**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**

A Thesis

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

By

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ABSTRACT

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 ACEDEMIC YEAR OF 2018/2019

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 $0.000 < \alpha = 0.05$. It means that H_o 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.

APROVAL

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**

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iii

ADMISSION

A 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"**, by: **YAWAREEYA LATEH, NPM: 1311040301, Study Program: English Education** was tested and defended in the examination session held on: Monday, November 5th 2018.

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iv

MOTTO

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

لَيْـلَةُ اَلْقَـدْرِخَيْـرٌمِـنْ أَلْفِ شَـهْرٍ (٣)

"The Night of Power is better than a thousand months". (Al-Qadr: 3)[1]

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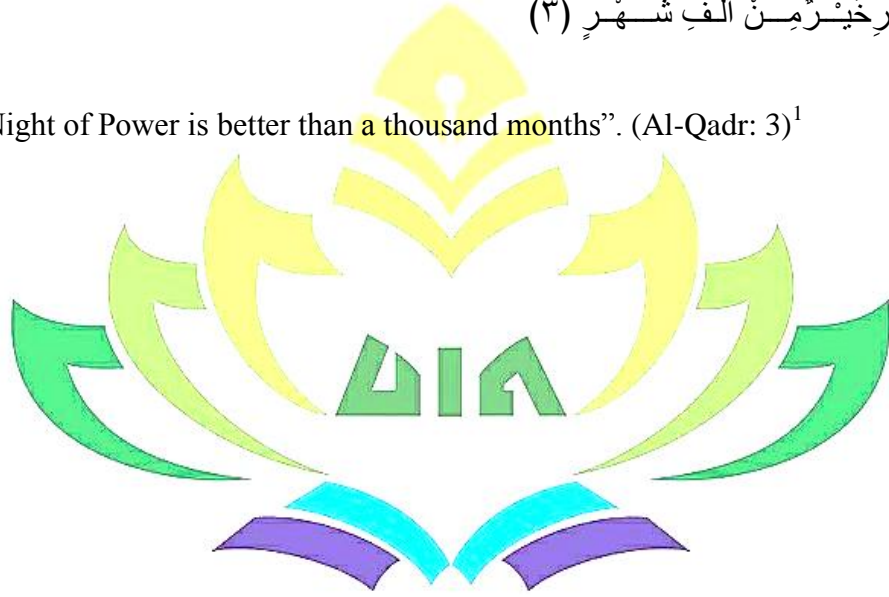
[1] Abdullah Yusuf Ali, *The Holy Quran (Koran) English Translation of the Meanings,* The King Fahd, 1987, p.321

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, Sainab, Suwaibah, Suhailah, Munoh, Mariyah, Fadilah, Rusda, Ruhanee, Pateemoh, Fatihan, Amani and all of friends in organization PMMPI.

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

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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 Traning 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.

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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

CHAPTER IV RESULT AND DISCUSSION

CHAPTER V CONCLUSION AND SUGGESTION

LIST OF THE APPENDICES

Page

LIST OF THE TABLE

Page

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 prople. According to Harmer, language is used widely for communication between people who do not share the same first (or even second) language.[2] 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

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[2] Jeremy Harmer, *The Practice of English Language Teaching,* (Edinburg Gate: Longman, 4[Th] Education, 2007), p.13

English as a foreign language means that is taught in school, often widely, but is does not play an essential role in national or social life.[3] 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.[4] 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.[5] Grammar is rules for forming words and making sentences.[6] 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.[7] Furthermore, Ur in

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[3] Georffey Broughton, et.al., *Teaching English as foreign language*, (New York: Routledge, 1980), p.6.

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

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

[6] Oxford, *Learners' Pocked Dictionary,* (Oxford: Oxford Univercity Press), p. 193.

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

Widodo states that grammatical rules enable them to know and apply how such sentence patterns should be put together.[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.[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

The students' Score of Grammar Mastery of the First Semester at the Eighth Grade of SMP PGRI 6 Bandar Lampung in 2018/2019

No.	Score	The Number of Students	Percentage
1.	>72	150	56.00%
2.	≤72	118	44.00%
Total		268	100%

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

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[8] *Ibid.*

[9] Jeremy Harmer, *the practice of English Language Teaching*, Longman, 2007, p.12.

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. Yuliatin S.Pd. she said that many students had difficulties in studying English especially in mastering grammar. The teacher used lecturing technique in teaching grammar.[10] 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.[11]

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.

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[10] An Interview, *English Teacher at SMP PGRI 6 Bandar Lampung,* September 19th, 2017

[11] An Interview, *Students at the eighthh 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".[12] 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".[13] 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.[14] 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".[15] 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 Eighthh Grade of SMPN 01 Gunung Terang Tulang Bawang Barat".[16] 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.

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[15] Sri dewi Astuti, *The Influence of using Arranging Words Game towards Students' Simple Present Tense Mastery at The Ninth Grade of SMP Nusantara Bandar Lampung in 2011/2012*, (Lampung: Raden Intan State Islamic University).

[16] Hanisa, *The Influence Of Arranging Words Game towards Student's Simple Past Tense Mastery at the Second Semester of Eighthh Grade of SMPN 01Gunung 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.[17] Language as foriegn 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.[18] Teaching English as a foriegn language refer to a particular mothodology 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

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[17] M. F. Patel and Praveen M. Jain, *English Language Learning,* (Sunrise, 2008), p. 31

[18] Jeremy Harmer, *How to Teach Writing,* (Ebundurg 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

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[19] Fachrurrazy, *Teaching English as Foreign Language,* Malang, Universitas Negeri Malang, 2002, p. 9

[20] Jack Richards and Theodore S Rodgers, *Approaches and Methods in Language Teaching,* Cambridge University Press, 1986.p.15

[21] Jeremy Harmer, *The practice of English Language Teaching 3rd Edition* (Harlow: Longman, 2007),p.56

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.[22] 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.[23]

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

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[22] M. F. Patel and Praveen M. Jain, *Op.Cit,* p. 141
[23] Scott Thornbury, *How to Teach Grammar,* (Edinburgh: Longman, 1999), p.13

b) Interpersonal, that is, grammar facilities the way we interact with other people when, for example, we need to get things done using language.[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.

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[24] *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.[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

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[25] Marcella Frank, *Medern English a Practical Reference Guide,* Prentice-Hall, INC., New Jersey, 1972, p.109

quantity.[26] 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.[27] 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, riches, fastest).[28] 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.

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[26] Marianne Celce-Murcia and Dianne Larsen-Freeman, *The Grammar Book; An ESL / EFL Teacher's Course,* (USA: Heinle Publichers, 1999), p.717

[27] http;//grammar.ccc.comnet.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.[29] In addition, Krohn state that that the positive form As…… as is used with adjectives.[30] 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.[31]

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[29] Marcella Frank, *Op.Cit,* p.118

[30] Robert Krohn, *English Sentence Structure,* (United States: The University of Michigan Press, 1971), p.159

[31] Emirfan T. Mulyati, *Kursus Bahasa Inggris dalam Satu Buku,*(Jogjakarta: Trans Idea Publishing, 2013), p.98

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 constrated 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]

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[32] W. Zandvoort and J.A. Van Ek, *A Handbook of English Grammar,* (London: Longman Group Limited, 1980), 7th edition, p. 188
[33] Raymond Murphy, *English Grammar in Use: a self-study reference and practice book for intermediate learners of English,* (Cambridge: Cambridge University Press, 2012), p. 210
[34] Emir T. Mulyati, *Op.Cit,* p.99
[35] Michael Swan, *Practical English Usage,* (Oxford: Oxford University Press, 1975), p.115
[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.[37]

Based on the explanation above, there are three kinds degree of comparison namely positive degree, comparative degree, and superlative degree and every kinds 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 use to denote a greater amount of a quality to something else and superlative degree is use 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 state 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.

