class and control class. The experimental class received the treatment by using arranging word game technique and the control class used lecturing technique. Table 3.1 shows the Pre-Test and Post-Test design illustrated as follows:

---

Table 3.1
Pre-Test and Post-Test Design

<table>
<thead>
<tr>
<th>Select Control group</th>
<th>Pre-Test</th>
<th>No Treatment</th>
<th>Post Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select Experimental group</td>
<td>Post-Test</td>
<td>Experimental Treatment</td>
<td>Post Test</td>
</tr>
</tbody>
</table>

We can apply the pretest and posttest design approach to a quasi-experimental design. The researcher assigns intact groups the experimental and control treatments, administers a pretest to both groups, conducts experimental activities to assess the differences between the two groups. It means that in quasi experimental design the researcher used the pre-test and post-test design approach. The researcher gave pre-test and post-test to the both of class group to know the differences between the two groups. The researcher conducted experimental treatment activities in experimental class. The researcher used arranging word game technique as the treatment in experimental class. While in control class the researcher also conducted the treatment but the treatment in control class was different with treatment in experimental class. In control class the researcher used lecturing technique as the treatment.

B. The Variable of Research

The variables of the research are as follow:

1. The independent variable of this research is the arranging word game symbolized by (X)

---

2. The dependent variable of this research is students’ mastery in learning degree of comparison of adjective symbolized by \((Y)\).

C. Operational Definition of variable

The operational Definition of Variables

1. Arranging word game is a kind of technique used in teaching Degree of Comparison by allowing the students to arrange the jumble words into the right order.

2. The students’ degree of comparison of adjective mastery is the students’ ability in understanding and using degree of comparison of adjective either in positive, comparative or superlative form of regular and irregular formation.

D. Population, Sample, and Sampling Technique

1. Population

Fraenkel and Wallen say that a sample in a research study is the group on which information is obtained. The larger group to which one hopes to apply the result is called the population.\(^{61}\) Therefore, the population in this research was all the students at the first semester of the eighth grade of SMP PGRI 6 Bandar Lampung in the academic year of 2018/2019. The population of this research consist 268 students including nine classes.

---

Table 3.2
The Total Number of students at the Eighth Class of SMP PGRI 6 Bandar Lampung in 2018/2019

<table>
<thead>
<tr>
<th>No.</th>
<th>Class</th>
<th>Gender</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>1.</td>
<td>8A</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>2.</td>
<td>8B</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>3.</td>
<td>8C</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>4.</td>
<td>8D</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>5.</td>
<td>8E</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>6.</td>
<td>8F</td>
<td>13</td>
<td>16</td>
</tr>
<tr>
<td>7.</td>
<td>8G</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>8.</td>
<td>8H</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>9.</td>
<td>8I</td>
<td>17</td>
<td>12</td>
</tr>
</tbody>
</table>

The total number of students: 268

Source: TU SMP PGRI 6 Bandar Lampung 2018/2019

2. Sample
According to fraenkel and Wallen that sample is the group on which information is obtained.\textsuperscript{62} It means that sample is part of number and characteristic that in population. The sample is part of population number that will be target of research. There were two classes as the sample in this research, one class as the experimental class and the other one as the control class.

3. Sampling Technique
In getting the sample from population, the research used cluster random sampling. Fraenkel and Wallen say that the selection of group, or cluster, of subject rather that

\textsuperscript{62} Ibid
individuals is known as cluster random sampling.\textsuperscript{63} The classes choose randomly using lottery. The researcher wrote all of the class from two classes on the piece of paper. The papers rolled then the researcher shocked the papers to determine both of the classes, one paper for the experimental class and another paper for the control class.

E. Data Collecting Technique

In collecting the data, the researcher used the following technique:

a. Pre-test

Pre-test conducted before presenting the treatment. The material that tested relate to K-2013 and suitable for students’ level. The test was objective test, the researcher used multiple choice with four options, a, b, c, and d.

\textsuperscript{63} Ibid, p. 96
Table 3.3
Table of Specification of Pre-Test before Try-Out

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Odd</th>
<th>Even</th>
<th>Total</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>8</td>
<td>6</td>
<td>14</td>
<td>1, 3, 11, 13, 17, 21, 23, 37</td>
</tr>
<tr>
<td>Comparative</td>
<td>5</td>
<td>9</td>
<td>14</td>
<td>25, 27, 29, 33, 39</td>
</tr>
<tr>
<td>Superlative</td>
<td>7</td>
<td>5</td>
<td>12</td>
<td>5, 7, 9, 15, 19, 31, 35</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>20</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

Based on the table above 3.3, it can be concluded that there are 40 questions for try-out test in the instrument. There were 20 odd questions and 20 even questions.

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

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Odd</th>
<th>Even</th>
<th>Total</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>1, 9, 11, 21</td>
</tr>
<tr>
<td>Comparative</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>15, 19, 23</td>
</tr>
<tr>
<td>Superlative</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>3, 5, 7, 13, 17</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>12</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

After try-out was done, the researcher used Anates to measure quality of an instrument. Try-out was held on July 30th, 2018, with VIII G as the try-out class for
pretest and post-test instrument. In this step were 24 number of pre-test instruments which valid. It can be concluded that the total items in pre-test try-out were 24 items. (See Appendix 13)

b. Post-test

Post-test will be given after the treatment. It will be given to know the student’s improvement after they get treatments. The researcher used multiple choice with four options a, b, c, and d.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Odd</th>
<th>Even</th>
<th>Total</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>4</td>
<td>5</td>
<td>9</td>
<td>15, 17, 19, 31</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4, 6, 12, 24, 28</td>
</tr>
<tr>
<td>Comparative</td>
<td>10</td>
<td>7</td>
<td>17</td>
<td>3, 5, 7, 11, 13, 25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10, 16, 20, 26, 32, 34, 36</td>
</tr>
<tr>
<td>Superlative</td>
<td>6</td>
<td>8</td>
<td>14</td>
<td>1, 9, 21, 23, 37, 39</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2, 8, 14, 18, 22, 30, 38, 40</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>20</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

Based on the table above 3.5, it can be concluded that there were 40 questions for try-out test in the instrument. There were 20 odd questions and 20 even questions.
Table 3.6
Table of Specification of Post-test after Validity Test

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Odd</th>
<th>Even</th>
<th>Total</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>2</td>
<td>7</td>
<td>9</td>
<td>1, 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4, 6, 8, 10, 12, 16, 18</td>
</tr>
<tr>
<td>Comparative</td>
<td>7</td>
<td>3</td>
<td>11</td>
<td>5, 11, 13, 15, 17, 19, 21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2, 14, 20</td>
</tr>
<tr>
<td>Superlative</td>
<td>4</td>
<td>2</td>
<td>5</td>
<td>7, 9, 23, 25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>22, 24</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>12</td>
<td>25</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

While, the total items in post-test try-out were 25 items number of post-test instrument which valid. (See Appendix 14)

F. Research Instrument

In The instrument that used in collecting data was test. The test contained 40 items, the researcher used multiple choice with four options a, b, c, and d. The test consists of degree of comparison with positive degree, comparative degree, and superlative degree. It also contains regular and irregular forms of comparison of adjective.

G. Research Procedure

1. Planning

In conducting this research, the researcher applied some procedures as follows;
a) **Determining the subject**

The subjects of the research were the students at the first semester of the eighth grade at SMP PGRI 6 Bandar Lampung. There were two classes would be subjects of the research, one class as experimental class and another as control class.

b) **Preparing Try Out**

The researcher prepared a kind of test (called try-out test) that was given to the students. The researcher prepared try-out test for pre-test and post-test. The total number of test was 80 questions. Then, the researcher evaluated the test items to got good items that were given in pre-test and post-test.

c) **Preparing Pre Test**

The researcher prepared a kind of test (called try-out test) that was given to the students. The researcher prepared the total number of the test items, which was got from the evaluation of the try-out test.

d) **Determining the Material**

The researcher determined the material to taught the students that was grammar especially degree of comparison in the point of positive degree, comparative degree, and superlative degree by using arranging word game.
e) Preparing the Post Test

The researcher prepared a kind of test that gave to the students to know whether there was a significant influence of arranging word game towards students’ degree of comparison mastery. Post-test conducted after the treatments. This test was aimed at knowing the students’ degree of comparison after having the treatment. The post-test gave base on the questions selected in the try out.

2. Application

After making the planning, the researcher applied the research procedure that had been already planned before. There were some steps in doing the research:

a. Try Out

In the first meeting, the researcher gave try out.

This test was multiple choice that consisted of 80 items for each pre-test and post-test with four options a, b, c, and d. Try-out test was given to glass VIII G to evaluated the test items before used to pre-test and post-test.

b. Pre Test

In the second meeting, the researcher gave pre-test
The test used multiple-choice with 4 options, a, b, c, and d. The total number of the test items determined by the validity and reliability analysis of the try-out. It means that only the valid and reliable test items that were used in the pre-test.

c. Treatment

After giving pre-test to the students, the researcher conducted the treatment in the control class and experimental class. In the control class, the researcher conducted the treatment by using lecturing technique, while in the experimental class the researcher gave the treatment by using arranging word game. Both control and experimental class were given three treatments.

d. Post Test

In the last meeting, the researcher gave post-test. The test used multiple choice with 4 options a, b, c, and d. The total number of the test items determined by the validity and reliability analysis of the try out. It means that only the valid and reliable test items that were used in the pre-test. The test was given in experimental class V III H and control class VIII I.

3. Reporting

The last point that was done in this research procedure was reporting.

They were:
a. Analyzing the data that are already receive from try-out test.

b. Analyzing the data that are receive from pre-test and post-test.

c. Making a report on findings.

H. Scoring System

Before getting the score, the researcher determined to be used in scoring the students’ work. In order to do that, the researcher used Arikundo’s formula. The ideal highest score is 100. The scores of pre-test and post-test calculated by using the following formula:

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

Notes:

$S$: The score

$r$: The total of the right answer

$n$: The total items.\(^6\)

I. Validity and Reliability

1. Validity of the Test

According to Arikunto, he said that validity is a measurement which shows the levels of validity or the real of the instrument. A valid instrument has a high validity. On the other hand, the instrument which lack of valid has a low validity.\textsuperscript{65} To measure whether the test has good validity or not, the researcher used content validity, construct validity and items validity.

a. Content Validity

Content validity concern whether the test was good reflection of the materials that need to be test. Content validity referred to instruments that were parallel with the matter that measure. Content validity was based on the materials, and the material was agreement with the objectives of learning in the syllabus.

To got the content validity of degree of comparison test, the researcher tried to arrange the materials based on the objective of teaching in the school based on the curriculum for the first semester of the eight grade of SMP PGRI 6 Bandar Lampung for making sure that the instrument was valid.

b. Construct validity

Construct validity is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory. It means that construct validity was focused on the kind of test that was based on the concept and theoretical which could measure

\textsuperscript{65} Ibid, p.168
the ability especially for grammar mastery. The instruments consisted the question relate to the material based on syllabus, to make sure the researcher discussed to Miss Yuliatin, S.Pd as English teacher at the first semester of the eighth grade of SMP PGRI 6 Bandar Lampung to check and evaluate the test items. Based on the result was gotten, she said that was valid.

c. Item Validity

Item validity was appropriateness of a given test or any of its component parts as a measure of what it was purposed to measure.\(^{66}\) The item validity used to measure whether the items were valid or not. In this case, the researcher used ANATES to calculate the data obtained from the try-out to find the item validity of each item. From the try-out there were 40 items test after validity the items test were 24 items from pre-test, there were number: 1, 4, 5, 6, 7, 8, 9, 10, 12, 13, 15, 16, 19, 20, 22, 25, 26, 31, 32, 33, 35, 37, 39, and 40. While the items for post-test were 25 items of 40 items were valid. There were number: 4, 10, 12, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 29, 31, 33, 35, 36, 37, 38, 39, and 40.