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[37] Emirfan T. Mulyati, *Op.Cit,* p.99

Here are the patterns:

1. **Positive Degree**

Positive degree is two units are compared to an *equal* degree.[38]

Table 2.1
Positive Form

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

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 2.2
Comparative Form
Pattern I: adjective + suffix –er + than. [40]

Adjective	Rule	Adjective word	Comparative Form (example)
1. Adjective with one syllable		Safe	Saving money in the bank is safer than in the home

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[38] Marcella Frank, *Op.Cit.*p.118
[39] *Ibid.*p.118
[40] Mark Foley & Diane Hall, *Advanced Learners' Grammar: Self-Study Reference and Practice Book with Answer,* (London: Longman, 1988), p.224

a) Ending in –e	Add –r	Brave Large Big	Dimas is **braver** than Eni. His bag is **larger** than mine. An elephant is **bigger** than a rat.
b) Ending in a single vowel + a consonant (except w, x, and y)	Double the final consonant and add-er	Hot Thin Dry	Today is **hotter** than yesterday. Rinna's book is **thinner** than Erda's book. Your hair is **drier** than her hair.
c) Ending in a consonant + y	Change y to I and add –er	Young	You are **younger** than your father.
d) All others	Add –er	Tall Cheap	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	Putri is **luckier** Heni. Lidya is **lazier** than Linda. Ryo is **busier** than Irma.
b) Adjective ending in –ple, -ble, -occa-sionally –tle, -dle	Adding suffix –er.	Simple Clever	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.[41]

Adjective	Rule	Adjective Word	Superlative Form (example)
1. Adjective with two or more syllables and don't end in –y	Add **more** before adjective	Patient Expensive Interesting	Tanty is **more patient** than Irma. The hamburger is **more expensive** than the hot dog. English is **more interesting** than mathematics.

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[41] *Ibid.* p.224

3. Superlative Degree

Superlative degree is three or more units are compared to an unequal degree.[42]

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 2.4
Superlative Form
Pattern I: the + adjective + suffix –est. [43]

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

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[42] Marcella Frank,*Op.Cit.*p.118
[43] Mark Foley & Diane Hall, *Op.Cit.*p.224

			highest mountain in the world.
		Clean	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 2.5
Superlative Form
Pattern II: The most + Adjective.[44]

Adjective	**Rule**	**Adjective Words**	**Superlative Form**
Adjective with two or more syllables and don't end in –y	Add **the most** before adjective	Generous	John is the most generous of all the people I know.
		Diligent	Ikhwan is the most diligent girl in her family.
		Difficult	Mathematic is the most difficult lesson I had learnt.

a. There are a few are compared irregularly. [45] the list of the irregular adjectives for comparative and superlative degree showed in the table 2.6 below:

Table 2.6
Irregular adjective for comparative and superlative degree

Positive	**Comparative**	**Superlative**
Good	Better	Best
Bad	Worse	Worst

[44] *Ibid.*p.224
[45] Marcella Frank, *Modern English: A Practical Reference Guide,* (New Jersey: Prentice Hall, Inc, 1972), p.120

Far	Farther / further	Farther / furthest
Little	Less	Least
Many	More	Most
Much	More	Most
Old	Elder / older	Eldest / oldest

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 2.7

Adjectives with two syllables both comparative and superlative that formed by adding prefix more / most and suffix –er / -est.[47]

Two-Syllable Adjectives with –er, -est	*Two-Syllable Adjectives with more, most*	*Two-Syllable Adjectives with –er, -est, or more, most (The –er, -est, forms Are Less Formal)*

1. Adjectives ending in –y preceded by a consonant
 	
Prettier
dirtier
noisier
happier (also unhappier)
	1. Most adjectives ending in derivational suffixes: **-ous, -ish, -ful, -ing, -ed,** etc.
	
	more famous
	more useful
	more childish
	more interesting
	more tired
		1. Adjectives ending in:
		
		-er cleverer
		        tenderer
		        bitterer
		-ow narrower
		        shallower
		        mellower
		
		-some handsomer
		          wholesomer
		          lonesomer

[46] *Ibid*, p.119
[47] *Ibid.*

2. Adjectives ending in –ple, -ble, occasionally –tle, -ble	2. Many adjectives ending in –ct, -nt, -st	2.Others Stressed on first syllable: Pleasanter, crueler, quieter, stupider, commoner.
Simpler Nobler Humbler Subtler Idler	More exact More recent More honest More urgent	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.[48] 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.[49] 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.

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[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, *competetive 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 narative 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.

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[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.[53]

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. [54]

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[53] Agung Prihanto, *100 Games for Teaching English,* (Cebelan Timur UH III/548 Yogyakarta 55167, 2014), pp.98-99
[54] Hanisa, *Op.Cit,* p.17.

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.[55] 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 whish done by the teacher with the verbal explanation directly.[56] 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 the students directly, just teacher who active in the class. In addition, lecturing technique was a good way providing an outline of an area of study as preparation for more detailed work carried out individually or in seminars or tutorials.

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[55] Gurpreet Kaur, *Study and Analysis of Lecture Model of Teaching,* (International Journal of Education Planning & Administration, Vol. 1 No. 1, Research India Publication), p. 9, available at: http://www.ripublication.com/ijepa.htm. Access on January, 16th, 2018.

[56] Syaiful Bahri Djamarah dan Aswan Zain, *Strategi Belajar Mengajar,* (Jakarta: Rineka Cipta, 2014), p. 97.

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.[57]

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. Eeasy to make students confuse in learning.

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[57] *Ibid,* p.99

3. This technique make the students passive in learning.[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 very important role in English skills.

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

Degree of comparison is part of grammar. It is grammatical forms of positive, comparative, and superlative (adjective and adverb). Teaching degree of comcaparison of adjective contain of two or more things, person, group or condition requires sentences pattern, wich 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 motivates students' to learn grammar especially degree of

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[58] *Ibid.* p. 97

comparison. By using arranging words game students can learn and remember the formula because thay 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 explenation 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:

H_a = 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.

H_o = 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:

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[59] Donald Ary, Lucy Cheser Jacobs, and Chris Soresen, *Introduction to Research in Education 8th edition*, (Wadsworth, Belmont), p.301

Table 3.1
Pre-Test and Post-Test Design

Select Control group	Pre-Test	No Treatment	Post Test
Select Experimental group	Post-Test	Experimental Treatment	Post Test

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.[60]

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)

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[60] John W. Cresswell, *Educational Research:Planing, Conducting, and Evaluating Quantitative and Qualitative Research 4th ed,* (Boston: Pearson Education, 2002),p. 310

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.

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[61] Jack Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education Seventh Edition,* (New York: McGraw-Hill, 2009), p.90

Table 3.2

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

No.	Class	Gender		Total
		Male	**Female**	
1.	8A	15	15	30
2.	8B	15	15	30
3.	8C	16	14	30
4.	8D	18	12	30
5.	8E	16	14	30
6.	8F	13	16	29
7.	8G	15	15	30
8.	8H	16	14	30
9.	8I	17	12	29
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.[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

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[62] *Ibid*

individuals is known as cluster random sampling.[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 reasercher 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.

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[63] *Ibid,* p. 96

Table 3.3
T able of Specification of Pre-Test before Try-Out

Aspect	Odd	Even	Total	Distribution	
Positive	8	6	14	1, 3, 11, 13, 17, 21, 23, 37	4, 8, 12, 14, 16, 22
Comparative	5	9	14	25, 27, 29, 33, 39	2, 6, 10, 18, 24, 28, 34, 38, 40
Superlative	7	5	12	5, 7, 9, 15, 19, 31, 35	20, 26, 30, 32, 36
Total	20	20	40	20	20
	40			40	

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

Aspect	Odd	Even	Total	Distribution	
Positive	4	3	7	1, 9, 11, 21	2, 6, 14
Comparative	3	4	7	15, 19, 23	4, 8, 22, 24
Superlative	5	5	10	3, 5, 7, 13, 17	10, 12, 16, 18, 20
Total	12	12	24	12	12
	24			24	

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 3.5
Table of Specification of Post-Test before Try-Out

Aspect	Odd	Even	Total	Distribution	
Positive	4	5	9	15, 17, 19, 31	4, 6, 12, 24, 28
Comparative	10	7	17	3, 5, 7, 11, 13, 25 27, 29, 33, 35	10, 16, 20, 26, 32, 34, 36
Superlative	6	8	14	1, 9, 21, 23, 37, 39	2, 8, 14, 18, 22, 30, 38, 40
Total	20	20	40	20	20
	40			40	

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

Aspect	Odd	Even	Total	Distribution	
Positive	2	7	9	1, 3	4, 6, 8, 10, 12, 16, 18
Comparative	7	3	11	5, 11, 13, 15, 17, 19, 21	2, 14, 20
Superlative	4	2	5	7, 9, 23, 25	22, 24
Total	13	12	25	13	12
	25			25	

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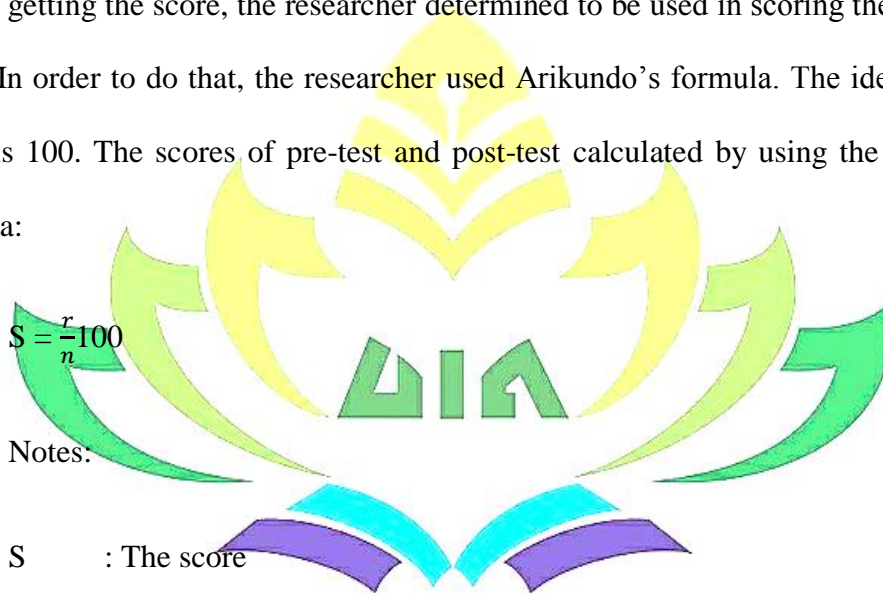
The last point that was done in this research procedure was reporting.

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:

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

Notes:

S   : The score

r : The total of the right answer

n : The total items.[64]

I. Validity and Reliability

1. Validity of the Test

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[64] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik (Edisi Revisi VI),*
Reneka Cipta, Jakarta, cet.13, 2007, p.271

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 order hand, the instrument which lack of valid has a low validity.[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 refered 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

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[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, 28, 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

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[66] Glenn Fulcher & Fred Davinson, *Language Testing and Assessment an Advanced Resource book,* (New York: Roudledge, 2007), p.166

[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 tset.

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.[68] Besides having high validity, a good test must have high reliability too. The criteria of reliability test are:

0.800 - 1.00   = Very high reliability

0.600 - 0.799 = High reliability

0.400 - 0.5.99 = Medium reliability

0.200 – 0.399 = Low reliability

0.00 – 0.199   = Very low reliability.[69]

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 reseaercher used statistical computation by using SPSS (*Statistical Package for Social Science*) for normality.

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[68]Jack R. Fraenkel and Norman E. Wallen, *Op. Cit,* p.154

[69] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif,* (Bandung: Alfabeta , 2011), p.184

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

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

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 dictributed sample.[70]

H_o is accepted if sig > α = 0.05

H_a is accepted if sig < α = 0.05

The hypothesis of normality test is formulated as follows:

H_o : the data are normally distibuted

H_a : the data are not normally distributed

b. **Homogeneity Test**

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[70] Stephanie, *Statistic How To,* (November 19,2014). Available on: <u>http://www.statisticshow</u> to.com/shapiro-wilk-test/ (access on Febuary 11, 2018. 22.25 pm)

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 sig > α = 0.05

H_a is accepted if sig < α = 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:

H_o = 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

H_a = 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:

Histogram

for Technique= Experimental Class

Mean =58.17
Std. Dev. =12.696
N =30
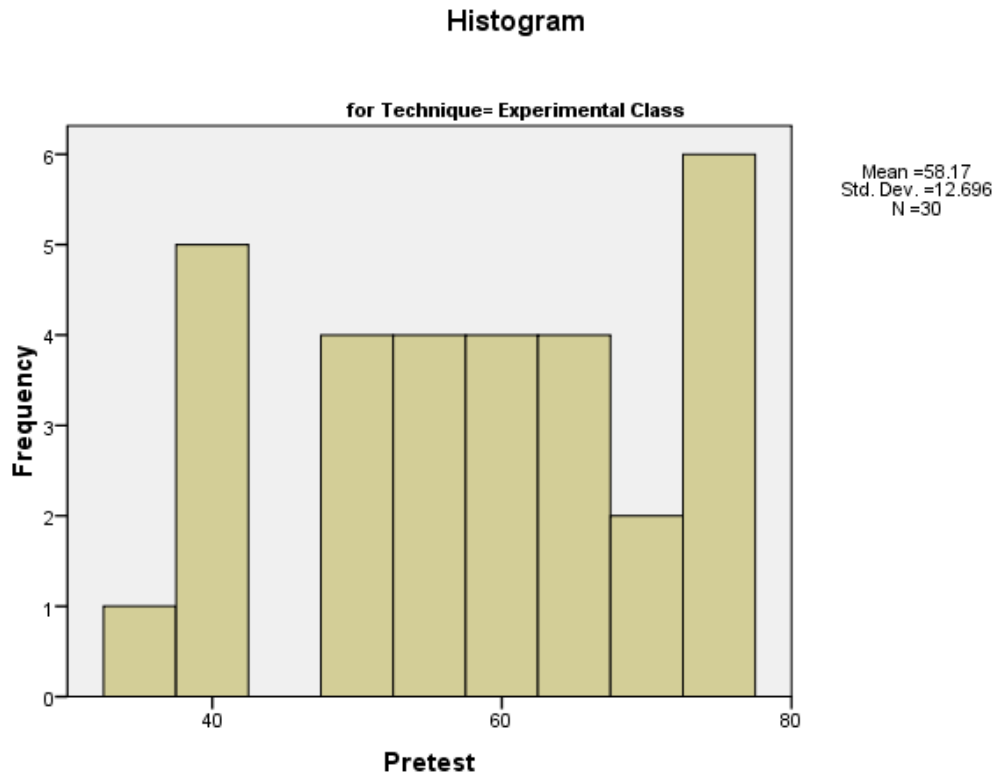
Figure 1
The result of the Pre-test in Experimental Class

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 administered 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:

Histogram

for Technique= Control Class

Mean =68.31
Std. Dev. =13.846
N =29
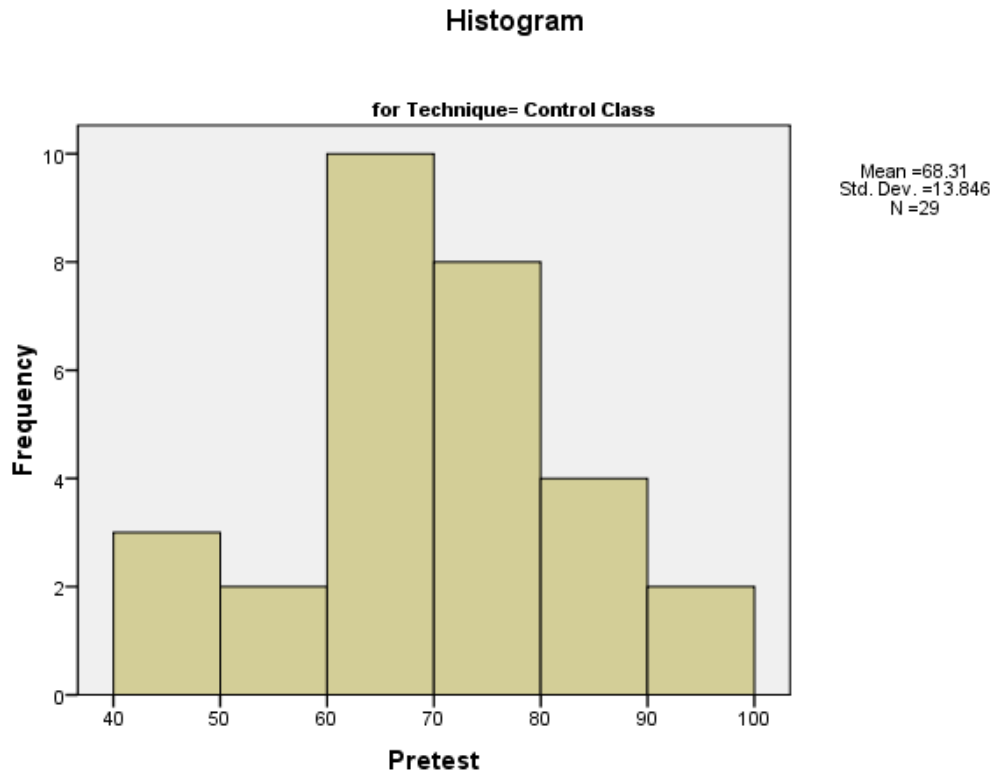
Figure 2
The result of Pre-test in Control Class