2. Reliability of the Test

Reliability is a measure instrument. Ary state that reliability of a measurement was the degree of consistency with which it measures whether it is measuring.\(^{67}\) A good


\(^{67}\) Donal Ary, *Op.Cit*, p.236
test must have high validity. This can be done by examining the students’ degree of comparison test to know the reliability of the test. The next step was to compute the reliability of the test.

According to Fraenkel and Wallen, reliability refers to the consistency of the scores obtained how consistent they are for each individual from one set of items to another.\(^6^8\) Besides having high validity, a good test must have high reliability too.

The criteria of reliability test are:

\[
\begin{align*}
0.800 - 1.00 & \quad = \text{Very high reliability} \\
0.600 - 0.799 & \quad = \text{High reliability} \\
0.400 - 0.599 & \quad = \text{Medium reliability} \\
0.200 - 0.399 & \quad = \text{Low reliability} \\
0.00 - 0.199 & \quad = \text{Very low reliability.}\(^6^9\)
\end{align*}
\]

J. Data Analysis

1. Fulfillment of Assumption

a. Normality Test

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

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

\[
W = \frac{\left( \sum_{i=1}^{n} a_i x_{(i)} \right)^2}{\sum_{i=1}^{n} (x_i - \bar{x})^2}
\]

Where:

- \( x_i \) are the ordered random sample values.
- \( a_i \) are constants generated from the conviances, variances and means of the sample (size n) from a normally distributed sample.\(^7^0\)

- \( H_0 \) is accepted if sig > \( \alpha = 0.05 \)
- \( H_a \) is accepted if sig < \( \alpha = 0.05 \)

The hypothesis of normality test is formulated as follows:

- \( H_0 \) : the data are normally distributed
- \( H_a \) : the data are not normally distributed

b. Homogeneity Test

After the researcher got the data which have normality distribution, the researcher did the homogeneity test in order to know whether the data was homogenous or not. In this research, the researcher used statistical computation by using SPSS (Statistical Package for Social Science). The test of homogeneity employing Levene’s Test.

While the criteria of acceptance or rejection of homogeneity test are as follows:

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

The hypotheses for the homogeneity test are formulated as follows:

$H_o$ = the variances of the data are homogenous
$H_a$ = the variances of the data are not homogenous

2. Hypothetical test

After the data is normal and homogeneous, the data was analyzed by using independent sample t-test in order to know the significance of the treatment effect. The researcher used SPSS (Statistical Program for Social Science) to calculate the independent sample t-test.

While the criteria acceptance or rejection of hypotheses test are:
H₀ = There is no significant influence of arranging word game towards students’ degree of comparison at the first semester of the eight grade of SMP PGRI 6 Bandar Lampung in the academic year of 2018/2019.

Hₐ = There is a significance influence of arranging word game towards students’ degree of comparison at the first semester of the eight grade of SMP PGRI 6 Bandar Lampung in the academic year of 2018/2019.
CHAPTER IV
RESULT OF THE RESEARCH

A. Data Analysis

In SMP PGRI 6 Bandar Lampung, there were nine classes at the eighth grade. But in this research only took two classes as experimental and control class. As the result of taking sampling by using random sampling technique, the researcher got VIII H as G1 (experimental class) and VIII I as G2 (control class).

After doing the research, the researcher got the result of the research such as pre-test and post-test. After the research gave the pre-test and post-test both experimental and control class, the researcher got the score that would be compared to know whether there was any significant influence for students’ degree of comparison mastery after they were given the treatment by using arranging word game.

B. 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 pre-test was conducted in order to know students’ ability before treatment. The pre-test was administrated on July, 31st Tuesday, 2018 in class VIII H as the experimental class. The result of the pre-test in the experimental class was as follow:
Based on score that was gotten form pre-test, the researcher analyzed the data by using SPSS. The result of the pre-test in the experimental class was 58.17. The highest score was 75 and the lowest was 35. The median score was 60.00 and variance was 161.178. (See Appendix 11)

2. Result of Pre-test in the Control Class

The pre-test was conducted in order to know students’ ability before the treatment. The pre-test was administrated on July, 31ˢᵗ Tuesday, 2018 in class VIII I as the control class. The result of the pre-test in the control class was as follow:
The data were analyzed by using SPSS. The result of the pre-test in control class was 68.31. The highest score was 96 and the lowest score was 40. The median score was 65 and variance was 191.722. (See Appendix 11)

3. Result of the Post-test in the Experimental Class

The post-test was conducted in order to know students’ ability after the treatment. The post-test was administrated on August, 28th Tuesday, 2018 in class VIII H as the experimental class. The result of the post-test in the experimental class was as follow:
The data were analyzed by using SPSS. The result of the post-test in the experimental class showed that the mean was 76.17. The highest score was 95. The lowest score was 50. The median score was 75 and variance was 108.075. (See Appendix 12)

4. Result of the Post-test in Control Class

The post-test was conducted in order to know students’ ability after the treatment. The post-test was administrated on August, 28th Tuesday, 2018 in class VIII I as the control class. The result of the post-test in the control class was as follow:
The data were analyzed by using SPSS. The result of the post-test in the experimental class showed that the mean was 66.17. The highest score was 90. The lowest score was 40. The median score was 70 and variance was 223.791. (See Appendix 12)

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 case, the researcher used
statistical computation by using SPSS (Statistical Package for Social Science) to calculate normality test.

The Hypothesis for the normality test was formulated as follows:

\[ H_0 = \text{the data are normally distributed} \]

\[ H_a = \text{the data are not normally distributed} \]

The criteria for normally test as follows:

\[ H_0 = \text{accepted if } \text{Sig.} > \alpha = 0.05 \]

\[ H_a = \text{accepted if } \text{Sig.} < \alpha = 0.05 \]

<table>
<thead>
<tr>
<th>Technique</th>
<th>Kolmogorov-Smirnov(^a)</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gain</td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td>Experimental Class</td>
<td>.139</td>
<td>30</td>
</tr>
<tr>
<td>Control Class</td>
<td>.177</td>
<td>29</td>
</tr>
</tbody>
</table>

\(a\). Lilliefors Significance Correction

* This is a lower bound of the true significance

Based on the Table 4.1, it could be seen that the \( P \text{ value} \) \((\text{Sig.})\). For experimental class was 0.147 for Kolmogorov-Smirnov\(^a\) and 0.202 for Shapiro-Wilk. While \( \text{Sig.} \) for control class was 0.021 for Kolmogorov-Smirnov\(^a\) and 0.116 for Shapiro-Wilk. Because \( \text{Sig.} \) \((P \text{ value})\) for experimental class \( > \alpha = 0.05 \) it means for control class \( > \alpha = 0.05 \) it means \( H_a \) is rejected. So, it can be concluded that the data in experimental and
control class have normal distribution. It was calculated based on the gain of the experimental and control class.

6. Result of Homogeneity Test

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

The hypothesis for the homogeneity test were formulated as follows:

\[ H_0 = \text{the variance of the data were homogeneous.} \]

\[ H_a = \text{the variance of the data were not homogeneous.} \]

While the criteria of acceptance or rejection of homogeneity test are as follows:

\[ H_0 \text{ accepted if } \text{Sig.} > \alpha = 0.05 \]

\[ H_a \text{ accepted if } \text{Sig.} < \alpha = 0.05 \]
Table 4.2
Test of Homogeneity of Variance

<table>
<thead>
<tr>
<th>Test Type</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on Mean</td>
<td>.773</td>
<td>1</td>
<td>57</td>
<td>.383</td>
</tr>
<tr>
<td>Based on Median</td>
<td>.487</td>
<td>1</td>
<td>57</td>
<td>.488</td>
</tr>
<tr>
<td>Based on Median and with adjusted df</td>
<td>.487</td>
<td>1</td>
<td>44.649</td>
<td>.489</td>
</tr>
<tr>
<td>Based on trimmed mean</td>
<td>.795</td>
<td>1</td>
<td>57</td>
<td>.376</td>
</tr>
</tbody>
</table>

Based on the table 4.2, it can be seen that $\text{Sig. (P value)}$ based on mean was 0.382, and $\alpha = 0.05$. It means that $\text{Sig. (P value)} > \alpha$ and $H_0$ is accepted. So, it can be concluded that the data have the same variance or homogenous.

1. Result of Hypothetical Test

After the researcher calculated the normality and homogeneity test, thus the researcher would calculated the hypothetical test by using independent sample t-test by using computation of SPSS (Statistical Package for Social Science).

The hypotheses were:

$H_0$ = There is no any significant influence of arranging word game towards students’ degree of comparison mastery at the eighth grade students’ of SMP PGRI 6 Bandar Lampung in the academic year of 2018/2019.
There is significant influence of arranging word game towards students’ degree of comparison mastery at the eighth grade students of SMP PGRI 6 Bandar Lampung in the academic year of 2018/2019.

The criteria of the hypothetical test as follows:

\(H_0\) was accepted, if the score of \(t_{\text{observed}} > t_{\text{critical}}\).

\(H_a\) was accepted, if the score of \(t_{\text{observed}} < t_{\text{critical}}\).

In this case, the researcher used the level of significant \(\alpha = 0.05\).

### Table 4.3
Result of Hypothetical Test

<table>
<thead>
<tr>
<th></th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
<td>t</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>4.23</td>
<td>50.1</td>
<td>66</td>
</tr>
</tbody>
</table>
Based on the result obtained in the independent sample t-test in Table 4.3, that the value of significant generated $\text{Sig. (P value)} = 0.000 < \alpha = 0.05$. So, $H_0$ was rejected and $H_a$ was accepted. Based on the computation, it could be concluded that there was a significant influence of arranging word game towards students’ degree of comparison mastery at eighth grade students’ of SMP PGRI 6 Bandar Lampung in the academic year of 2018/2019.

C. 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 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 pretest was administered to know the students by the researcher.

The researcher did pretest for one class out of experimental and control classes. On the other hand, the result showed that the mean score of pretest between experimental class was 58.17 and the mean score of pretest in control class was 68.31. Afterward, students were taught by using arranging word 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 used arranging word game because they were afraid if they felt
grammar was difficult for them. Many students did not understand about degree of comparison. But in the second meeting, the students feel more enjoyed than before because they were exited for playing arranging word game, the treatment was run well. And in the third treatment, the students felt already familiar in teaching learning process through arranging word game. They can understand about degree of comparison better than before.

The different between experimental and control class were the process of teaching and learning. In the experimental class the students 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. In conclusion, the researcher suggested that using arranging word game in degree of comparison’s class is more effective than using lecturing technique. Through arranging word game, the students enriched their degree of comparison mastery.

At the end 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 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, \( \text{Sig.} \ (P_{\text{value}}) = 0.000 \) and \( \alpha = 0.05 \) it means that \( \text{Sig.} \ (P_{\text{value}}) < \alpha = 0.05 \) and \( H_a \) is accepted. The result showed that there was a
The significant influence of arranging word game towards students’ degree of comparison mastery at the eighth grade students of SMP PGRI 6 Bandar Lampung in the academic year 2018/2019.

The researcher concluded that arranging word game make the students play more active and also it can give them a chances to improve their degree of comparison mastery. The result of this research was done by the teacher showed that there was significant influence of arranging word game in towards students’ degree of comparison mastery. The research result has supported by several previous kinds of research that were done by Hanisa’s research who conducted at the second semester of the eighth grade of SMPN 01 Gunung Terang Tulang Bawang Barat. The result showed that teaching simple past tense by using arranging word game successfully helped student to increase their ability of language skills. So, it means that this research had enriched the students’ degree of comparison mastery.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that was conducted in SMP PGRI 6 Bandar Lampung in the academic year of 2018/2019, 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 arranging word game towards students’ degree of comparison mastery at the first semester of the eighth grade of SMP PGRI 6 Bandar Lampung in the academic year of 2018/2019. 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, 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 all occasions.

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 it with different level.
REFERENCES


Patel, M. F. Jain, Praveen M. *English Language Learning*. Sunrise. 2008


APPENDIX I
THE RESULT OF INTERVIEW WITH THE ENGLISH TEACHER IN PRELIMINARY RESEARCH

Teacher: Yuliatin, S.Pd

<table>
<thead>
<tr>
<th>No.</th>
<th>Pertanyaan</th>
<th>Jawaban</th>
<th>kesimpulan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sudah berapa lama ibu mengajar bahasa inggris?</td>
<td>Saya mengajar bahasa inggris sudah sekitar 17 tahun</td>
<td>Guru tersebut sudah mengajar bahasa inggris selama 17 tahun</td>
</tr>
<tr>
<td>2.</td>
<td>Berapakah standar kelulusan dalam pelajaran bahasa inggris di kelas delapan?</td>
<td>Standar kelulusan / KKM di kelas delapan yaitu 72</td>
<td>Standar kelulusan pelajaran bahasa inggris kelas delapan adalah adalah 72</td>
</tr>
<tr>
<td>4.</td>
<td>Apakah permasalahan siswa yang paling sering Ibu temukan dalam pengajaran grammar khususnya degree of comparison?</td>
<td>Permasalahan pengajaran yang sulit dirasakan oleh siswa adalah pengajaran tentang grammar, permasalahan dalam grammar ini memang karena banyaknya rumus tentang grammar sendiri, apalagi degree of comparison yang sudah menggunakan bentuk kata adjektif itu dirasa menjadi lebih sulit bagi para siswa.</td>
<td>Terdapat beberapa permasalahan siswa ketika belajar bahasa inggris diantaranya yaitu keterbatasan pengetahuan kosa kata, dan pengajaran grammar.</td>
</tr>
</tbody>
</table>
## APPENDIX 2

**THE RESULT OF INTERVIEW WITH THE ENGLISH STUDENTS IN PRELIMINARY RESEARCH**

**Interview for the students**

**Student A:**

<table>
<thead>
<tr>
<th>No.</th>
<th>Pertanyaan</th>
<th>Jawaban</th>
<th>Kesimpulan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Apakah anda menyukai pelajaran bahasa inggris?</td>
<td>Saya suka belajar bahasa inggris karena bagi saya belajar bahasa inggris itu tidak membosankan dan menyenangkan</td>
<td>Siswa menyukai pelajaran bahasa inggris karena menurutnya bahasa inggris itu tidak membosankan dan menyenangkan, tetapi siswa memiliki keterbatasan dalam mempelajarnya terutama dalam pembuatan kalimat. Untuk</td>
</tr>
<tr>
<td>2.</td>
<td>Bagaimanakah cara guru mengajar bahasa inggris dikelas?</td>
<td>Cara mengajarnya seperti biasa, menjelaskan, mencatat, menggerakan tugas atau diberi pekerjaan rumah, seperti itu hampir di setiap kali pertemuan</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Apa kesulitan yang sering ditemukan dalam belajar bahasa inggris terutama dalam degree of comparison?</td>
<td>Suka lupa dengan rumus, kata adjektif dan ketika sulit membedanya dan tidak bisa ketika membuat kalimat</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Apa yang anda sukai dan tidak sukai dalam belajar bahasa inggris?</td>
<td>Saya suka belajar bahasa inggris karena gurunya baik dan menyenangkan, dan yang saya tidak suka yaitu bahasa inggris itu bahasa yang susah karena harus tau susunan katanya</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Pertanyaan</td>
<td>Jawaban</td>
<td>Kesimpulan</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1.</td>
<td>Apakah anda menyukai pelajaran bahasa inggris?</td>
<td>Saya kurang suka dengan pelajaran bahasa inggris karena bahasa inggris itu susah, jadi saya malas dan kurang motivasi untuk belajar bahasa inggris</td>
<td>Siswa kurang menyukai pelajaran bahasa inggris karena menurutnya bahasa inggris itu adalah pelajaran yang susah terutama tentang grammar, harus menghafal rumus</td>
</tr>
<tr>
<td>2.</td>
<td>Bagaimanakah cara guru mengajar bahasa inggris dikelas?</td>
<td>Mencatat, mencatat tugas, mengerjakan tugas, berbicara di dalam kelas dan hafalan kosa kata</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Apa kesulitan yang sering ditemukan dalam belajar bahasa inggris terutama dalam degree of comparison?</td>
<td>Kesulitan yang saya sering temukan adalah tentang grammar, saya sering lupa dengan rumus-rumusnya, paling susah jika disuruh menghafal rumus</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Apa yang anda sukai dan tidak sukai dalam belajar bahasa inggris?</td>
<td>Saya suka belajar bahasa inggris karena gurunya baik, tetapi saya tidak suka dengan pelajaran bahasa inggris karena selalu dituntut untuk menghafal rumusnya</td>
<td></td>
</tr>
</tbody>
</table>
Student C:

<table>
<thead>
<tr>
<th>No.</th>
<th>Pertanyaan</th>
<th>Jawaban</th>
<th>Kesimpulan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Bagaimanakah cara guru mengajar bahasa inggris dikelas?</td>
<td>Menjelaskan materi lalu menuliskan contoh-contohnya. Mengerjakan tugas dan memberi PR.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Apa kesulitan yang sering ditemukan dalam belajar bahasa inggris terutama dalam degree of comparison?</td>
<td>Suka terbalik-balik rumus grammar nya, tidak hafal bentuk katanya.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Apa yang anda sukai dan tidak sukai dalam belajar bahasa inggris?</td>
<td>Saya suka karena gurunya baik, selebihnya saya kurang suka dengan pelajaran bahasa inggris, kalau materinya mudah dipahami baru saya bersemangat belajarnya.</td>
<td></td>
</tr>
</tbody>
</table>
**Student D:**

<table>
<thead>
<tr>
<th>No.</th>
<th>Pertanyaan</th>
<th>Jawaban</th>
<th>Kesimpulan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Apakah anda menyukai pelajaran bahasa inggris?</td>
<td>Saya tidak suka pelajaran bahasa inggris karena menurut saya bahasa inggris itu susah.</td>
<td>Siswa tidak menyukai pelajaran bahasa inggris karena menurutnya bahasa inggris itu susah.</td>
</tr>
<tr>
<td>3.</td>
<td>Apa kesulitan yang sering ditemukan dalam belajar bahasa inggris terutama dalam degree of comparison?</td>
<td>Suka lupa dengan rumus, kata adjektif bentuk positive, comparative, dan superlative sulit membedakannya</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Apa yang anda sukai dan tidak sukai dalam belajar bahasa inggris?</td>
<td>Saya tidak suka belajar bahasa inggris</td>
<td></td>
</tr>
</tbody>
</table>