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:

Histogram

for Technique= Experimental Class

Mean =76.17
Std. Dev. =10.396
N =30
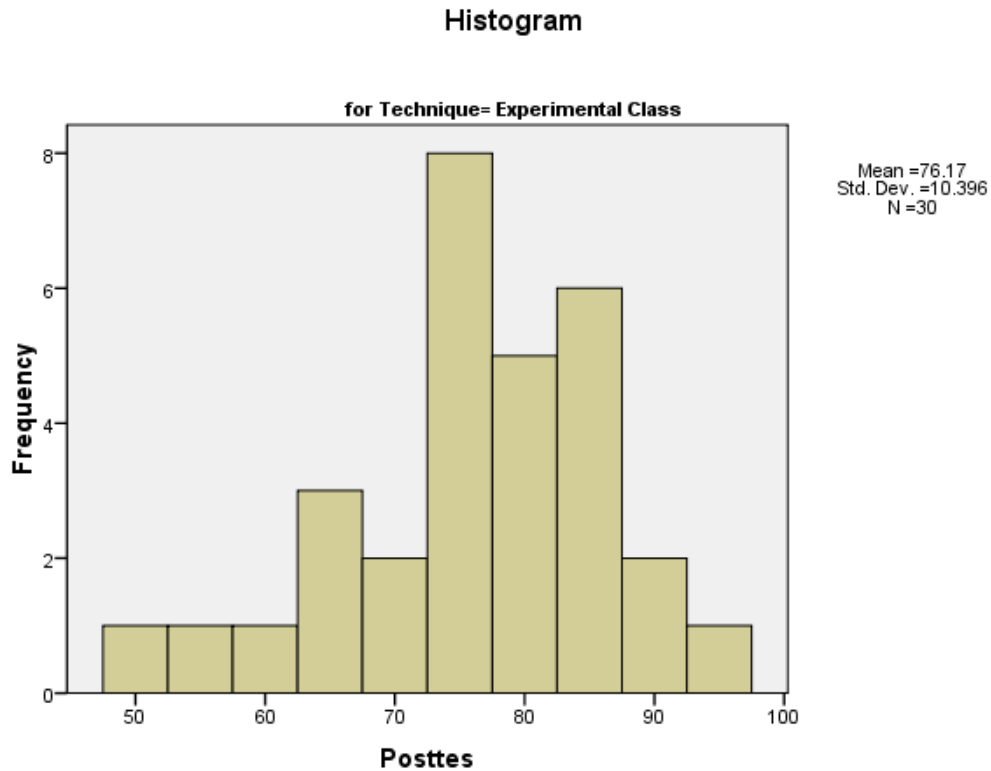
Figure 3
The result of Post-test in Experimental class

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:

Histogram

for Technique= Control Class

Mean =66.17
Std. Dev. =14.96
N =29
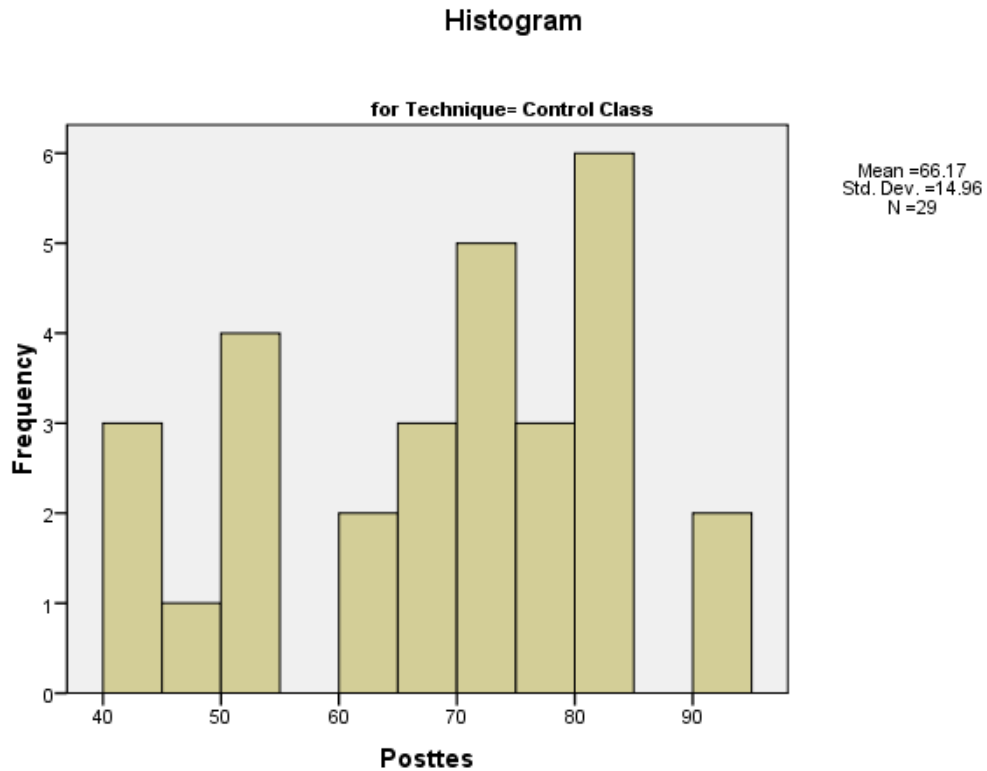
Figure 4
The result of Post-test in Control Class

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_o = the data are normally distributed

H_a = the data are not normally distributed

The criteria for normally test as follows:

H_o = accepted if Sig. > a 0.05

H_a = accepted if Sig. < a 0.05

Table 4.1
Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Technique	Statistic	df	Sig.	Statistic	df	Sig.
Gain	Experimental Class	.139	30	.147	.953	30	.202
	Control Class	.177	29	.021	.942	29	.116

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 $_{value}$ (*Sig*). For experimental class was 0.147 for Kolmogorov-Smirnov[a] and 0.202 for Shapiro-Wilk. While Sig. for control class was 0.021 for Kolmogorov-Smirnov[a] and 0.116 for Shapiro-Wilk. Because *Sig* (P $_{value}$) for experimental class > a = 0.05 it means for control class > α = 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_o = the variance of the data were homogeneous.

H_a = the variance of the data were not homogeneous.

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

H_o accepted if Sig. $> \alpha = 0.05$

H_a accepted if Sig. $< \alpha = 0.05$

Table 4.2
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Gain	Based on Mean	.773	1	57	.383
	Based on Median	.487	1	57	.488
	Based on Median and with adjusted df	.487	1	44.649	.489
	Based on trimmed mean	.795	1	57	.376

Based on the table 4.2, it can be seen that *Sig.* (P $_{value}$) based on mean was 0.382, and $\alpha = 0.05$. It mean that *Sig.* (P $_{value}$) $> \alpha$ and H_o is accepted. So, it can be concluded that the data have 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_o = 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.

H_a = 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_o was accepted, if the score of t $_{observed}$ >t $_{critical}$.

H_a was accepted, if the score of t $_{observed}$ < t $_{critical}$.