# Appendix 3

**STUDENTS’ GRAMMAR SCORE CLASS VIII SMP PGRI 6**

**BANDAR LAMPUKING THE ACADEMIC YEAR OF 2018/2019**

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Score</th>
<th>No.</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Amelia Azzahra</td>
<td>99</td>
<td>1.</td>
<td>Aji Triwanda</td>
<td>70</td>
</tr>
<tr>
<td>2.</td>
<td>Adelia Anjani</td>
<td>90</td>
<td>2.</td>
<td>Apriyandi</td>
<td>80</td>
</tr>
<tr>
<td>3.</td>
<td>Arya Yudha</td>
<td>80</td>
<td>3.</td>
<td>Ardi Dio</td>
<td>40</td>
</tr>
<tr>
<td>4.</td>
<td>Azalia Rizki</td>
<td>60</td>
<td>4.</td>
<td>Ari Setiawan</td>
<td>50</td>
</tr>
<tr>
<td>5.</td>
<td>Bayu Kisworo</td>
<td>85</td>
<td>5.</td>
<td>Dea Apriliana</td>
<td>20</td>
</tr>
<tr>
<td>7.</td>
<td>Diana Puspita</td>
<td>70</td>
<td>7.</td>
<td>Fitria</td>
<td>85</td>
</tr>
<tr>
<td>8.</td>
<td>Faisal Purnama</td>
<td>80</td>
<td>8.</td>
<td>Isnaini</td>
<td>60</td>
</tr>
<tr>
<td>10.</td>
<td>Lestari</td>
<td>90</td>
<td>10.</td>
<td>Monalisa</td>
<td>75</td>
</tr>
<tr>
<td>11.</td>
<td>Intan Permata</td>
<td>90</td>
<td>11.</td>
<td>Meisya</td>
<td>70</td>
</tr>
<tr>
<td>12.</td>
<td>M. Rohim</td>
<td>95</td>
<td>12.</td>
<td>Muhammad</td>
<td>95</td>
</tr>
<tr>
<td>15.</td>
<td>Muhammad</td>
<td>76</td>
<td>15.</td>
<td>Naula Meidi</td>
<td>80</td>
</tr>
<tr>
<td>17.</td>
<td>Nurnajli Tri</td>
<td>90</td>
<td>17.</td>
<td>Raka Arrizki</td>
<td>90</td>
</tr>
<tr>
<td>18.</td>
<td>Octa Fiandra</td>
<td>80</td>
<td>18.</td>
<td>Ranti Maulidiah</td>
<td>30</td>
</tr>
<tr>
<td>20.</td>
<td>Ranara Athalia</td>
<td>60</td>
<td>20.</td>
<td>Rida Ayu Kirani</td>
<td>65</td>
</tr>
<tr>
<td>21.</td>
<td>Rifqi Nurhuda</td>
<td>75</td>
<td>21.</td>
<td>Ridho</td>
<td>75</td>
</tr>
<tr>
<td>22.</td>
<td>Rimalia Fircia</td>
<td>55</td>
<td>22.</td>
<td>Rizki Ananda</td>
<td>60</td>
</tr>
<tr>
<td>23.</td>
<td>Risky</td>
<td>86</td>
<td>23.</td>
<td>Sayba</td>
<td>90</td>
</tr>
<tr>
<td>25.</td>
<td>Rizki Andrian</td>
<td>90</td>
<td>25.</td>
<td>Shelvia</td>
<td>85</td>
</tr>
<tr>
<td>27.</td>
<td>Septa Ryan</td>
<td>85</td>
<td>27.</td>
<td>Thomas Aditia</td>
<td>30</td>
</tr>
<tr>
<td>28.</td>
<td>Shintya</td>
<td>48</td>
<td>28.</td>
<td>Wulan Rahma</td>
<td>90</td>
</tr>
<tr>
<td>29.</td>
<td>Wulan Dari</td>
<td>87</td>
<td>29.</td>
<td>Yusro Nasyro</td>
<td>70</td>
</tr>
<tr>
<td>30.</td>
<td>Adelia Anjani</td>
<td>70</td>
<td>30.</td>
<td>Yesi Febrianti</td>
<td>60</td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>Score</td>
<td>No.</td>
<td>Name</td>
<td>Score</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------</td>
<td>-------</td>
<td>-----</td>
<td>-----------------</td>
<td>-------</td>
</tr>
<tr>
<td>1.</td>
<td>Fatmawati</td>
<td>90</td>
<td>1.</td>
<td>Abdul Gani</td>
<td>70</td>
</tr>
<tr>
<td>2.</td>
<td>Ikke Maharani</td>
<td>80</td>
<td>2.</td>
<td>Agrabinta</td>
<td>50</td>
</tr>
<tr>
<td>3.</td>
<td>Kewin Antonius</td>
<td>75</td>
<td>3.</td>
<td>Ainul Amin</td>
<td>65</td>
</tr>
<tr>
<td>4.</td>
<td>Kiki Ayu Ningyas</td>
<td>70</td>
<td>4.</td>
<td>Anisa Juli anti</td>
<td>75</td>
</tr>
<tr>
<td>5.</td>
<td>Livia Iwana Sari</td>
<td>65</td>
<td>5.</td>
<td>Bulan Annis P.</td>
<td>85</td>
</tr>
<tr>
<td>7.</td>
<td>M. Rifki Arsyah</td>
<td>45</td>
<td>7.</td>
<td>Crisnawan</td>
<td>90</td>
</tr>
<tr>
<td>10.</td>
<td>Muhammad Romi</td>
<td>75</td>
<td>10.</td>
<td>Dedi K.</td>
<td>65</td>
</tr>
<tr>
<td>11.</td>
<td>Restu Andika</td>
<td>80</td>
<td>11.</td>
<td>Devi Fortuna</td>
<td>85</td>
</tr>
<tr>
<td>15.</td>
<td>Riski Adelia</td>
<td>70</td>
<td>15.</td>
<td>Elisabet</td>
<td>60</td>
</tr>
<tr>
<td>16.</td>
<td>Safitra</td>
<td>70</td>
<td>16.</td>
<td>Fadillah Dwi Sismawardani</td>
<td>60</td>
</tr>
<tr>
<td>17.</td>
<td>Serli Fitri Yani</td>
<td>60</td>
<td>17.</td>
<td>Fikri Ekna Destian</td>
<td>45</td>
</tr>
<tr>
<td>18.</td>
<td>Sri Seka Wulandari</td>
<td>78</td>
<td>18.</td>
<td>Genta Surya Arya Wijaya</td>
<td>60</td>
</tr>
<tr>
<td>20.</td>
<td>Tomi Agus Diyan syah</td>
<td>50</td>
<td>20.</td>
<td>Lintang Adelia</td>
<td>80</td>
</tr>
<tr>
<td>22.</td>
<td>Hendi Perdana</td>
<td>75</td>
<td>22.</td>
<td>M.Farhan Arifin</td>
<td>75</td>
</tr>
<tr>
<td>23.</td>
<td>Ilyasa Fikri</td>
<td>70</td>
<td>23.</td>
<td>Muhammad Reza Hidayat</td>
<td>70</td>
</tr>
<tr>
<td>25.</td>
<td>Mega Wiranda</td>
<td>90</td>
<td>25.</td>
<td>Pandu Suseno</td>
<td>80</td>
</tr>
<tr>
<td>27.</td>
<td>Rangga R.S</td>
<td>55</td>
<td>27.</td>
<td>Robiansyah</td>
<td>50</td>
</tr>
<tr>
<td>28.</td>
<td>Tri Prayogi</td>
<td>50</td>
<td>28.</td>
<td>Saipul</td>
<td>60</td>
</tr>
<tr>
<td>29.</td>
<td>Reza Mahardika</td>
<td>65</td>
<td>29.</td>
<td>Seli Ananda</td>
<td>55</td>
</tr>
<tr>
<td>30.</td>
<td>Tri Amelia Putri</td>
<td>85</td>
<td>30.</td>
<td>Widya Sari</td>
<td>60</td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>Score</td>
<td>No.</td>
<td>Name</td>
<td>Score</td>
</tr>
<tr>
<td>-----</td>
<td>--------------------</td>
<td>-------</td>
<td>-----</td>
<td>--------------------</td>
<td>--------</td>
</tr>
<tr>
<td>1.</td>
<td>Adan Uzlah Duhana</td>
<td>65</td>
<td>1.</td>
<td>Ahmad Danu Firmansyah</td>
<td>80</td>
</tr>
<tr>
<td>2.</td>
<td>Ahmad Yusuf</td>
<td>60</td>
<td>2.</td>
<td>Amirul Akbar</td>
<td>60</td>
</tr>
<tr>
<td>3.</td>
<td>Aldy Junaeidi</td>
<td>90</td>
<td>3.</td>
<td>Defi Dwi Yanti</td>
<td>75</td>
</tr>
<tr>
<td>4.</td>
<td>Amalia Rifda</td>
<td>65</td>
<td>4.</td>
<td>Dela Septiana</td>
<td>70</td>
</tr>
<tr>
<td>5.</td>
<td>Azza Salsabila</td>
<td>75</td>
<td>5.</td>
<td>Dindi Novia Risma Putri</td>
<td>70</td>
</tr>
<tr>
<td>7.</td>
<td>Dedy Kurniawan</td>
<td>75</td>
<td>7.</td>
<td>M. Rizqi Miftahul</td>
<td>75</td>
</tr>
<tr>
<td>10.</td>
<td>Erwin Dayfan Prabowo</td>
<td>60</td>
<td>10.</td>
<td>Muhammad Dimas</td>
<td>85</td>
</tr>
<tr>
<td>11.</td>
<td>Frenti Yanani</td>
<td>90</td>
<td>11.</td>
<td>Mutia Daratista</td>
<td>80</td>
</tr>
<tr>
<td>15.</td>
<td>Karmini</td>
<td>55</td>
<td>15.</td>
<td>Putra Amanda</td>
<td>75</td>
</tr>
<tr>
<td>17.</td>
<td>M. Yusril Maulana</td>
<td>75</td>
<td>17.</td>
<td>Rheznandya Pramata Putra</td>
<td>45</td>
</tr>
<tr>
<td>18.</td>
<td>Nanda Tri Alfiani</td>
<td>70</td>
<td>18.</td>
<td>Rifki Andika Prastiy</td>
<td>40</td>
</tr>
<tr>
<td>20.</td>
<td>Prastika Yoanda</td>
<td>85</td>
<td>20.</td>
<td>Rifki Samudra</td>
<td>70</td>
</tr>
<tr>
<td>22.</td>
<td>Rita Maharani</td>
<td>65</td>
<td>22.</td>
<td>Salsa Tridanata</td>
<td>80</td>
</tr>
<tr>
<td>23.</td>
<td>Rizky Virnanda</td>
<td>60</td>
<td>23.</td>
<td>Salwa Nur</td>
<td>90</td>
</tr>
<tr>
<td>25.</td>
<td>Vira Lianta</td>
<td>85</td>
<td>25.</td>
<td>Siti Eni Putra</td>
<td>50</td>
</tr>
<tr>
<td>26.</td>
<td>Widyanita</td>
<td>70</td>
<td>26.</td>
<td>Siti M.</td>
<td>90</td>
</tr>
<tr>
<td>27.</td>
<td>Yeni Safitri</td>
<td>65</td>
<td>27.</td>
<td>Syukma Ira</td>
<td>85</td>
</tr>
<tr>
<td>29.</td>
<td>Zahra Ayu Chairunissa</td>
<td>70</td>
<td>29.</td>
<td>Yoanda Trio Purwanto</td>
<td>40</td>
</tr>
<tr>
<td>30.</td>
<td>Nur Sandi</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>Score</td>
<td>No.</td>
<td>Name</td>
<td>Score</td>
</tr>
<tr>
<td>-----</td>
<td>--------------------------</td>
<td>-------</td>
<td>-----</td>
<td>--------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>1.</td>
<td>Aden Pratama</td>
<td>90</td>
<td>1.</td>
<td>Abelia Eka Saputri</td>
<td>95</td>
</tr>
<tr>
<td>2.</td>
<td>Andi Irawan</td>
<td>75</td>
<td>2.</td>
<td>Adriel Satria Putra</td>
<td>55</td>
</tr>
<tr>
<td>3.</td>
<td>Bagas Pahardiansyah</td>
<td>70</td>
<td>3.</td>
<td>Ahmad Reza S.</td>
<td>50</td>
</tr>
<tr>
<td>5.</td>
<td>Candra Aritama</td>
<td>75</td>
<td>5.</td>
<td>Aji Muhammad Ridwan</td>
<td>62</td>
</tr>
<tr>
<td>6.</td>
<td>Chessa Veronica</td>
<td>60</td>
<td>6.</td>
<td>Amanda Julianti Agustin</td>
<td>90</td>
</tr>
<tr>
<td>7.</td>
<td>Dhea Febiani</td>
<td>80</td>
<td>7.</td>
<td>Andita Novaliana</td>
<td>60</td>
</tr>
<tr>
<td>8.</td>
<td>Dian Rahmawati</td>
<td>80</td>
<td>8.</td>
<td>Andri Irawan</td>
<td>85</td>
</tr>
<tr>
<td>9.</td>
<td>Eza Nayaka Tamma</td>
<td>70</td>
<td>9.</td>
<td>Chalista Ningsih</td>
<td>70</td>
</tr>
<tr>
<td>10.</td>
<td>Fichkia Seva R.</td>
<td>60</td>
<td>10.</td>
<td>Darma Prasetiyo</td>
<td>70</td>
</tr>
<tr>
<td>11.</td>
<td>Indah Purnama S.</td>
<td>45</td>
<td>11.</td>
<td>Desta Ardi S.</td>
<td>65</td>
</tr>
<tr>
<td>12.</td>
<td>Iqbal Tanjung</td>
<td>70</td>
<td>12.</td>
<td>Devi Deana Sari</td>
<td>55</td>
</tr>
<tr>
<td>13.</td>
<td>Irfan Saputra</td>
<td>75</td>
<td>13.</td>
<td>Dhea Sabella</td>
<td>70</td>
</tr>
<tr>
<td>15.</td>
<td>M. Tauli Qurohimi</td>
<td>60</td>
<td>15.</td>
<td>Geofani Novantoro</td>
<td>65</td>
</tr>
<tr>
<td>16.</td>
<td>Merlin Mayka</td>
<td>75</td>
<td>16.</td>
<td>Irawan Candra Mai M.</td>
<td>80</td>
</tr>
<tr>
<td>17.</td>
<td>Nor Hasnah</td>
<td>45</td>
<td>17.</td>
<td>Jenita Erma Sari</td>
<td>55</td>
</tr>
<tr>
<td>18.</td>
<td>Nurhayati</td>
<td>70</td>
<td>18.</td>
<td>Livia Iwana Sari</td>
<td>50</td>
</tr>
<tr>
<td>20.</td>
<td>Rena Resta Dewi</td>
<td>60</td>
<td>20.</td>
<td>Muhammad Rayhan</td>
<td>70</td>
</tr>
<tr>
<td>22.</td>
<td>Revaliano Daffa Irawan</td>
<td>50</td>
<td>22.</td>
<td>Novita Amelia Dewi</td>
<td>65</td>
</tr>
<tr>
<td>23.</td>
<td>Risky Adelia</td>
<td>70</td>
<td>23.</td>
<td>Putra Rhamadhan</td>
<td>95</td>
</tr>
<tr>
<td>25.</td>
<td>Safitri</td>
<td>75</td>
<td>25.</td>
<td>Ratu Beryl Baressa</td>
<td>90</td>
</tr>
<tr>
<td>26.</td>
<td>Sherly Agustina</td>
<td>70</td>
<td>26.</td>
<td>Tri Prasetyo</td>
<td>70</td>
</tr>
<tr>
<td>27.</td>
<td>Siti Anista Mayang W.</td>
<td>40</td>
<td>27.</td>
<td>Tri Santoso Aji K.</td>
<td>45</td>
</tr>
<tr>
<td>28.</td>
<td>Tika Mazni</td>
<td>20</td>
<td>28.</td>
<td>Tri Wulandari</td>
<td>50</td>
</tr>
<tr>
<td>29.</td>
<td>Vina Merlisa</td>
<td>85</td>
<td>29.</td>
<td>Yudha Ahmad Misnaini</td>
<td>65</td>
</tr>
<tr>
<td>30.</td>
<td>Yuda Anugrah Hadi</td>
<td>40</td>
<td>30.</td>
<td>Yunia Merita</td>
<td>75</td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>Score</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------</td>
<td>-------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Abdurrahman Wira N.</td>
<td>85</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Aditya Saputra Pratama</td>
<td>65</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Aldi Septian R.</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Aldo Septian R.</td>
<td>55</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Amanda Ade Paraswita</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Ananda Saputra</td>
<td>70</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Andel Ramadani</td>
<td>95</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Azka Lulu Fahirah</td>
<td>80</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Bianca Prameswari</td>
<td>90</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Carissa Angelita</td>
<td>70</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Dwi Marrio</td>
<td>95</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Eric Firmansyah</td>
<td>70</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Feren Nadia Azhari</td>
<td>70</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Ikke Maharani</td>
<td>90</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>M. Aghtar Mirad Saputra</td>
<td>55</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>M. Aldi Ramadhan</td>
<td>65</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>M. Yusuf Rakha P.</td>
<td>90</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Nazwa Nabila</td>
<td>80</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Noppi Ramadani</td>
<td>65</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Nur Sandi</td>
<td>55</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>Putri Indah Sari</td>
<td>80</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>Riski Saputra</td>
<td>55</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>Riyani Nurhalimah</td>
<td>65</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>Riski Amalia P.</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>Riski Saputra</td>
<td>70</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>Rizki Evan Saputra</td>
<td>80</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>Sabilla Dhea Dwi M.</td>
<td>70</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>Sendi Irawan</td>
<td>80</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td>Sugeng Arianto</td>
<td>85</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 4

SILABUS

Mata Pelajaran : Bahasa Inggris
Kelas : VIII
Kompetensi Inti :
KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/ Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu</td>
<td>Teks lisan dan tulis untuk menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu</td>
<td><strong>Mengamati</strong>&lt;br&gt;• Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.&lt;br&gt;• Siswa dituntut untuk</td>
<td><strong>KRITERIA PENILAIAN</strong>&lt;br&gt;• Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu.</td>
<td>8 JP</td>
<td>• Buku Teks wajib&lt;br&gt;• Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar</td>
</tr>
</tbody>
</table>
4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang sesuai dengan konteks penggunannya

**Struktur teks**

- There are only a few students left in school.
- Where are the others?
- How many chairs are there in this classroom?
  - A lot.
- There is not much water in the dry season.
  - So we have to save water.
- It's said that there very few monkeys in the zoo, and some are very thin.

**Menanyakan**

Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.

**Mengumpulkan Informasi**

- Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dalam bahasa Inggris.

**Unsurnal kebahasaan**

(1) Ungkapan dengan *There*...

(2) Kosa kata: kata benda, kata jumlah yang tidak tertentu: little, few, some, many, much, a lot of.

(3) Kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya

(4) Penggunaan nominal singular dan plural

**Mengkritik**

- Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu.

**Struktur teks**

- Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset
- Contoh interaksi tertulis
- Contoh teks tertulis
- Sumber dari internet, seperti:
  - [www.dailyenglish.com](http://www.dailyenglish.com)
  - [http://americaenglish.state.gov/files/aer/resource_files](http://americaenglish.state.gov/files/aer/resource_files)
Topik
Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

Mengasosiasi
- Siswa membandingkan ungkapan menyebutkan dan Inggris dari film, kaset, buku teks, dsb.

CARA PENILAIAN:

Kinerja (praktik)
Simulasi dan/atau bermain peran (role play) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu.

Observasi:
( penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)
- Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang keberadaan orang, benda dan
menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu yang telah dikumpulkan dari berbagai sumber tersebut di atas.

- Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.

- Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.

### Mengkomunikasikan

- Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.

- Siswa berupaya berbicara secara lancar dengan ucapan, binatang dalam jumlah yang tidak tertentu, ketika muncul kesempatan, di dalam dan di luar kelas.

- Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.

- Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.

### Penilaian diri:

Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar
| tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. | Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dan menulisnya dalam jurnal belajar sederhana dalam bahasa Indonesia. | menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, termasuk kemudahan dan kesulitannya. **Tes tertulis**
Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu. |
Appendix 7

DEGREE OF COMPARISON TEST

(PRE-TEST)

Mata Pelajaran : Bahasa Inggris
Kelas : VIII
Waktu : 40 menit

Choose the correct answer by crossing a, b, c, or d!

1. Winda is ….. Sinta.
   a. more smart
   b. smartest
   c. as smart as
   d. smarter

2. Budi is …..age as Randi.
   a. as same
   b. the same
   c. more same
   d. the most same

3. Fredy is the ….. student in this class.
   a. Best
   b. Good
   c. Better
   d. More

4. My father is ….. than my brother.
   a. Oldest
   b. The old
   c. Older
   d. More

5. Nanda is the …. Student in this class.
   a. Lazy as
   b. Laziest
   c. Lazy
   d. Lazier

6. My teacher is …. my mother.
   a. More patient
   b. Most patient
   c. As patient as
   d. Patient
7. Bali is ….. island in Indonesia.
   a. The highest
   b. The largest
   c. The most famous
   d. The most strange
8. Your writing is ….. than Sandi.
   a. As worst
   b. The worst
   c. Worse
   d. Worstly
9. Rara is ….. Rani.
   a. Bigger
   b. As big as
   c. Biggest
   d. Most big
10. My house is ….. building in our village.
    a. Old
    b. The oldest
    c. Older
    d. The old
11. My book is ….. expensive as yours.
    a. As
    b. More
    c. Most
    d. The most
12. My bag is ….. of them all.
    a. The good
    b. The best
    c. good
    d. better
13. You are the ….. driver I have ever known.
    a. Bad
    b. Badder
    c. Worst
    d. Worse
14. Yesterday, the weather is ….. today.
    a. Hot as
    b. As hot as
    c. Hotter
    d. Hottest
15. Seafood in my restaurant is ….. than yours.
    a. Tasty
    b. Tastier
c. More tasty  
d. Most tasty  
16. My English is ……. In the class.  
a. Good  
b. Better  
c. Best  
d. The best  
17. It is ….. art collection in Europe.  
a. Finer  
b. Finest  
c. The finer  
d. The finest  
18. My father is ……. person in his family.  
a. Oldest  
b. The oldest  
c. Older  
d. Old  
19. Anti is ……. than her daughter.  
a. Tall  
b. Taller  
c. The taller  
d. The tallest  
20. The elephant is the …..animal on the earth.  
a. Bigger  
b. Big  
c. The biggest  
d. As big  
21. Winda is as ….. as Sinta.  
a. More smart  
b. Smartest  
c. Smart  
d. Smarter  
22. A buffalo cannot run as ….. as a horse.  
a. More faster  
b. Faster  
c. Fast  
d. The fastest  
23. A hill is ….. than a mountain.  
a. Small  
b. Smaller  
c. The smallest  
d. As small as  
24. Most students think Mathematic is ….. than Social Science.
a. Difficult  
b. The most difficult  
c. As difficult as  
d. More difficult  

Answer Key for Pre-Test

1. C  
2. B  
3. A  
4. C  
5. B  
6. C  
7. C  
8. C  
9. B  
10. B  
11. A  
12. B  
13. C  
14. B  
15. B  
16. D  
17. D  
18. B  
19. B  
20. C  
21. C  
22. C  
23. B  
24. D
Appendix 8

DEGREE OF COMPARISON TEST

(POST-TEST)

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Waktu : 40 menit

Choose the correct answer by crossing a, b, c, or d!

1. Nurul is ..... Sofi.
   a. As beautiful as
   b. More poular
   c. The most popular
   d. Most beautiful

2. Titis is ..... than Ulfa.
   a. As smart
   b. Smart
   c. smartest
   d. Smarter

3. Faisal is as ..... as Nurmanto.
   a. Tallest
   b. As tall
   c. Taller
   d. Tall

4. He kick the ball ..... Ahmad.
   a. Lowest
   b. Than bad
   c. Bad
   d. As bad as

5. My bag is ..... than my shoes.
   a. Expensive
   b. More expensive
   c. Most expensive
   d. As expensive

6. Rifki is as ..... as Warda.
   a. Older
   b. Old
   c. Old
   d. Oldest
7. Your painting is ..... in this class.
   a. Bad
   b. As bad
   c. Worse
   d. Worst
8. My score as ..... as you.
   a. Well
   b. Better
   c. Best
   d. Better than
9. My father is ..... in my family.
   a. busiest
   b. busy as
   c. busier
   d. most busy
10. A cow ..... buffalo.
    a. As strong as
    b. Than
    c. Most
    d. As
11. A car is ..... than motorcycle.
    a. Most expensive
    b. An expensive
    c. More expensive
    d. Expensive
12. Rudi is as ..... as Firman.
    a. Cleverer
    b. Clever
    c. Cleverest
    d. More clever
13. A car my brother ..... than mine.
    a. Good
    b. Best
    c. Better
    d. The best
14. Joe is ..... Than John.
    a. Energetic
    b. Energeticer
    c. Most energetic
    d. More Energetic
15. Cooking is more ..... singing.
    a. Difficultiest
    b. Difficultler
c. Difficult than
d. Difficult
16. Pasha is ….. Charli.
   a. As handsome as
   b. Handsome
   c. More handsome
   d. Most handsome
17. Mr. Habibi is greater ….. Mr. Abu
   a. From
   b. Than
   c. To
   d. As
18. Luna is as ….. as Maya. Both are 155 kg.
   a. More fat
   b. Fat
   c. The fattest
   d. Fatter
19. Magazine is more ….. newspaper.
   a. Interesting than
   b. Interesting as
   c. Most interesting
   d. Interesting
20. A horse runs ….. than a goat.
   a. More faster
   b. Faster
   c. Fast
   d. The fastest
21. Jakarta is a modern city, but New York is ….. than Jakarta.
   a. More modern
   b. The most modern
   c. The most modernest
   d. Modern
22. An ant may be the ….. animal in the world.
   a. Tiniest
   b. Tinier
   c. The most tiny
   d. Tiny.
23. My mother is ….. women in the world.
   a. The most beautiful
   b. Most beautiful
   c. More beautiful
   d. The more beautiful
24. Nanda is ..... student in my class.
   a. Lazier
   b. The laziest
   c. The most lazy
   d. Lazy

25. My house is ..... building in our village.
   a. New
   b. Newer
   c. The newest
   d. More new

**Answer Key for Post-Test**

1. A
2. D
3. D
4. D
5. B
6. C
7. D
8. A
9. A
10. A
11. C
12. B
13. C
14. D
15. C
16. A
17. B
18. B
19. A
20. B
21. A
22. A
23. A
24. B
25. C
Appendix 9

STUDENTS’ PRE-TEST AND POST-TEST RESULT OF EXPERIMENTAL CLASS (VIII H)