In this case, the researcher used the level of significant α = 0.05

Table 4.3
Result of Hypothetical Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
								Std. Error Differe nce	95% Confidence Interval of the Difference	
						Sig. (2-tailed)	Mean Differe nce			
		F	Sig.	t	df				Lower	Upper
Ga in	Equal variances assumed	.773	.383	4.25 9	57	.000	20.138	4.728	10.670	29.606
	Equal variances not assumed			4.23 5	50.1 66	.000	20.138	4.756	10.587	29.689

Based on the result obtained in the independent sample t-test in Table 4.3, that the value of significant generated *Sig.* (P_{value}) = $0.000 < \alpha = 0.05$. So, H_o 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
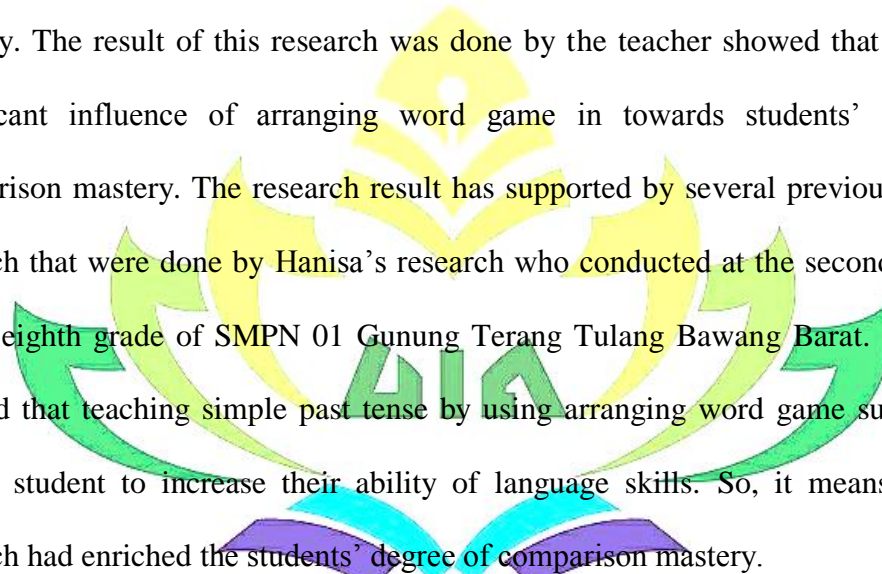
grammar was difficult for them. Many students did not understand about degree of comparison. But in the second meeting, the students feel more enjoyed than before because they were exited for playing arranging word game, the treatment was run well. And in the third treatment, the students felt already 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, *Sig.* (P_{value}) was 0.000 and $\alpha = 0.05$ it means that *Sig.* (P_{value}) $< \alpha = 0.05$ and H_a is accepted. The result showed that there was a

significant influence of 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
CONCLUTION 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_o is rejected and H_a is accepted.

B. Suggestion

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

1. For the Teacher

a.   Considering the technique, to the English teachers will apply arranging word game as one of the way in teaching degree of comparison. It can help the students not only enrich their degree of comparison by developing the understanding and the using and also make their active and enjoyable in the process teaching learning English.

b. To improve the students independency, to the teacher will let the students to work in groups since work group can provide learners' with an opportunity to learn from each other in an active and involved way. in addition, it takes the control away from the teacher and gives it to the learners temporarily.

2. For the Students

a. The students should pay full attention when the teacher giving material about English, especially about degree of comparison.

b. The students should be confidence and more active in learning process English by using arranging word game not only when studying in the classroom but also in 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.

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APPENDICES

APPENDIX 1

THE RESULT OF INTERVIEW WITH THE ENGLISH TEACHER IN PRELIMINARY RESEARCH

Teacher: Yuliatin, S.Pd

No.	Pertanyaan	Jawaban	kesimpulan
1.	Sudah berapa lama ibu mengajar bahasa inggris?	Saya mengajar bahasa inggris sudah sekitar 17 tahun	Guru tersebut sudah mengajar bahasa inggris selama 17 tahun
2.	Berapakah standar kelulusan dalam pelajaran bahasa inggris di kelas delapan?	Standar kelulusan / KKM di kelas delapan yaitu 72	Standar kelulusan pelajaran bahasa inggris kelas delapan adalah adalah 72
3.	Teknik / metode apakah yang ibu pakai dalam mengajar *grammar* ?	Saya tidak mengguna teknik atau metode khusus dalam mengajar. Saya hanya menggunakan teknik yang paling umum digunakan oleh guru lain dalam mengajar *grammar* yaitu *Lecturing technique* .	Guru telah menggunakan *Lecturing technique*
4.	Apakah permasalahan siswa yang paling sering Ibu temukan dalam pengajaran *grammar* khususnya *degree of comparison* ?	Permaslahan 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	Terdapat beberapa permasalahan siswa ketika belajar bahasa iggris diantaranya yaitu keterbatasan pengetahuan kosa kata, dan pengajaran grammar.

APPENDIX 2

THE RESULT OF INTERVIEW WITH THE ENGLISH STUDENTS IN PRELIMINARY RESEARCH

Interview for the students

Student A:

No.	Pertanyaan	Jawaban	Kesimpulan
1.	Apakah anda menyukai pelajaran bahasa inggris?	Saya suka belajar bahasa inggris karena bagi saya belajar bahasa inggris itu tidak membosankan dan menyenagkan	Siswa menyukai pelajaran bahasa inggris karena menurutnya bahasa inggris itu tidak membosankan dan menyenangkan, tetapi siswa memiliki keterbatasan dalam menguasai susunan katanya sehingga siswa merasa sulit dalam mempelajarinya terutama dalam hal pembuatan kalimat. Untuk
2.	Bagaimanakah cara guru mengajar bahasa inggris dikelas?	Cara mengajarnya seperti biasa, menjelaskan, mencatat, mengerjakan tugas atau diberi pekerjaan rumah, seperti itu hampir di setiap kali pertemuan	
3.	Apa kesulitan yang sering ditemukan dalam belajar bahasa inggris terutama dalam degree of comparison?	Suka lupa dengan rumus, kata adjektif dan ketika sulit membedanya dan tidak bisa ketika membuat kalimat	
4.	Apa yang anda sukai dan tidak sukai dalam belajar bahasa inggris?	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	

Student B:

No.	Pertanyaan	Jawaban	Kesimpulan
1.	Apakah anda menyukai pelajaran bahasa inggris?	Saya kurang suka dengan pelajaran bahasa inggris karena bahasa inggris itu susah, jadi saya malas dan kurang motivasi untuk belajar bahasa inggris	Siswa kurang menyukai pelajaran bahasa inggris karena menurutnya bahasa inggris itu adalah pelajaran yang susah terutama tentang grammar, harus menghafal rumus
2.	Bagaimanakah cara guru mengajar bahasa inggris dikelas?	Mencatat, mencata tugas, mengerjakan tugas, berbicara di dalam kelas dan hafalan kosa kata	
3.	Apa kesulitan yang sering ditemukan dalam belajar bahasa inggris terutama dalam degree of comparison?	Kesulitan yang saya sering temukan adalah tentang grammar, saya sering lupa dengan rumus-rumusnya, paling susah jika disuruh menghafal rumus	
4.	Apa yang anda sukai dan tidak sukai dalam belajar bahasa inggris?	Saya suka belajar bahasa inggris karena gurunya baik, tetapi saya tidak suka dengan pelajaran bahasa inggris karena selalu dituntut untuk menghafal rumusnya	

Student C:

No.	Pertanyaan	Jawaban	Kesimpulan
1.	Apakah anda menyukai pelajaran bahasa inggris?	Kadang-kadang, kadang suka kadang tidak karena terkadang ketikabelajar bahasa inggris itu saya merasa bosan, jadi saya tidak begitu tertarik untuk belajar bahasa inggris akan tetapi kalau materinya mudah difahami saya jadi menyukainya	Terkadang siswa suka pelajaran bahasa inggris jika materinya mudah dipahami. Kesulitan dalam berlajar bahasa inggris adalah kurang pengetahuan tentang *grammar* khususnya *degree of comparison*.
2.	Bagaimanakah cara guru mengajar bahasa inggris dikelas?	Menjelaskan materi lalu menuliskan contoh-contohnya. Mengerjakan tugas dan memberi PR	
3.	Apa kesulitan yang sering ditemukan dalam belajar bahasa inggris terutama dalam degree of comparison?	Suka terbalik-balik rumus *grammar* nya, tidak hafal bentuk katanya	
4.	Apa yang anda sukai dan tidak sukai dalam belajar bahasa inggris?	Saya suka karena gurunya baik, selebihnya saya kurang suka dengan pelajaran bahasa inggris, kalau materinya mudah dipahami baru saya bersemangat belajarnya	

Student D:

No.	Pertanyaan	Jawaban	Kesimpulan
1.	Apakah anda menyukai pelajaran bahasa inggris?	Saya tidak suka pelajaran bahasa inggris karena menurut saya bahasa ingggris itu susah	Siswa tidak menyukai pelajaran bahasa inggris karena menurutnya bahasa inggris itu susah. Siswa juga merasa bosan ketika belajar bahasa inggris, karena suka lupa dengan rumus-rumus grammarnya.
2.	Bagaimanakah cara guru mengajar bahasa inggris dikelas?	Mengajarnya sama seperti guru-guru yang lain, menjelaskan maetri, memberi contoh-contoh dan soal	
3.	Apa kesulitan yang sering ditemukan dalam belajar bahasa inggris terutama dalam degree of comparison?	Suka lupa dengan rumus, kata adjektif bentuk *positive, comparative, dan superlative* sulit membedakannya	
4.	Apa yang anda sukai dan tidak sukai dalam belajar bahasa inggris?	Saya tidak suka belajar bahasa inggris	

Appendix 3

STUDENTS' GRAMMAR SCORE CLASS VIII SMP PGRI 6
BANDAR LAMPUNGIN THE ACADEMIC YEAR 0F
2018/2019

CLASS VIII A			CLASS VIII B		
No.	Name	Score	No.	Name	Score
1.	Amelia Azzahra	99	1.	Aji Triwanda	70
2.	Adelia Anjani	90	2.	Apriyandi	80
3.	Arya Yudha	80	3.	Ardi Dio	40
4.	Azalia Rizki	60	4.	Ari Setiawan	50
5.	Bayu Kisworo	85	5.	Dea Apriliana	20
6.	Bimo Abiyu	65	6.	Dwi Saputra	60
7.	Diana Puspita	70	7.	Fitria	85
8.	Faisal Purnama	80	8.	Isnaini	60
9.	Ibnu Haris	75	9.	M. Riswan	40
10.	Lestari	90	10.	Monalisa	75
11.	Intan Permata	90	11.	Meisya	70
12.	M. Rohim	95	12.	Muhammad	95
13.	Mudrikah Al'Matin	45	13.	Muhammad Dian	70
14.	Muhammad	60	14.	Nanda Antika	30
15.	Muhammad	76	15.	Naula Meidi	80
16.	Nova Ikhsani	85	16.	Prayoga	50
17.	Nurnajli Tri	90	17.	Raka Arrizki	90
18.	Octa Fiandra	80	18.	Ranti Maulidiah	30
19.	Rahma R.	65	19.	Rian Irawan	80
20.	Ranara Athalia	60	20.	Rida Ayu Kirani	65
21.	Rifqi Nurhuda	75	21.	Ridho	75
22.	Rimalia Fircia	55	22.	Rizki Ananda	60
23.	Risky	86	23.	Sayba	90
24.	Risma Anindiya	75	24.	Septia Nur'aini	30
25.	Rizki Andrian	90	25.	Shelvia	85
26.	S. Krisna Panggih	80	26.	Surya Dwi	80
27.	Septa Riyan	85	27.	Thomas Aditia	30
28.	Shintya	48	28.	Wulan Rahma	90
29.	Wulan Dari	87	29.	Yusro Nasyro	70
30.	Adelia Anjani	70	30.	Yesi Febrianti	60

CLASS C			CLASS D		
No.	Name	Score	No.	Name	Score
1.	Fatmawati	90	1.	Abdul Gani	70
2.	Ikke Maharani	80	2.	Agrabinta	50
3.	Kewin Antonius	75	3.	Ainul Amin	65
4.	Kiki Ayu Ningtyas	70	4.	Anisa Julianti	75
5.	Livia Iwana Sari	65	5.	Bulan Annis P.	85
6.	M. Hanif Aditya	60	6.	Caisar Padi Alif Panca	80
7.	M. Rifki Arsyah	45	7.	Crisnawan	90
8.	M. Taufiquuohim	40	8.	Da'I Jaka Tri Negara. Ar	55
9.	Merlin Meyka Sari	70	9.	Daru Ayu	45
10.	Muhammad Romi	75	10.	Dedi K.	65
11.	Restu Andika	80	11.	Devi Fortuna	85
12.	Reyhan Gusti Saputra	85	12.	Devina L.	65
13.	Reynaldi	65	13.	Dhani Wicaksana	90
14.	Ridho Rizki Sukarna	60	14.	Dila Putra Amalia	85
15.	Riski Adelia	70	15.	Elisabet	60
16.	Safitra	70	16.	Fadillah Dwi Sismawardani	60
17.	Serli Fitri Yani	60	17.	Fikri Ekna Destian	45
18.	Sri Seka Wulandari	78	18.	Genta Surya Arya Wijaya	60
19.	Teguh Tri Wahyudi	55	19.	Juliati	70
20.	Tomi Agus Diyansyah	50	20.	Lintang Adelia	80
21.	Ike Jariska Ayu	40	21.	Lucky Dwi	85
22.	Hendi Perdana	75	22.	M.Farhan Arifin	75
23.	Ilyasa Fikri	70	23.	Muhammad Reza Hidayat	70
24.	Jeki Aditia	80	24.	Nefringga A.	90
25.	Mega Wiranda	90	25.	Pandu Suseno	80
26.	Ovi Agustina	85	26.	Rendi Setiawan	65
27.	Rangga R.S	55	27.	Robiansyah	50
28.	Tri Prayogi	50	28.	Saipul	60
29.	Reza Mahardika	65	29.	Seli Ananda	55
30.	Tri Amelia Putri	85	30.	Widya Sari	60

CLASS E			CLASS F		
No.	Name	Score	No.	Name	Score
1.	Adan Uzlah Duhana	65	1.	Ahmad Danu Firmansyah	80
2.	Ahmad Yusuf	60	2.	Amirul Akbar	60
3.	Aldy Junaeidi	90	3.	Defi Dwi Yanti	75
4.	Amalia Rifda	65	4.	Dela Septiana	70
5.	Azza Salsabila	75	5.	Dindi Novia Risma Putri	70
6.	Bobi Agustian	70	6.	M. Rizki Saputra	65
7.	Dedy Kurniawan	75	7.	M. Rizqi Miftahul	75
8.	Dias Sumbaga Wicaksana	65	8.	Mira Jihan Rozdiana	80
9.	Della Safitri	80	9.	M.Septa	70
10.	Erwin Dayfan Prabowo	60	10.	Muhammad Dimas	85
11.	Frenti Yanani	90	11.	Mutia Daratista	80
12.	Herdiyansyah	90	12.	Nadia Syahra Fahira	90
13.	Jesika Putri	45	13.	Priti Sinta	50
14.	Joko Siswanto	90	14.	Puja Kharisma	55
15.	Karmini	55	15.	Putra Amanda	75
16.	M. Fadil	60	16.	Puti May Lestari	80
17.	M. Yusril Maulana	75	17.	Rheznandya Pramata Putra	45
18.	Nanda Tri Alfiani	70	18.	Rifki Andika Prastiyo	40
19.	Oxsa Lintang Kamila	75	19.	Rofi Paiha	50
20.	Prastika Yoanda	85	20.	Rifki Samudra	70
21.	Rio Setiawan	65	21.	Riski Ilhamsyah Saputra	75
22.	Rita Maharani	65	22.	Salsa Tridanata	80
23.	Rizky Virnanda	60	23.	Salwa Nur	90
24.	Trisna Lestari	80	24.	Sinta Juliana	65
25.	Vira Lianta	85	25.	Siti Eni Putra	50
26.	Widyanita	70	26.	Siti M.	90
27.	Yeni Safitri	65	27.	Syukma Ira	85
28.	Yunita Presilia	75	28.	Yosella	55
29.	Zahra Ayu Chairunissa	70	29.	Yoanda Trio Purwanto	40
30.	Nur Sandi	75			