<table>
<thead>
<tr>
<th>No.</th>
<th>Student’s Initial</th>
<th>Pretest Score</th>
<th>Posttest Score</th>
<th>Gain Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Abelia Eka Saputri</td>
<td>55</td>
<td>85</td>
<td>30</td>
</tr>
<tr>
<td>2.</td>
<td>Adriel Satria Putra</td>
<td>65</td>
<td>75</td>
<td>10</td>
</tr>
<tr>
<td>3.</td>
<td>Ahmad Reza S.</td>
<td>40</td>
<td>65</td>
<td>25</td>
</tr>
<tr>
<td>4.</td>
<td>Aisyah Jelang Ramadhan</td>
<td>75</td>
<td>85</td>
<td>10</td>
</tr>
<tr>
<td>5.</td>
<td>Aji Muhammad Ridwan</td>
<td>40</td>
<td>65</td>
<td>25</td>
</tr>
<tr>
<td>6.</td>
<td>Amanda Julianti Agustin</td>
<td>50</td>
<td>70</td>
<td>20</td>
</tr>
<tr>
<td>7.</td>
<td>Andita Novaliana</td>
<td>50</td>
<td>85</td>
<td>35</td>
</tr>
<tr>
<td>8.</td>
<td>Andri Irawan</td>
<td>55</td>
<td>90</td>
<td>35</td>
</tr>
<tr>
<td>9.</td>
<td>Chalista Ningsih</td>
<td>75</td>
<td>85</td>
<td>10</td>
</tr>
<tr>
<td>10.</td>
<td>Darma Prasetyo</td>
<td>75</td>
<td>75</td>
<td>0</td>
</tr>
<tr>
<td>11.</td>
<td>Desta Ardiansyah</td>
<td>55</td>
<td>80</td>
<td>25</td>
</tr>
<tr>
<td>12.</td>
<td>Devi Deana Sari</td>
<td>50</td>
<td>55</td>
<td>5</td>
</tr>
<tr>
<td>13.</td>
<td>Dhea Sabella</td>
<td>50</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>14.</td>
<td>Doni Anggara S.</td>
<td>75</td>
<td>75</td>
<td>0</td>
</tr>
<tr>
<td>15.</td>
<td>Geofani Novantoro</td>
<td>40</td>
<td>90</td>
<td>50</td>
</tr>
<tr>
<td>16.</td>
<td>Irawan Candara Mai M.</td>
<td>65</td>
<td>80</td>
<td>15</td>
</tr>
<tr>
<td>17.</td>
<td>Jenita Erma Sari</td>
<td>60</td>
<td>75</td>
<td>15</td>
</tr>
<tr>
<td>18.</td>
<td>Livia Iwana Sari</td>
<td>65</td>
<td>75</td>
<td>10</td>
</tr>
<tr>
<td>19.</td>
<td>M. Irfan Almusri</td>
<td>70</td>
<td>85</td>
<td>15</td>
</tr>
<tr>
<td>20.</td>
<td>Muhammad Rayhan</td>
<td>75</td>
<td>80</td>
<td>5</td>
</tr>
<tr>
<td>21.</td>
<td>Nadia Septiani</td>
<td>60</td>
<td>60</td>
<td>0</td>
</tr>
<tr>
<td>22.</td>
<td>Novita Amelia Dewi</td>
<td>40</td>
<td>75</td>
<td>35</td>
</tr>
<tr>
<td>23.</td>
<td>Putra Rhamadhani</td>
<td>35</td>
<td>75</td>
<td>40</td>
</tr>
<tr>
<td>24.</td>
<td>Raga Himawan</td>
<td>60</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>25.</td>
<td>Ratu Beryl Baressa</td>
<td>75</td>
<td>80</td>
<td>5</td>
</tr>
<tr>
<td>26.</td>
<td>Tri Prasetyo</td>
<td>70</td>
<td>70</td>
<td>0</td>
</tr>
<tr>
<td>27.</td>
<td>Tri Santoso Aji K.</td>
<td>55</td>
<td>50</td>
<td>-5</td>
</tr>
<tr>
<td>28.</td>
<td>Tri Wulandari</td>
<td>60</td>
<td>65</td>
<td>5</td>
</tr>
<tr>
<td>29.</td>
<td>Yudha Ahmad Misnaini</td>
<td>40</td>
<td>85</td>
<td>45</td>
</tr>
<tr>
<td>30.</td>
<td>Yunia Merita</td>
<td>65</td>
<td>95</td>
<td>30</td>
</tr>
</tbody>
</table>
## Appendix 10

**STUDENTS’ PRE-TEST AND POST-TEST RESULT OF**

**CONTROL CLASS (VIII I)**

<table>
<thead>
<tr>
<th>No.</th>
<th>Student’s Initial</th>
<th>Pretest Score</th>
<th>Posttest Score</th>
<th>Gain Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Abdurrahman Wira N.</td>
<td>85</td>
<td>90</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>Aditya Saputra Pratama</td>
<td>75</td>
<td>80</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>Aldi Septian R.</td>
<td>75</td>
<td>70</td>
<td>-5</td>
</tr>
<tr>
<td>4.</td>
<td>Aldo Septian R.</td>
<td>80</td>
<td>80</td>
<td>0</td>
</tr>
<tr>
<td>5.</td>
<td>Amanda Ade Paraswita</td>
<td>65</td>
<td>75</td>
<td>10</td>
</tr>
<tr>
<td>6.</td>
<td>Ananda Saputra</td>
<td>65</td>
<td>80</td>
<td>15</td>
</tr>
<tr>
<td>7.</td>
<td>Andel Ramadani</td>
<td>75</td>
<td>80</td>
<td>5</td>
</tr>
<tr>
<td>8.</td>
<td>Azka Lulu Fahirah</td>
<td>70</td>
<td>65</td>
<td>-5</td>
</tr>
<tr>
<td>9.</td>
<td>Bianca Pramesuari</td>
<td>65</td>
<td>40</td>
<td>-25</td>
</tr>
<tr>
<td>10.</td>
<td>Carissa Angelita</td>
<td>40</td>
<td>60</td>
<td>20</td>
</tr>
<tr>
<td>11.</td>
<td>Dwi Marrio</td>
<td>50</td>
<td>50</td>
<td>0</td>
</tr>
<tr>
<td>12.</td>
<td>Eric Firmansyah</td>
<td>60</td>
<td>60</td>
<td>0</td>
</tr>
<tr>
<td>13.</td>
<td>Feren Nadia Azhari</td>
<td>75</td>
<td>45</td>
<td>-30</td>
</tr>
<tr>
<td>14.</td>
<td>Ikke Maharani</td>
<td>85</td>
<td>40</td>
<td>-45</td>
</tr>
<tr>
<td>15.</td>
<td>M. Aghtar Mirad Saputra</td>
<td>96</td>
<td>50</td>
<td>-46</td>
</tr>
<tr>
<td>16.</td>
<td>M. Aldi Ramadhan</td>
<td>45</td>
<td>90</td>
<td>45</td>
</tr>
<tr>
<td>17.</td>
<td>M. Yusuf Rakha P.</td>
<td>50</td>
<td>50</td>
<td>0</td>
</tr>
<tr>
<td>18.</td>
<td>Nazwa Nabilta</td>
<td>75</td>
<td>65</td>
<td>-10</td>
</tr>
<tr>
<td>19.</td>
<td>Noppi Ramadani</td>
<td>70</td>
<td>70</td>
<td>0</td>
</tr>
<tr>
<td>20.</td>
<td>Nur Sandi</td>
<td>65</td>
<td>70</td>
<td>5</td>
</tr>
<tr>
<td>21.</td>
<td>Putri Indah Sari</td>
<td>45</td>
<td>80</td>
<td>35</td>
</tr>
<tr>
<td>22.</td>
<td>Riski Saputra</td>
<td>65</td>
<td>80</td>
<td>15</td>
</tr>
<tr>
<td>23.</td>
<td>Riyan Nurhalimah</td>
<td>65</td>
<td>50</td>
<td>-15</td>
</tr>
<tr>
<td>24.</td>
<td>Riski Amalia P.</td>
<td>95</td>
<td>75</td>
<td>-20</td>
</tr>
<tr>
<td>25.</td>
<td>Riski Saputra</td>
<td>80</td>
<td>40</td>
<td>-40</td>
</tr>
<tr>
<td>26.</td>
<td>Rizki Evan Saputra</td>
<td>75</td>
<td>74</td>
<td>1</td>
</tr>
<tr>
<td>27.</td>
<td>Sabilla Dhea Dwi M.</td>
<td>65</td>
<td>65</td>
<td>0</td>
</tr>
<tr>
<td>28.</td>
<td>Sendi Irawan</td>
<td>60</td>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td>29.</td>
<td>Sugeng Arianto</td>
<td>65</td>
<td>75</td>
<td>10</td>
</tr>
</tbody>
</table>
Appendix 11

The Histogram of Pre-test in Experimental Class and Control Class

Histogram

for Technique: Experimental Class

Mean = 58.17
Std. Dev. = 2.86
N = 26

Histogram

for Technique: Control Class

Mean = 49.31
Std. Dev. = 13.84
N = 29
The result Descriptive of Pre-Test in Experimental and Control Class

<table>
<thead>
<tr>
<th>Technique</th>
<th>Statistic</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest Experimental Class</td>
<td>Mean</td>
<td>58.17</td>
</tr>
<tr>
<td></td>
<td>95% Confidence Lower Bound</td>
<td>53.43</td>
</tr>
<tr>
<td></td>
<td>Interval for Mean Upper Bound</td>
<td>62.91</td>
</tr>
<tr>
<td></td>
<td>5% Trimmed Mean</td>
<td>58.43</td>
</tr>
<tr>
<td></td>
<td>Median</td>
<td>60.00</td>
</tr>
<tr>
<td></td>
<td>Variance</td>
<td>161.178</td>
</tr>
<tr>
<td></td>
<td>Std. Deviation</td>
<td>12.696</td>
</tr>
<tr>
<td></td>
<td>Minimum</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Maximum</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Range</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Interquartile Range</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Skewness</td>
<td>-.207</td>
</tr>
<tr>
<td></td>
<td>Kurtosis</td>
<td>-1.083</td>
</tr>
<tr>
<td>Control Class</td>
<td>Mean</td>
<td>68.31</td>
</tr>
<tr>
<td></td>
<td>95% Confidence Lower Bound</td>
<td>63.04</td>
</tr>
<tr>
<td></td>
<td>Interval for Mean Upper Bound</td>
<td>73.58</td>
</tr>
<tr>
<td></td>
<td>5% Trimmed Mean</td>
<td>68.28</td>
</tr>
<tr>
<td></td>
<td>Median</td>
<td>65.00</td>
</tr>
<tr>
<td></td>
<td>Variance</td>
<td>191.722</td>
</tr>
<tr>
<td></td>
<td>Std. Deviation</td>
<td>13.846</td>
</tr>
<tr>
<td></td>
<td>Minimum</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Maximum</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>Range</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>Interquartile Range</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Skewness</td>
<td>-.104</td>
</tr>
<tr>
<td></td>
<td>Kurtosis</td>
<td>-.017</td>
</tr>
</tbody>
</table>
Appendix 12

The Result of Post-test in Experimental and Control Class

Histogram for Technique= Experimental Class

- Mean = 76.17
- Std. Dev = 10.36
- N = 30

Histogram for Technique= Control Class

- Mean = 65.17
- Std. Dev = 14.96
- N = 25
### The result Descriptive of Post-Test in Experimental and Control Class