	CLASS G			CLASS H	
No.	Name	Score	No.	Name	Score
1.	Aden Pratama	90	1.	Abelia Eka Saputri	95
2.	Andi Irawan	75	2.	Adriel Satria Putra	55
3.	Bagas Pahardiansyah	70	3.	Ahmad Reza S.	50
4.	Bima Saputra	65	4.	Aisyah Jelang Ramadhan	62
5.	Candra Aritama	75	5.	Aji Muhammad Ridwan	62
6.	Chessa Veronica	60	6.	Amanda Julianti Agustin	90
7.	Dhea Febiani	80	7.	Andita Novaliana	60
8.	Dian Rahmawati	80	8.	Andri Irawan	85
9.	Eza Nayaka Tamma	70	9.	Chalista Ningsih	70
10.	Fichkia Seva R.	60	10.	Darma Prasetiyo	70
11.	Indah Purnama S.	45	11.	Desta Ardiansyah	65
12.	Iqbal Tanjung	70	12.	Devi Deana Sari	55
13.	Irfan Saputra	75	13.	Dhea Sabella	70
14.	M. Sulthan Dzakie	90	14.	Doni Anggara S.	55
15.	M. Taufiqurrohim	60	15.	Geofani Novantoro	65
16.	MerlinMayka	75	16.	Irawan Candra Mai M.	80
17.	Nor Hasanah	45	17.	Jenita Erma Sari	55
18.	Nurhayati	70	18.	Livia Iwana Sari	50
19.	Raden Bagus Yosafat Gading	45	19.	M. Irfan Almusri	85
20.	Rena Resta Dewi	60	20.	Muhammad Rayhan	70
21.	Renaldi	80	21.	Nadia Septiani	60
22.	Revaliano Daffa Irawan	50	22.	Novita Amelia Dewi	65
23.	Risky Adelia	70	23.	Putra Rhamadhani	95
24.	Rizki Kurniawan	90	24.	Raga Himawan	80
25.	Safitri	75	25.	Ratu Beryl Baressa	90
26.	Sherly Agustina	70	26.	Tri Prasetio	70
27.	Siti Anista Mayang W.	40	27.	Tri Santoso Aji K.	45
28.	Tika Mazni	20	28.	Tri Wulandari	50
29.	Vina Merlisa	85	29.	Yudha Ahmad Misnaini	65
30.	Yuda Anugrah Hadi	40	30.	Yunia Merita	75

CLASS I		
No.	Name	Score
1.	Abdurrahman Wira N.	85
2.	Aditya Saputra Pratama	65
3.	Aldi Septian R.	75
4.	Aldo Septian R.	55
5.	Amanda Ade Paraswita	75
6.	Ananda Saputra	70
7.	Andel Ramadani	95
8.	Azka Lulu Fahirah	80
9.	Bianca Pramesuari	90
10.	Carissa Angelita	70
11.	Dwi Marrio	95
12.	Eric Firmansyah	70
13.	Feren Nadia Azhari	70
14.	Ikke Maharani	90
15.	M. Aghtar Mirad Saputra	55
16.	M. Aldi Ramadhan	65
17.	M. Yusuf Rakha P.	90
18.	Nazwa Nabila	80
19.	Noppi Ramadani	65
20.	Nur Sandi	55
21.	Putri Indah Sari	80
22.	Riski Saputra	55
23.	Riyan Nurhalimah	65
24.	Riski Amalia P.	75
25.	Riski Saputra	70
26.	Rizki Evan Saputra	80
27.	Sabilla Dhea Dwi M.	70
28.	Sendi Irawan	80
29.	Sugeng Arianto	85

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.

Kompetensi Dasar	Materi Pokok/ Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.5 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, sesuai	**Teks lisan dan tulis untuk menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu** *Fungsi sosial* Menjelaskan, membanggakan, memuji, mengaguni,	**Mengamati** • 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. • Siswa dituntut untuk	**KRITERIA PENILAIAN** • Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak.	8 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar

dengan konteks penggunaannya 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 benar dan sesuai konteks	mengkritik, dsb. ***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.*, dan semacamnya. ***Unsur 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	mencontoh kebiasaan tersebut dengan 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. **Menanya** 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	• Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. • Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu.		dan akurat • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti: - www.dailyen glish.com - http://america nenglish.state .gov/files/ae/r esource_files - http://learnen glish.britishc ouncil.org/en/

	secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal (5) Ucapan, tekanan kata, intonasi, (6) Ejaan dan tanda baca (7) Tulisan tangan. ***Topik*** Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.	Inggris dari film, kaset, buku teks, dsb. • Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang (keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu. • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dalam konteks pembelajaran, simulasi, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan menyebutkan dan	**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 menuliskannya 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. Difficulter

    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)

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

Appendix 10

STUDENTS' PRE-TEST AND POST-TEST RESULT OF

CONTROL CLASS (VIII I)

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

Appendix 11

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

Histogram

for Technique= Experimental Class

Mean =58.17
Std. Dev. =12.696
N =30

Histogram

for Technique= Control Class

Mean =68.31
Std. Dev. =13.846
N =29
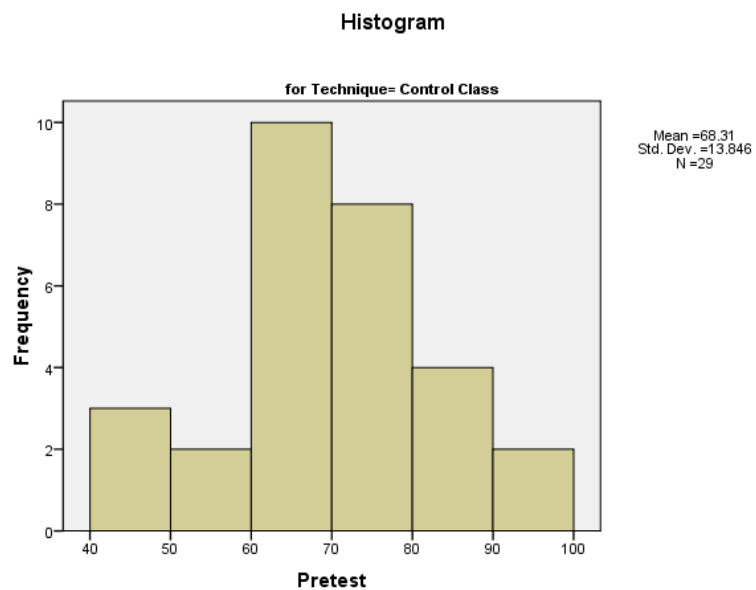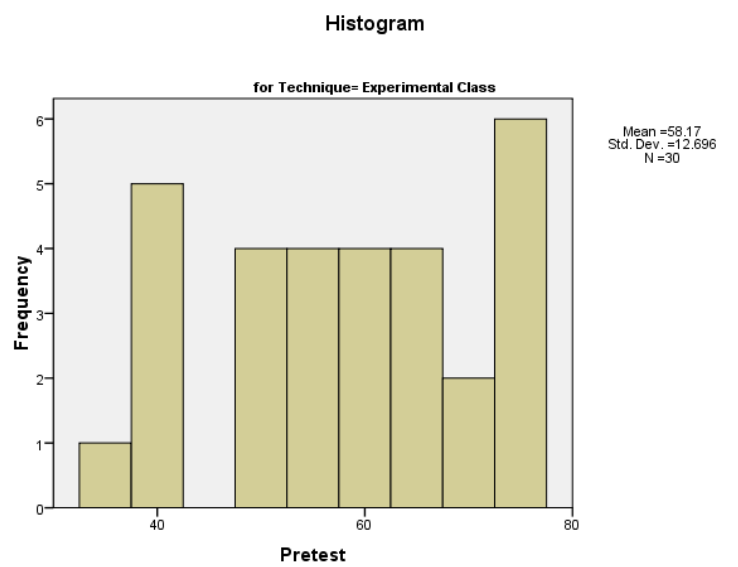
The result Descriptive of Pre-Test in Experimental and Control Class

	Technique			Statistic	Std. Error
Pretest	Experimental Class	Mean		58.17	2.318
		95% Confidence Interval for Mean	Lower Bound	53.43	
			Upper Bound	62.91	
		5% Trimmed Mean		58.43	
		Median		60.00	
		Variance		161.178	
		Std. Deviation		12.696	
		Minimum		35	
		Maximum		75	
		Range		40	
		Interquartile Range		20	
		Skewness		-.207	.427
		Kurtosis		-1.083	.833
	Control Class	Mean		68.31	2.571
		95% Confidence Interval for Mean	Lower Bound	63.04	
			Upper Bound	73.58	
		5% Trimmed Mean		68.28	
		Median		65.00	
		Variance		191.722	
		Std. Deviation		13.846	
		Minimum		40	
		Maximum		96	
		Range		56	
		Interquartile Range		12	
		Skewness		-.104	.434
		Kurtosis		-.017	.845