<table>
<thead>
<tr>
<th>Technique</th>
<th>Statistic</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Experimental Class</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>76.17</td>
<td>1.898</td>
</tr>
<tr>
<td>95% Confidence Interval for Mean Lower Bound</td>
<td>72.28</td>
<td></td>
</tr>
<tr>
<td>95% Confidence Interval for Mean Upper Bound</td>
<td>80.05</td>
<td></td>
</tr>
<tr>
<td>5% Trimmed Mean</td>
<td>76.57</td>
<td></td>
</tr>
<tr>
<td>Median</td>
<td>75.00</td>
<td></td>
</tr>
<tr>
<td>Variance</td>
<td>108.075</td>
<td></td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>10.396</td>
<td></td>
</tr>
<tr>
<td>Minimum</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Maximum</td>
<td>95</td>
<td></td>
</tr>
<tr>
<td>Range</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Interquartile Range</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Skewness</td>
<td>-.654</td>
<td>.427</td>
</tr>
<tr>
<td>Kurtosis</td>
<td>.382</td>
<td>.833</td>
</tr>
<tr>
<td><strong>Control Class</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>66.17</td>
<td>2.778</td>
</tr>
<tr>
<td>95% Confidence Interval for Mean Lower Bound</td>
<td>60.48</td>
<td></td>
</tr>
<tr>
<td>95% Confidence Interval for Mean Upper Bound</td>
<td>71.86</td>
<td></td>
</tr>
<tr>
<td>5% Trimmed Mean</td>
<td>66.30</td>
<td></td>
</tr>
<tr>
<td>Median</td>
<td>70.00</td>
<td></td>
</tr>
<tr>
<td>Variance</td>
<td>223.791</td>
<td></td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>14.960</td>
<td></td>
</tr>
<tr>
<td>Minimum</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Maximum</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Range</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Interquartile Range</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Skewness</td>
<td>-.401</td>
<td>.434</td>
</tr>
<tr>
<td>Kurtosis</td>
<td>-.901</td>
<td>.845</td>
</tr>
</tbody>
</table>
APPENDIX 14

REKAP ANALISIS BUTIR (TRYOUT INSTRUMENT POSTTEST) ==================

Rata-rata = 19,31  
Simpang Baku= 5,63  
Korelasi XY= 0,61  
Reliabilitas Tes= 0,76  
Butir Soal= 40  
Jumlah Subyek= 30

<table>
<thead>
<tr>
<th>Btr Baru</th>
<th>Btr Asli</th>
<th>D.Pembeda(%)</th>
<th>T. Kesukaran</th>
<th>Korelasi</th>
<th>Sign. Korelasi</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>28,57</td>
<td>Sedang</td>
<td>0,263</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>28,57</td>
<td>Sedang</td>
<td>0,208</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>-14,29</td>
<td>Sedang</td>
<td>-0,108</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>14,29</td>
<td>Sedang</td>
<td>0,120</td>
<td>Sangat Signifikan</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>42,86</td>
<td>Sedang</td>
<td>0,358</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>28,57</td>
<td>Sedang</td>
<td>0,219</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>42,86</td>
<td>Sedang</td>
<td>0,242</td>
<td>-</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>14,29</td>
<td>Sedang</td>
<td>0,280</td>
<td>-</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>14,29</td>
<td>Sukar</td>
<td>0,157</td>
<td>-</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>-28,57</td>
<td>Sedang</td>
<td>0,037</td>
<td>Sangat Signifikan</td>
</tr>
<tr>
<td>11</td>
<td>11</td>
<td>0,00</td>
<td>Sedang</td>
<td>0,236</td>
<td>-</td>
</tr>
<tr>
<td>12</td>
<td>12</td>
<td>57,14</td>
<td>Sedang</td>
<td>0,337</td>
<td>Signifikan</td>
</tr>
<tr>
<td>13</td>
<td>13</td>
<td>28,57</td>
<td>Sedang</td>
<td>0,108</td>
<td>-</td>
</tr>
<tr>
<td>14</td>
<td>14</td>
<td>57,14</td>
<td>Sedang</td>
<td>0,273</td>
<td>-</td>
</tr>
<tr>
<td>15</td>
<td>15</td>
<td>85,71</td>
<td>Sedang</td>
<td>0,686</td>
<td>Sangat Signifikan</td>
</tr>
<tr>
<td>16</td>
<td>16</td>
<td>71,43</td>
<td>Sedang</td>
<td>0,552</td>
<td>Sangat Signifikan</td>
</tr>
<tr>
<td>17</td>
<td>17</td>
<td>85,71</td>
<td>Sedang</td>
<td>0,552</td>
<td>Sangat Signifikan</td>
</tr>
<tr>
<td>18</td>
<td>18</td>
<td>85,71</td>
<td>Sedang</td>
<td>0,638</td>
<td>Sangat Signifikan</td>
</tr>
<tr>
<td>19</td>
<td>19</td>
<td>100,00</td>
<td>Sedang</td>
<td>0,742</td>
<td>Sangat Signifikan</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>71,43</td>
<td>Sedang</td>
<td>0,615</td>
<td>-</td>
</tr>
<tr>
<td>21</td>
<td>21</td>
<td>42,86</td>
<td>Sedang</td>
<td>0,368</td>
<td>Signifikan</td>
</tr>
<tr>
<td>No.</td>
<td>No.</td>
<td>Nilai</td>
<td>Kategori</td>
<td>Nilai Signifikansi</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>------</td>
<td>---------</td>
<td>-----------</td>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>22</td>
<td>57,14</td>
<td>Sedang</td>
<td>0,383</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>23</td>
<td>71,43</td>
<td>Sedang</td>
<td>0,645</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>24</td>
<td>42,86</td>
<td>Sedang</td>
<td>0,423</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>25</td>
<td>71,43</td>
<td>Sedang</td>
<td>0,638</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>26</td>
<td>57,14</td>
<td>Sedang</td>
<td>0,455</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>27</td>
<td>57,14</td>
<td>Sedang</td>
<td>0,412</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>28</td>
<td>42,86</td>
<td>Sedang</td>
<td>0,401</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>29</td>
<td>42,86</td>
<td>Sukar</td>
<td>0,508</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>30</td>
<td>14,29</td>
<td>Sedang</td>
<td>0,259</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>31</td>
<td>71,43</td>
<td>Sedang</td>
<td>0,648</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>32</td>
<td>28,57</td>
<td>Sedang</td>
<td>0,295</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>33</td>
<td>71,43</td>
<td>Sedang</td>
<td>0,562</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>34</td>
<td>57,14</td>
<td>Sukar</td>
<td>0,748</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>35</td>
<td>57,14</td>
<td>Sedang</td>
<td>0,584</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>36</td>
<td>28,57</td>
<td>Sedang</td>
<td>0,455</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>37</td>
<td>71,43</td>
<td>Sedang</td>
<td>0,480</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>38</td>
<td>42,86</td>
<td>Sedang</td>
<td>0,357</td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>39</td>
<td>57,14</td>
<td>Sedang</td>
<td>0,490</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>40</td>
<td>57,14</td>
<td>Sedang</td>
<td>0,589</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 13

REKAP ANALISIS BUTIR (TRYOUT INSTRUMENT PRETEST) =================

Rata2= 11,81  Simpang Baku= 5,37  KorelasiXY= 0,68
Reliabilitas Tes= 0,81  Butir Soal= 40  Jumlah Subyek= 30

<table>
<thead>
<tr>
<th>Btr Baru</th>
<th>Btr Asli</th>
<th>D.Pembeda(%)</th>
<th>T. Kesukaran</th>
<th>Korelasi</th>
<th>Sign. Korelasi</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>14,29</td>
<td>Sedang</td>
<td>0,327</td>
<td>Signifikan</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>14,29</td>
<td>Sukar</td>
<td>0,055</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>28,57</td>
<td>Sukar</td>
<td>0,141</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>57,14</td>
<td>Sukar</td>
<td>0,647</td>
<td>Sangat Signifikan</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>71,43</td>
<td>Sukar</td>
<td>0,582</td>
<td>Sangat Signifikan</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>28,57</td>
<td>Sukar</td>
<td>0,366</td>
<td>Signifikan</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>14,29</td>
<td>Sukar</td>
<td>0,370</td>
<td>Signifikan</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>42,82</td>
<td>Sedang</td>
<td>0,518</td>
<td>Sangat Signifikan</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>28,57</td>
<td>Sangat Sukar</td>
<td>0,777</td>
<td>Sangat Signifikan</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>14,29</td>
<td>Sukar</td>
<td>0,481</td>
<td>Sangat Signifikan</td>
</tr>
<tr>
<td>11</td>
<td>11</td>
<td>0,00</td>
<td>Sangat Sukar</td>
<td>0,093</td>
<td>-</td>
</tr>
<tr>
<td>12</td>
<td>12</td>
<td>57,14</td>
<td>Sedang</td>
<td>0,431</td>
<td>Sangat Signifikan</td>
</tr>
<tr>
<td>13</td>
<td>13</td>
<td>57,14</td>
<td>Sedang</td>
<td>0,435</td>
<td>Sangat Signifikan</td>
</tr>
<tr>
<td>14</td>
<td>14</td>
<td>0,00</td>
<td>Sangat Mudah</td>
<td>0,024</td>
<td>-</td>
</tr>
<tr>
<td>15</td>
<td>15</td>
<td>14,29</td>
<td>Sangat Sukar</td>
<td>0,561</td>
<td>Sangat Signifikan</td>
</tr>
<tr>
<td>16</td>
<td>16</td>
<td>14,29</td>
<td>Sangat Sukar</td>
<td>0,586</td>
<td>Sangat Signifikan</td>
</tr>
<tr>
<td>17</td>
<td>17</td>
<td>28,57</td>
<td>Mudah</td>
<td>0,274</td>
<td>-</td>
</tr>
<tr>
<td>18</td>
<td>18</td>
<td>0,00</td>
<td>Sangat Sukar</td>
<td>NAN</td>
<td>NAN</td>
</tr>
<tr>
<td>19</td>
<td>19</td>
<td>42,86</td>
<td>Sedang</td>
<td>0,371</td>
<td>Signifikan</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>28,57</td>
<td>Sukar</td>
<td>0,440</td>
<td>Sangat Signifikan</td>
</tr>
<tr>
<td>21</td>
<td>21</td>
<td>0,00</td>
<td>Sedang</td>
<td>0,113</td>
<td>-</td>
</tr>
<tr>
<td>22</td>
<td>22</td>
<td>42,86</td>
<td>Sedang</td>
<td>0,31</td>
<td>Signifikan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>23</td>
<td>14,29</td>
<td>Sangat Sukar</td>
<td>-0,078</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>24</td>
<td>28,57</td>
<td>Sedang</td>
<td>0,249</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>25</td>
<td>85,71</td>
<td>Sedang</td>
<td>0,532</td>
<td>Sangat Signifikan</td>
</tr>
<tr>
<td>26</td>
<td>26</td>
<td>28,57</td>
<td>Sedang</td>
<td>0,282</td>
<td>Signifikan</td>
</tr>
<tr>
<td>27</td>
<td>27</td>
<td>14,29</td>
<td>Sedang</td>
<td>0,080</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>28</td>
<td>28,57</td>
<td>Sukar</td>
<td>0,055</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>29</td>
<td>-14,29</td>
<td>Sukar</td>
<td>0,104</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>30</td>
<td>0,00</td>
<td>Sukar</td>
<td>0,184</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>31</td>
<td>0,00</td>
<td>Sukar</td>
<td>0,339</td>
<td>Signifikan</td>
</tr>
<tr>
<td>32</td>
<td>32</td>
<td>71,43</td>
<td>Sedang</td>
<td>0,420</td>
<td>Sangat Signifikan</td>
</tr>
<tr>
<td>33</td>
<td>33</td>
<td>28,57</td>
<td>Sangat Sukar</td>
<td>0,723</td>
<td>Sangat Signifikan</td>
</tr>
<tr>
<td>34</td>
<td>34</td>
<td>0,00</td>
<td>Sukar</td>
<td>0,245</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>35</td>
<td>85,71</td>
<td>Sedang</td>
<td>0,504</td>
<td>Sangat Signifikan</td>
</tr>
<tr>
<td>36</td>
<td>36</td>
<td>0,00</td>
<td>Sukar</td>
<td>0,296</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>37</td>
<td>42,86</td>
<td>Sukar</td>
<td>0,368</td>
<td>Signifikan</td>
</tr>
<tr>
<td>38</td>
<td>38</td>
<td>-57,14</td>
<td>Sedang</td>
<td>-0,136</td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>39</td>
<td>28,57</td>
<td>Sukar</td>
<td>0,349</td>
<td>Signifikan</td>
</tr>
<tr>
<td>40</td>
<td>40</td>
<td>57,14</td>
<td>Sedang</td>
<td>0,592</td>
<td>Sangat Signifikan</td>
</tr>
</tbody>
</table>
Appendix 15

Test Items for Pre-Test

Mata Pelajaran : Bahasa Inggris
Kelas : VIII
Waktu : 40 menit
Nama :

Choose the correct answer by crossing a, b, c, or d!

25. Winda is ..... Sinta.
   e. more smart
   f. smartest
   g. as smart as
   h. smarter

26. Travelling in a taxi is ..... than travelling in a bus.
   a. Expensivest
   b. Most expensive
   c. More expensive
   d. Expensiver

27. The student in English class is ..... in seventh class.
   a. As many as
   b. Manier than
   c. Many
   d. Most many

28. Budi is .....age as Randi.
   e. as same
   f. the same
   g. more same
   h. the most same

29. Fredy is the ..... student in this class.
   e. Best
   f. Good
   g. Better
   h. More

30. My father is ..... than my brother.
   e. Oldest
   f. The old
   g. Older
   h. More
31. Nanda is the …. Student in this class.
   e. Lazy as
   f. Laziest
   g. Lazy
   h. Lazier
32. My teacher is ..... my mother.
   e. More patient
   f. Most patient
   g. As patient as
   h. Patient
33. Bali is ..... island in Indonesia.
   e. The highest
   f. The largest
   g. The most famous
   h. The most strange
34. Your writing is ..... than Sandi.
   e. As worst
   f. The worst
   g. Worse
   h. Worstly
35. Linda is ..... good ..... Santi.
   a. More … than
   b. Most … than
   c. As … as
   d. As … than
36. Using a globe can be ..... it is educational.
   a. Enjoyable
   b. To enjoy as
   c. As enjoyable as
   d. As enjoyable as
37. Rara is ..... Rani.
   e. Bigger
   f. As big as
   g. Biggest
   h. Most big
38. A buffalo cannot run as ..... as a horse.
   e. More faster
   f. Faster
   g. Fast
   h. The fastest
39. My house is ..... building in our village.
   e. Old
   f. The oldest
g. Older
h. The old
40. My book is ..... expensive as yours.
e. As
f. More
g. Most
h. The most
41. My shoes are exactly ........ yours.
a. different with
b. the same
c. as same as
d. the same with
42. My father give me money is ..... than my sister.
a. As more
b. Much
c. More
d. Most
43. My bag is ..... of them all.
e. The good
f. The best
g. good
h. better
44. You are the ..... driver I have ever known.
e. Bad
f. Badder
g. Worst
h. Worst
45. Fresh fruit in the supermarket costs twice ........ That in the traditional market.
a. Than
b. As much as
c. From
d. To
46. Yesterday, the weather is ..... today.
e. Hot as
f. As hot as
g. Hotter
h. Hottest
47. This pencil is long. That pencil is short. That pencil is not as ..... as this pencil.
a. Long
b. The longest
c. Longer
d. More long
48. Shopia is more ..... than her sister in their house.
   a. Diligent
   b. Diligenter
   c. Diligentest
   d. Diligent as

49. Seafood in my restaurant is ..... than yours.
   e. Tasty
   f. Tastier
   g. More tasty
   h. Most tasty

50. My English is ..... In the class.
   e. Good
   f. Better
   g. Best
   h. The best

51. The ..... You run, the better you will be.
   a. Fast
   b. Faster
   c. Fastest
   d. More fast

52. Bengawan Solo river is long but Nil river is ..... than Bengawan Solo river.
   a. As long as
   b. The longest
   c. More long
   d. Longer

53. Try this dress because it is ..... that one.
   a. Eleganter than
   b. Elegant
   c. More elegant than
   d. The elegant

54. Andi is 165 cm tall. Donna is 167 cm tall. Donna is ..... than Andi.
   a. Tall
   b. Taller
   c. The tallest
   d. As tall as

55. It is ..... art collection in Europe.
   e. Finer
   f. Finest
   g. The finer
   h. The finest

56. My father is ..... person in his family.
   e. Oldest
   f. The oldest
57. Anti is ....... than her daughter.
   e. Tall
   f. Taller
   g. The taller
   h. The tallest

58. Corruption, crime, and traffic jam make the situation in our country become ...
   a. Worst
   b. Worse
   c. Good
   d. Better

59. The elephant is the ....animal on the earth.
   e. Bigger
   f. Big
   g. Biggest
   h. As big

60. Maya is the ..... student in my class. She never comes late to school.
   a. Most diligent
   b. Diligent
   c. More diligent
   d. As diligent as

61. Winda is as ..... as Sinta.
   e. More smart
   f. Smartest
   g. Smart
   h. Smarter

62. A buffalo is big, but an elephant is ..... than a buffalo.
   a. Bigger
   b. Big
   c. The biggest
   d. As big

63. A hill is ..... than a mountain.
   e. Small
   f. Smaller
   g. The smallest
   h. As small as

64. Most students think  Mathematic is ..... than Social Science.
   e. Difficult
   f. The most difficult
   g. As difficult as
   h. More difficult
Answer Key for Pre-Test

1. C
2. C
3. A
4. A
5. A
6. C
7. B
8. C
9. C
10. C
11. C
12. D
13. B
14. C
15. B
16. A
17. C
18. C
19. B
20. C
21. B
22. B
23. A
24. A
25. B
26. D
27. B
28. D
29. C
30. B
31. D
32. B
33. B
34. B
35. C
36. A
37. C
38. A
39. B
40. D
Appendix 16

Test Items for Post-Test

Mata Pelajaran : Bahasa Inggris
Kelas : VIII
Waktu : 40 menit
Nama :

Choose the correct answer by crossing a, b, c, or d!

26. She was ..... innocent, gentle, and delightful person I had ever know.
   a. The more
   b. The most
   c. More
   d. Most

27. Your house is ..... one.
   a. The far
   b. The furthest
   c. Furthest
   d. The most Furthest

28. I have less money ..... my father.
   a. More
   b. Than
   c. Most
   d. As

29. Nurul is ..... Sofi.
   e. As beautiful as
   f. More popular
   g. The most popular
   h. Most beautiful

30. They are ..... than I go to school.
   a. Later
   b. Latest
   c. Late
   d. More late

31. I can do the Biology test easily. I think Biology is not as ..... as Mathemathic.
   a. Hard
   b. Harder
   c. The most hard
   d. The haredest
32. My father is 45 years old. My mother is 46 years old. So, my mother is ..... than my father.
   a. More old
   b. The oldest
   c. The most oldest
   d. Older
33. Almost all students that Mathematic is the ..... subject in the school.
   a. More difficult
   b. Difficultest
   c. Most difficult
   d. Difficult
34. Mr. Ron is the ..... teacher in our school. He never gets angry to us.
   a. More patient
   b. Patient
   c. Most patient
   d. The patientest
35. Titis is ..... than Ulfa.
   e. As smart
   f. Smart
   g. smartest
   h. Smarter
36. A car’s price is usually ..... than a motorbike’s price
   a. The most expensive
   b. Expensive
   c. More expensive
   d. The more expensive
37. Faisal is as ..... as Nurmanto.
   e. Tallest
   f. As tall
   g. Taller
   h. Tall
38. Roger is 12 years old. Danu is 15 years old. So, Roger is ..... than Danu.
   a. More young
   b. The youngest
   c. The most youngest
   d. Younger
39. There are four tall student in my class. But the ..... student is Raka.
   a. Tall
   b. Taller
   c. Tallest
   d. As tall as
40. He kick the ball ..... Ahmad.
   e. Lowest
f. Than bad

g. Bad

h. As bad as

41. My bag is ..... than my shoes.

e. Expensive

f. More expensive

g. Most expensive

h. As expensive

42. Rifki is as ..... as Warda.

e. Older

f. Old

g. Old

h. Oldest

43. Your painting is ..... in this class.

   e. Bad

   f. As bad

   g. Worse

   h. Worst

44. My score as ..... as you.

   e. Well

   f. Better

   g. Best

   h. Better than

45. It is ..... to give than to receive.

   a. Good

   b. Best

   c. The better

   d. Better

46. My father is ..... in my family.

   e. busiest

   f. busy as

   g. busier

   h. most busy

47. A cow ..... buffalo.

   e. As strong as

   f. Than

   g. Most

   h. As

48. A car is ..... than motorcycle.

   e. Most expensive

   f. An expensive

   g. More expensive

   h. Expensive
49. Rudi is as ..... as Firman.
   e. Cleverer
   f. Clever
   g. Cleverest
   h. More clever
50. A car my brother ..... than mine.
   e. Good
   f. Best
   g. Better
   h. The best
51. Joe is ..... Than John.
   e. Energetic
   f. Energeticer
   g. Most energetic
   h. More Energetic
52. Cooking is more ..... singing.
   e. Difficiest
   f. Difficult
   g. Difficult than
   h. Difficult
53. Pasha is ..... Charli.
   e. As handsome as
   f. Handsome
   g. More handsome
   h. Most handsome
54. Mr. Habibi is greater ....... Mr. Abu
   e. From
   f. Than
   g. To
   h. As
55. Cheetah is known as the ..... runner animal on the earth.
   a. More faster
   b. Faster
   c. Fast
   d. Fastest
56. Luna is as ..... as Maya. Both are 155 kg.
   e. More fat
   f. Fat
   g. The fattest
   h. Fatter
57. The motorbike’s price is usually ..... than the car’s.
   a. More cheap
   b. Cheaper
c. The most cheap
   d. The cheapest
58. Magazine is more ….. newspaper.
   e. Interesting than
   f. Interesting as
   g. Most interesting
   h. Interesting
59. I want to buy that red jacket but it’s too expensive. I hope I can find a …..
   jacket to buy.
   a. More cheap
   b. Cheaper
   c. Cheap
   d. The cheapest
60. A horse runs ….. than a goat.
   e. More faster
   f. Faster
   g. Fast
   h. The fastest
61. Jakarta is a modern city, but New York is ….. than Jakarta.
   e. More modern
   f. The most modern
   g. The most modernest
   h. Modern
62. An ant may be the ….. animal in the world.
   e. Tiniest
   f. Tinier
   g. The most tiny
   h. Tiny.
63. My mother is ….. women in the world.
   e. The most beautiful
   f. Most beautiful
   g. More beautiful
   h. The more beautiful
64. Nanda is ….. student in my class.
   e. Lazier
   f. The laziest
   g. The most lazy
   h. Lazy
65. My house is ….. building in our village.
   e. New
   f. Newer
   g. The newest
   h. More new
Answer Key for Post-Test

1. B
2. B
3. B
4. A
5. A
6. A
7. D
8. C
9. C
10. D
11. C
12. D
13. D
14. C
15. D
16. B
17. C
18. D
19. A
20. D
21. A
22. A
23. C
24. B
25. C
26. D
27. C
28. A
29. B
30. D
31. B
32. B
33. A
34. B
35. B
36. A
37. A
38. A
39. B
40. C