Appendix 12

The Result of Post-test in Experimental and Control Class

Histogram

for Technique= Experimental Class

Mean =76.17
Std. Dev. =10.396
N =30

Histogram

for Technique= Control Class

Mean =66.17
Std. Dev. =14.96
N =29
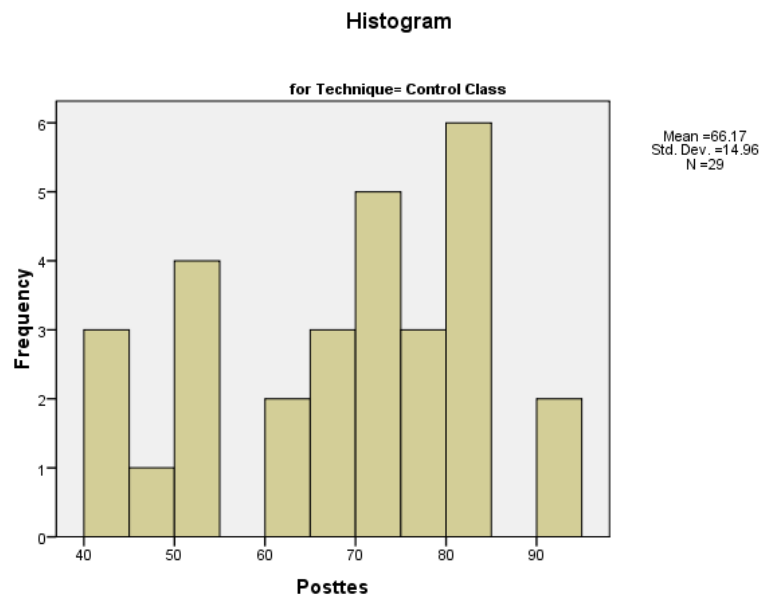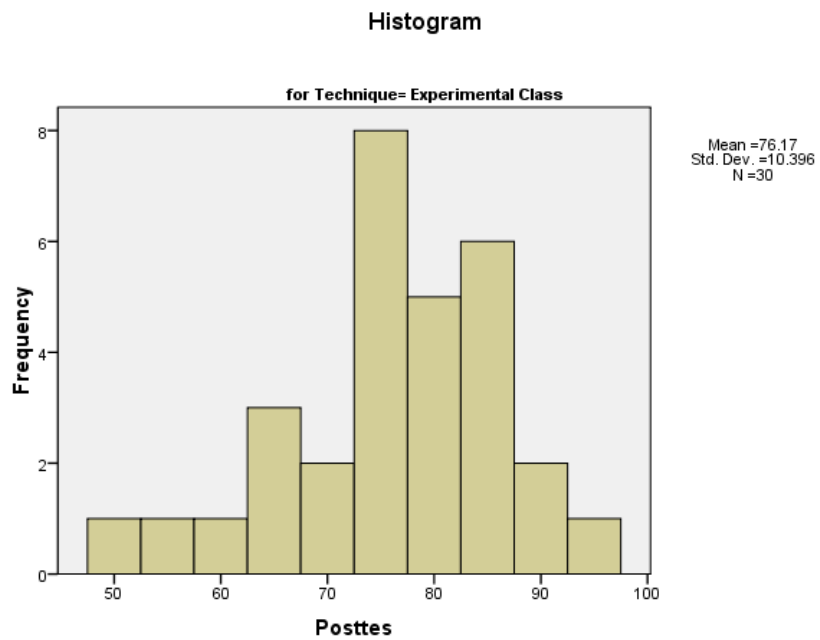
The result Descriptive of P0st-Test in Experimental and Control Class

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

APPENDIX 14

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

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

Btr Baru	Btr Asli	D.Pembeda(%)	T. Kesukaran	Korelasi	Sign. Korelasi
1	1	28,57	Sedang	0,263	-
2	2	28,57	Sedang	0,208	-
3	3	-14,29	Sedang	-0,108	-
4	4	14,29	Sedang	0,120	Sangat Signifikan
5	5	42,86	Sedang	0,358	-
6	6	28,57	Sedang	0,219	-
7	7	42,86	Sedang	0,242	-
8	8	14,29	Sedang	0,280	-
9	9	14,29	Sukar	0,157	-
10	10	-28,57	Sedang	0,037	Sangat Signifikan
11	11	0,00	Sedang	0,236	-
12	12	57,14	Sedang	0,337	Signifikan
13	13	28,57	Sedang	0,108	-
14	14	57,14	Sedang	0,273	-
15	15	85,71	Sedang	0,686	Sangat Signifikan
16	16	71,43	Sedang	0,552	Sangat Signifikan
17	17	85,71	Sedang	0,552	Sangat Signifikan
18	18	85,71	Sedang	0,638	Sangat Signifikan
19	19	100,00	Sedang	0,742	Sangat Signifikan
20	20	71,43	Sedang	0,615	-
21	21	42,86	Sedang	0,368	Signifikan

22	22	57,14	Sedang	0,383	Signifikan
23	23	71,43	Sedang	0,645	Sangat Signifikan
24	24	42,86	Sedang	0,423	Sangat Signifikan
25	25	71,43	Sedang	0,638	Sangat Signifikan
26	26	57,14	Sedang	0,455	Sangat Signifikan
27	27	57,14	Sedang	0,412	Sangat Signifikan
28	28	42,86	Sedang	0,401	Sangat Signifikan
29	29	42,86	Sukar	0,508	Sangat Signifikan
30	30	14,29	Sedang	0,259	-
31	31	71,43	Sedang	0,648	Signifikan
32	32	28,57	Sedang	0,295	-
33	33	71,43	Sedang	0,562	Sangat Signifikan
34	34	57,14	Sukar	0,748	-
35	35	57,14	Sedang	0,584	Sangat Signifikan
36	36	28,57	Sedang	0,455	Sangat Signifikan
37	37	71,43	Sedang	0,480	Sangat Signifikan
38	38	42,86	Sedang	0,357	Signifikan
39	39	57,14	Sedang	0,490	Sangat Signifikan
40	40	57,14	Sedang	0,589	Signifikan

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**

Btr Baru	Btr Asli	D.Pembeda(%)	T. Kesukaran	Korelasi	Sign. Korelasi
1	1	14,29	Sedang	0,327	Signifikan
2	2	14,29	Sukar	0,055	-
3	3	28,57	Sukar	0,141	-
4	4	57,14	Sukar	0,647	Sangat Signifikan
5	5	71,43	Sukar	0,582	Sangat Signifikan
6	6	28,57	Sukar	0,366	Signifikan
7	7	14,29	Sukar	0,370	Signifikan
8	8	42,82	Sedang	0,518	Sangat Signifikan
9	9	28,57	Sangat Sukar	0,777	Sangat Signifikan
10	10	14,29	Sukar	0,481	Sangat Signifikan
11	11	0,00	Sangat Sukar	0,093	-
12	12	57,14	Sedang	0,431	Sangat Signifikan
13	13	57,14	Sedang	0,435	Sangat Signifikan
14	14	0,00	Sangat Mudah	0,024	-
15	15	14,29	Sangat Sukar	0,561	Sangat Signifikan
16	16	14,29	Sangat Sukar	0,586	Sangat Signifikan
17	17	28,57	Mudah	0,274	-
18	18	0,00	Sangat Sukar	NAN	NAN
19	19	42,86	Sedang	0,371	Signifikan
20	20	28,57	Sukar	0,440	Sangat Signifikan
21	21	0,00	Sedang	0,113	-
22	22	42,86	Sedang	0,31	Signifikan

23	23	14,29	Sangat Sukar	-0,078	-
24	24	28,57	Sedang	0,249	-
25	25	85,71	Sedang	0,532	Sangat Signifikan
26	26	28,57	Sedang	0,282	Signifikan
27	27	14,29	Sedang	0,080	-
28	28	28,57	Sukar	0,055	-
29	29	-14,29	Sukar	0,104	-
30	30	0,00	Sukar	0,184	-
31	31	0,00	Sukar	0,339	Signifikan
32	32	71,43	Sedang	0,420	Sangat Signifikan
33	33	28,57	Sangat Sukar	0,723	Sangat Signifikan
34	34	0,00	Sukar	0,245	-
35	35	85,71	Sedang	0,504	Sangat Signifikan
36	36	0,00	Sukar	0,296	-
37	37	42,86	Sukar	0,368	Signifikan
38	38	-57,14	Sedang	-0,136	-
39	39	28,57	Sukar	0,349	Signifikan
40	40	57,14	Sedang	0,592	Sangat Signifikan

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. Ass enjoyable
    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. Worse

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

g. Older
h. Old

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 poular
    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. Difficultiest
   f. Difficulter
   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